

Phrases to use in assignments

Introduction

This research intends to discover...

The project was designed to ascertain if... or ...

The goals of the study were...

The main goal of the study was to...

The research project aimed to identify the major causes of...

The objective of the researcher(s) was to investigate...in order to offer recommendations for...

Main Body

Smith argues that.....

Smith suggests that.....

Smith highlights two key factors

Although Smith argues that.....the evidence suggests a different approach

Despite the majority of researchers thinkingSmith has found that.....

If this research is applied to.....

It can be observed that.....

Discussion/Conclusion

It was clear that...

It would seem apparent that...

Analysis of the results suggests that...

When evaluating the significance of....., it can be argued that.....

One can conclude that...

It appears that....

The research could have been extended to include...

The study could have been improved by...

The results suggest that the appropriate course of action for the future is...

Everyday language	Academic context
You could say	It can be argued that
On top of that	Furthermore
More people know about	There has been increasing interest in
Not long ago	In recent years
A long time ago	In the past
Good/bad	Positive/negative
Like this	For example/ for instance
Lots of	A significant number of
Better/worse	Improve/deteriorate
Made up of	Consisted of
Go on	Continue
Bring up	Raise
About 50%	Approximately 50%

Top tips for improving your writing style:

- 1) Allow yourself enough time to plan, research and structure your assignment
- 2) Don't try to use overly complicated language, keep it as clear and concise as possible
- 3) Read over your assignment when you have finished: does it answer the question and does it actually say what you intended?
- 4) Try structuring each paragraph with an opening (topic) sentence/sentences which introduce the paragraph followed by a main point (which could include quote) and finished with a concluding sentence/ sentences on why the main point is significant.

For example:

An English zoo has been given a gift of nineteen pandas by a zoo in Paris. When the English zoo keepers tried speaking to the animals there was no response. Even simple words like dinner and hello were not recognised. The zoo realised that the animals were used to hearing commands in French. "It was extremely difficult to be able to do our job safely as the animals would not behave (Leicester Zoo, 2012). Consequently the zoo was the first zoo in the UK to send its zookeepers on a training course to learn French. This was important for the well being of the animals.

- 5) Effective writing normally uses a combination of short and longer sentences so that it doesn't become monotonous for the reader. Longer sentences may need some punctuation to split them up and make them easier to follow.
- 6) Try not to make claims that cannot be backed up with evidence. Most academic writing is more cautious than other types of writing, unless it is original research. For example 'English grammar is confusing' could become 'English grammar can be confusing for some people.'

Extra Help?

<http://www.worcester.ac.uk/movingon/Academic%20writing.pdf>

http://www2.napier.ac.uk/getready/writing_presenting/style.html

http://www.essex.ac.uk/myskills/How_to_improve_your_academic_writing.pdf