

English Summary

Benjamin Moser
Daniel Sommer
Philipp Wolfmayer

February 11, 2019

Contents

1	Scientific/Academic Writing	3
1.1	Do's and Don'ts	3
1.2	Rules	5
1.2.1	Choose the more formal alternative	5
1.2.2	Some words / phrases to avoid	5
1.2.3	Formal Grammar and Style	5
1.2.4	Gender neutrality	6
1.2.5	passive voice	6
1.2.6	example 1	6
1.2.7	example 2	7
1.2.8	example 3	7
1.3	Problematic Expressions	8
1.3.1	“Exist” cannot be translated to “es gibt”	8
1.3.2	This/ These vs That/Those	8
1.3.3	e.g. and i.e.	8
1.3.4	False friends (austrianisms)	8
1.4	Linking words	8
2	Paraphrasing	10
2.1	Definition	10
2.2	How to paraphrase	10
2.2.1	Citation	10
3	Effective Paragraphs	13
3.1	Do's and Don'ts	13
3.1.1	avoid/do not use	13
3.2	Paragraph structure	13
3.2.1	Methods for a well-developed paragraph	14
3.2.2	Parts of a paragraph	14
3.3	Coherence	15
3.3.1	Bridges	16

4	Abstract	17
4.1	General Definitions	17
4.1.1	Functions according to Huckin (2001)	17
4.1.2	Why do we write abstracts?	18
4.1.3	How to write an abstract?	18
4.1.4	Good practice (Do's)	18
4.1.5	Bad practice (Don'ts)	19
4.1.6	What makes a good abstract?	19
4.2	Essential Parts of an abstract	19
4.2.1	Background	19
4.2.2	Aims	19
4.2.3	Methods	20
4.2.4	Results (absolutely essential)	20
4.2.5	Conclusion	20
4.3	Example Abstract	21
4.3.1	Background	21
4.3.2	Aim	21
4.3.3	Method	21
4.3.4	Results	21
4.4	Structure	21
4.4.1	Motivation/problem statement	21
4.4.2	Methods/procedure/approach	21
4.4.3	Results/findings/products	21
4.4.4	Conclusion/implications	22

Chapter 1

Scientific/Academic Writing

1.1 Do's and Don'ts

1. Use straightforward language.
 - Take care with grammar and sentence construction.
 - Avoid using a note-style of writing.
2. Try not to use pompous language.
 - For example: use "find out" rather than "endeavour to ascertain".
3. Provide definitions.
 - Include explanations of technical or unusual terms
4. Use impersonal language.
 - write in the third person singular → avoid 'I' or 'We' and use 'It' instead
5. Be precise.
 - Avoid using terms such as 'nice', 'good' or 'excellent'
6. Be concise and to the point.
 - ~~'at the time of writing'~~ ~~'at this point in time'~~ → 'now', 'currently'
7. Try not to make generalizations.
 - ~~"Everyone agrees that cold calling does not produce results".~~
"According to the Mori Report (2000), cold calling does not produce results."
8. Use cautious language.

- This means that statements cannot easily be challenged.
 - e.g. “Cold calling **may** not produce results.”
9. Use appropriate verb tenses.
- Reports often use
 - the present tense in the introduction →”This report examines...”
 - the past tense when discussing findings →”Results showed that...”
10. Be careful when using acronyms.
- acronyms must be written full out the first time they are used
→e.g. curriculum vitae (C.V.)
11. Ensure you are linking points together
- When using a lead sentence make sure that the points that follow on link to this:
 - This style of CV creates the opportunity to:
 - * ~~Can highlight skills and achievements.~~
 - * highlight skills and achievements.
 - * ~~Identifies personal attributes.~~
 - * identify personal attributes.
12. Do not address the reader directly or use questions
13. Be careful not to use redundant phrases.
- ‘various differences’. Various implies different so you do not need both words.
14. Do not start sentences with these linking words.
- but, and, yet
15. Avoid using contractions.
- ~~“they’re”, “don’t”~~ → “they are”, “do not”
 - ~~“etc”, “ie”~~
16. Avoid making negative statements.
- ~~”Calling firms directly should not be discouraged.”~~
 - ”Calling firms directly should be encouraged.”

17. Try to avoid making sentences overlong and complicated.
18. Limit the use of run-on expressions
 - “and so forth”, “etc.”
19. use digits to write numbers unless they come at the beginning of a sentence.
 - Expenses had to be reduced by **80 %**
 - **Eighty percent** of the respondents said that they would never shop there again.

1.2 Rules

1.2.1 Choose the more formal alternative

- use single verbs instead of verb + preposition (~~looked at~~)
- Researchers **observed** the way children **acquired** their second language.

1.2.2 Some words / phrases to avoid

- a lot of →counting;many,several; non-counting:much,substantial,significant
- getting →becoming
- big →large,significant,substantial
- really →very,extremely,quite
- **When it comes to...** →in terms of,concerning
- **Last but not least**, Lumpi will cover the recent developements in →in conclusion,finally
- **As a matter of fact**,... →in fact
- anymore →no longer

1.2.3 Formal Grammar and Style

1. avoid contractions →won't = will not
2. use the more appropriate formal negative forms
 - →The analysis provided no positive results.
 - →They did little research in this area.

- →This problem has few feasible solutions.
3. Limit the use of 'run on' expressions, such as 'and so forth' and 'etc. '
 - →The reasons for the heightened security **include** the data sensitivity and the frequent public access.
 4. Limit the use of direct questions. →What can be done to avoid similar problems in the future? = We now need to consider what can be done to avoid similar problems in the future.
 5. Avoid exclamations marks!
 6. Avoid addressing the reader as "you. " →no second person form
 - Unacceptable: ~~In order to make your system secure, you should install redundant firewalls.~~
 - Acceptable: In order to make systems secure, redundant firewalls should be installed.
 7. Writing numbers →Use digits to write numbers unless they come at the beginning of a sentence.
 - Expenses had to be reduced by 80%.
 - Zero out of 100 people listen to pezis shit.

1.2.4 Gender neutrality

When possible, you should use sentence structures that do not require 3rd person, singular pronouns. The most common way to do this is to use plural forms.

- Unacceptable: ~~When a user posts content on his blog or website, he effectively becomes a "broadcaster."~~
- Acceptable: When users post content on their blogs or websites, they effectively become "broadcasters."

If this is not possible, you can use the slash forms (i.e. he/she, his/her, him/her).

1.2.5 passive voice

1.2.6 example 1

You can often eliminate a passive construction simply by rearranging the existing elements in the sentence.

- Unacceptable: ~~Female customers are targeted by this advertisement.~~
- Acceptable: This advertisement targets female customers.
- Optimal: They believe that employees, competitors and special-interest groups have to be addressed by corporate communication.

1.2.7 example 2

In other cases, an appropriate noun can be inserted, even if the idea behind the sentence is a general one.

- Unacceptable: ~~It has to be considered that men prefer products that suggest power and control.~~
- Acceptable: Marketers (advertisers, companies) must consider that men prefer products that suggest power and control.

1.2.8 example 3

With truly general observations use **one** constructions instead of passive writing.

- Unacceptable: ~~It must be remembered that there are vast cultural differences between countries.~~
- Acceptable: One must remember that there are vast cultural differences between countries.

special note:

- Unacceptable: ~~In this paper the important fact⁰¹for international management are covered.~~
- Acceptable: This paper covers the important fact⁰¹for international management.
- Unacceptable: ~~The amount of computers in Europe over the last 10 years is shown in graph 4.~~
- Acceptable: Graph 4 shows the amount of computers in Europe over the last 10 years.

1.3 Problematic Expressions

1.3.1 “Exist” cannot be translated to “es gibt”

- ~~to exist~~ → “there is” / “there are”
- ~~There exist models that that combine the two approaches.~~
- There are models that combine the two approaches.
- Many computer systems exist side by side in the factory. →ok

1.3.2 This/ These vs That/Those

- ~~“that, those”~~ → “this, these”

1.3.3 e.g. and i.e.

- They performed a variety of functions ~~e.g.~~ **such as** quality control.

1.3.4 False friends (austrianisms)

- “for example” cannot be translated to “zum Beispiel, beispielsweise”
 - The responsibilities of the marketing manager ~~are for example~~ **include** the creation of ...
- “respectively” cannot be translated to “beziehungsweise” → “both ... and”
- “im folgenden” → “the following section describes...”
- “aktuell” → “the **current** crisis has...”
- “kontrollieren” cannot be translated to “control”
 - Neutral auditors frequently **check/monitor** on safety standards.

1.4 Linking words

TYPE OF LINK	HOW IT IS USED	EXAMPLES
ADDITION	To add to what has been previously stated	Additionally..., and also..., apart from this..., furthermore..., in addition..., moreover..., further..., what is more...
CONDITION	To provide a condition to what has been stated	If..., in that case..., provided that..., unless...
COMPARISON	To show how things are similar	Similarly..., equally..., in the same way..., likewise..., correspondingly...
CONTRAST	To show how things are different	Alternatively..., conversely..., even so..., on the other hand..., unlike..., differing from..., contrary to..., rather..., whereas..., instead...
EMPHASIS	To put forward a point or idea more forcefully	Indeed..., it should be noted..., most importantly..., to repeat..., unquestionably..., in particular..., notably..., particularly..., especially..., above all...
ILLUSTRATION	To provide examples	For example..., for instance..., to illustrate..., to demonstrate...
RESTATEMENT	To express an alternative to what has been previously stated	In other words..., simply put..., to put it differently..., that is...
CAUSE	To provide reasons for what has been stated or has occurred	Because..., due to...
EFFECT	To provide the effect of what has been stated or has occurred	As a result..., consequently..., for this reason..., hence..., therefore..., thus..., as a consequence...
CONCESSION	To accept a point or idea with reservations	Admittedly..., although..., however..., all the same..., up to a point..., even so..., in spite of..., even though...
GENERALISATION	To make a general statement	As a rule..., for the most part..., generally..., in general..., on the whole..., usually..., in most cases...
SUMMARY	To sum up what has been previously stated	Altogether..., therefore..., in conclusion..., in short..., to sum up..., in summary..., to conclude...
ORDER	To indicate the order of what is being said	First..., second..., third..., next..., before..., earlier..., finally..., subsequently..., previously..., and then..., meanwhile...
	To mark the end of an ascending order	Above all..., lastly and most importantly..., last but not least...
	To mark the beginning of a descending order	First and foremost..., first and most importantly...

Figure 1.1: Linking words

Chapter 2

Paraphrasing

2.1 Definition

- Paraphrasing
 - is rewording a text and not shorting it.
 - means to include ideas or information from an original source in your paper by rephrasing in your own words.

2.2 How to paraphrase

- use as few words as possible from the original text
- be mindful, not to change the meaning
- proper cite your paraphrase to avoid plagiarism

2.2.1 Citation

- Citations are normally written in the present tense.
- There are two parts for referencing sources.

In-text citation

“To write successfully at university you need a sense of what the final product should look and sound like, so if possible, read model assignments or if these are not available, study the way in which journal articles have been written in your specific area. These articles may be lengthy and some may be based on research rather than a discussion of issues, but from them you will get a sense of how academic writing ‘sounds’, that is, its tone, and also how respected writers in your field assemble information. You will also gain a sense of the complexity of being an apprentice writer in an academic

culture, or rather cultures, where expectations may vary from discipline to discipline, even subject to subject and where you can build a repertoire of critical thinking and writing skills that enable you to enter the academic debates, even to challenge.

Morley-Warner, T 2001, *Academic writing is...: a guide to writing in a university context*, 2nd edn, CREA Publications, University of Technology Sydney, Lindfield, NSW. ” “Students will come to understand what is re-

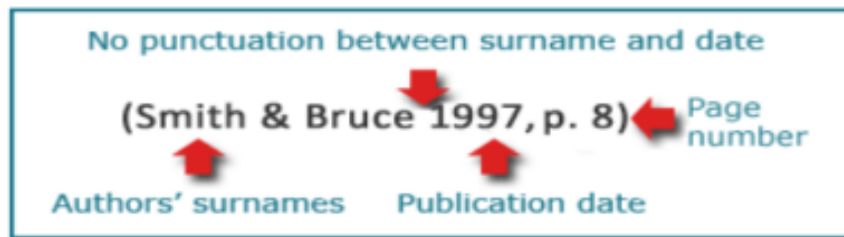


Figure 2.1: In text citation

quired of them in their writing by studying how journal articles are written (Morley-Warner 2001, p. 6). They will also become aware of the different demands of various disciplines and even the different requirements from subject to subject, argues Morley-Warner (2001, p. 6). Through this process, Morley-Warner maintains, students will develop critical thinking and writing skills that will allow them to participate in academic debate and even to challenge ideas.”

- | | | |
|----------------|---------------|-------------|
| • according to | • contradict | • explore |
| • assess | • define | • evaluate |
| • assume | • demonstrate | • focus on |
| • argue | • describe | • highlight |
| • agree | • determine | • identify |
| • assert | • develop | • insist |
| • believe | • discuss | • indicate |
| • challenge | • disagree | • imply |
| • claim | • discover | • mention |
| • compare | • emphasize | • note |
| • conclude | • establish | • observe |
| • consider | • examine | • outline |

- point out
- propose
- state
- portray
- recommend
- stress
- present
- refer
- suggest

“ Sue reads an article by Alex Byrne in the *Australian Library Journal* in which he cites or refers to statements made by Tim O'Reilly on his website at <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html> Sue wants to refer to O'Reilly's statement in her assignment. ”

Sue would acknowledge O'Reilly in her text but her reference is to the source where she saw the information. Sue might write as her in-text reference:

(O'Reilly, cited in Byrne 2008)

Figure 2.2: Cite already cited source

(www.deakin.edu.au, 2019)

Reference lists

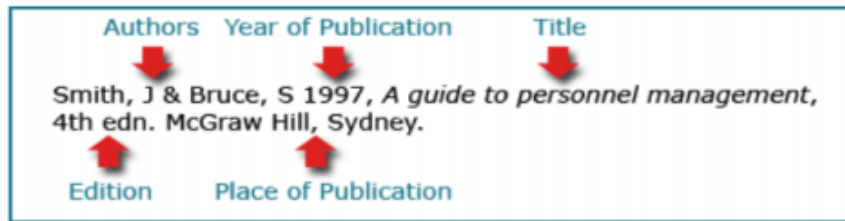


Figure 2.3: Reference list entry for a book

- all information that someone needs to follow up the source is contained in the reference list
- are arranged alphabetically by first author

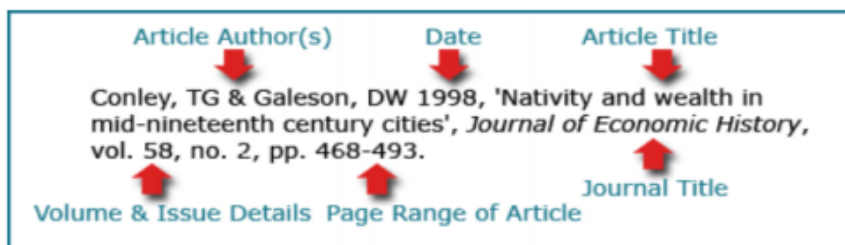


Figure 2.4: Reference list entry for a journal

Chapter 3

Effective Paragraphs

3.1 Do's and Don'ts

3.1.1 avoid/do not use

- passive voice→use active verbs
- the verbs “be, get”
- contractions (don't, ...)
- phrasal verbs (going on, etc.)
- to start sentences with linking words such as “but, and, or yet”
- addressing the reader directly: “you”
- generic adjectives such as “interesting, nice, good, bad, big, small”
- expressions like “etc.”
- asking direct questions
- waste words “is, this, that, there”
- quantifiers like “many, any, much”
 - not any→no
 - not much→little
 - not many→few

3.2 Paragraph structure

- topic sentence
- supporting sentences (must support the topic sentence/idea)

- explanations
- evidences
- examples
- a concluding sentence (not a “must have”)
 - link or sum up

3.2.1 Methods for a well-developed paragraph

- examples and illustrations
- cite data (facts, statistics, evidence, details, ...)
- compare and contractions
- evaluate causes and reasons
- examine testimony, effects, consequences
- analyse the topic
- describe the topic
- offer a chronology of an event (time segments)

3.2.2 Parts of a paragraph

Topic Sentence

- is generally the first sentence in a paragraph
- main idea

One factor within the team that seems to be more important than the leader is the notion of team cohesiveness. Team cohesiveness enables a diverse group of individuals to work towards a common goal. Although there must be some minimum amount of cohesiveness if the team is going to continue to function as a team, Allen (2009, p.48) states that highly cohesive teams 'are more motivated and effective in attaining goals when they have set these for themselves', and thus, achieve higher levels of member satisfaction. Further, Taylor (2010) found that team dynamics, particularly in teams with high team morale, were more important in terms of team effectiveness and productivity than the team leader. In this way the productivity of any group of employees is influenced by their ability to effectively work together so that their specialised skills and capabilities are maximised.

- Topic sentence
- Explain
- Evidence
- Example
- Link or sum up

Explanation

- clarify your point
- define any important terms
- rephrase what you said
- work through any difficult or confusing concepts

Expansion

- give details
- give additional information
- support a bigger, broader understanding

Illustration

- give examples
- use real incidents, anecdotes, recorded activities
- quote the experts
- compare and contrast to other ideas

Evidence

- give facts, statistics, chronology of events
- quote the experts

Application

- How does the idea work?
- What does it imply or what effects does it have?
- What examples of the idea in action can you cite?

3.3 Coherence

“Cohesion refers to connectivity in a text. Coherence refers to how easy it is to understand the writing.” (Gordon, 2011)

3.3.1 Bridges

Logical Bridges

- carry the topic idea from sentence to sentence
- successive sentences can be constructed in parallel from

Verbal Bridges

Teams have become integral to the way in which organisations function. Currently, much of the work of organisations relies on the output of teams (Shearer 2009). According to Taylor (2010), considerable resources are invested to improve group function in recognition of the importance of groups to organisational functioning. Significantly, teams have become central to many organisations, contributing to them in many ways such as setting goals, budgeting, solving operational problems and building effective interpersonal relations. Consequently, the related benefits to organisations include reducing cost, creating new ideas and job designs, structural re-alignment and policy formulation (O'Malley 2008).

linking words

repetition

use of pronouns

- Repetition of key words or synonyms
- usage of pronouns to refer to nouns (persons, things) in previous sentences
 - “this, that, it, which, what,...”, “he, his, him”, “she, her, hers”, ...
- transition words or phrases to link ideas
 - consequences: “as a result”, “because of this”, “so”, “therefore”, ...
 - ordering: “firstly”, “secondly”, “finally”, ...
 - continuation: “and”, “furthermore”, ...
 - opposition: “on the contrary”, “nevertheless”, “in spite of”, “despite”, ...
- substitute forms for verbs → “do”
 - **Plagiarizing** someone’s work is a very sensitive issue for teacher feedback. Since it is considered by many to be a very serious academic offence [...], teachers are very reluctant to accuse students of **doing** it.
- text referring words
 - “problem”, “solution”, “issue”, “situation”, ...

Chapter 4

Abstract

4.1 General Definitions

An abstract

- defines a condensed form of a longer piece of writing
- is a short, concise text
- is a short summary of your completed research
- follows precise rules
- is usually used for publications
- must archive a high degree of perfection
- should be peer-corrected
- common length of an abstract →150 to 200 words

4.1.1 Functions according to Huckin (2001)

1. **standalone mini-texts** to give readers a **short summary** of a studies
 - study topic
 - methodology
 - main findings
2. **decision criterion** if someone read or don't read the whole
3. provider for a **preview and roadmap**
4. provider for **indexing help**

4.1.2 Why do we write abstracts?

- abstracts are important parts in academic assignments (reports, re-search papers, ...)
- last item to write and the first others will reader
- gives a quick overview of the whole paper
- abstracts serve a “selling” function

4.1.3 How to write an abstract?

- re-read the report/paper and shrink the information in each section down to 1-2 sentences
- re-read those sentences to ensure
 - they cover the main ideas
 - no main idea of the work is missing
- check the word length and cut out unnecessary words
- rewrite some of the sentences into single, more succinct sentences
- edit for flow and expressions

4.1.4 Good practice (Do’s)

Essential

- most important information first
- full citation of the source before the abstract
- same type and style of language as in the original work
- key words and phrases to quickly identify the focus of the work
- clear, concise and powerful language

Optional (should include)

- the hypothesis of the work, usually in the first sentence
- background information
- same chronological structure as the original work

4.2.3 Methods

- One or two sentences placing the work in context.

Phrases

- Research is based on ...
- Different types of ... are reviewed.
- The theoretical part/ practical session
 - gives an insight into ...
 - gives an overview of ...
 - is based on ...

4.2.4 Results (absolutely essential)

- One or two sentences indicating the main findings.

Phrases

- These findings
 - show that ...
 - indicate that ...
- This research shows that ...
- This thesis demonstrates that ...
- This research provides some evidence that ...

4.2.5 Conclusion

- One or two sentences giving the most important consequence of the work (explains results).

Phrases

- The implications of these findings are ...
- From the survey it can be concluded that ...

4.3 Example Abstract

4.3.1 Background

Previous research with structured abstracts has taken place in mainly medical contexts. This research indicated that such abstracts are more informative, more readable, and more appreciated by readers than are traditional abstracts.

4.3.2 Aim

The purpose of this study was to test the hypothesis that structured abstracts might also be appropriate for a particular psychology journal.

4.3.3 Method

More than twenty traditional abstracts from the Journal of Educational Psychology were re-written in a structured form. Measures of word length, information content and readability were made for both sets of abstracts, and 48 authors rated their clarity.

4.3.4 Results

The structured abstracts were significantly longer than the original ones, but they were also significantly more informative and readable, and judged significantly clearer by these academic authors (www.unice.fr, 2019).

4.4 Structure

4.4.1 Motivation/problem statement

This section should include

- an explanation
 - why do we care about the problem
 - of the works scope
- the importance of the work
- difficulty of the area
- the impact it might have

4.4.2 Methods/procedure/approach

- What did you actually do to get your results?

4.4.3 Results/findings/products

- As a result of completing the above procedure, what did you learn/invent/create?

4.4.4 Conclusion/implications

- larger implications of your findings
 - especially for the problem/gap identified in section 4.4.1

Bibliography

- Gordon (Aug. 2011). Understanding English: What is Cohesion & Coherence? (Cambridge Testing E
URL: <http://gordonscruton.blogspot.com/2011/08/what-is-cohesion-coherence-cambridge.html> (visited on Feb. 10, 2019) (cit. on p. 15).
- www.deakin.edu.au (2019). URL: <https://www.deakin.edu.au/students/studying/study-support/referencing/summarising-paraphrasing-quoting> (visited on Feb. 10, 2019) (cit. on p. 12).
- www.unice.fr (2019). URL: <http://www.unice.fr/sg/authors/abstracts.htm> (visited on Feb. 10, 2019) (cit. on p. 21).