

NORTH KARELIA POLYTECHNIC
International Business Degree Programme

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HOW TO WRITE A REPORT

September 2000

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1 A GOOD REPORT

This is a short guidebook on how to write a good report in the International Business degree programme at North Karelia Polytechnic. It is important to bear in mind that the general format is important no matter how small the assignment is, a clear and structured report will help the reader in assessing the paper.

Why write a good report? Writing reports is an essential skill needed in international contexts. Working life demands this of you. How does one write a good report? This paper provides you with instructions for writing a report. During your studies you are supposed to write reports, essays, and a thesis as a final paper. Although the extent of these papers varies, there are some common requirements for a good paper. To learn these requirements is rewarding because you will find them useful even after your studies whether you will be writing a report to your supervisor in a company or preparing your dissertation thesis as a post-graduate. The better you are able to report, the better rewards you will gain in your studies and working life.

One of the most salient characteristics of report writing is that it seems to follow a fairly standard format. This is true of both longer monographs and shorter articles. Standardisation is not limited to the format: it also applies to the language of writing. Standardisation facilitates both the production and reception of writings.

2 BASIC REQUIREMENTS

2.1 Language

Good written English is nearly the same as good spoken English. Grandiloquence has no place in written English. You need to convey ideas effectively to make it easy for the reader to understand what you write. The mainstays of writing are logic and clarity. Follow the KISS-principle (Keep It Short and Simple). There are five levels of written English: formal, standard, informal, slang and vulgate. Standard English is the best when writing reports.

Peculiarities of the English language are, for instance

- spelling, which is difficult. Therefore, use a dictionary (and spell-checker). Use systematically British way of spelling.
- meanings, because many words have the same meaning but might be used in different contexts. Therefore, use a dictionary.
- prepositions, which are absolutely essential in writing. Therefore, learn the correct use of them.
- linking words, the purpose of which is to make the text more fluent. Therefore, they are worth using. Examples: additionally, also, further, furthermore, in addition to, however, moreover.
- punctuation, the purpose of which is to make your text clear and easy to read. Therefore, defective punctuation can make the text very difficult to understand, and even lead to misunderstandings.

2.2 Writing process

There are four phases which provide a systematic approach to the writing process: **think, plan, write, and revise**. In phase one you will need to think carefully. Have a **brainstorming** session with yourself – ask *Why am I producing this report?* Whatever your aim is, it needs to be thought out before you start putting pen to paper. It is far more

practical and less time-consuming to sort out these aspects before writing than during the writing process.

Once you have thought about the purpose of your report (aim), to whom the report is directed (reader) and what should be included in the report (information), you should be fully prepared to **plan** your report. You can now gather the required material and select the data needed to achieve your specific aim. This process is accomplished in many ways, ranging from tree diagramming to mind mapping. Use the process that suits you best. If you do not have a fixed method, try out a few different ones and then decide on an appropriate system. For each writer this will be a unique process and there are no “correct” ways to do this. Just remember that in writing, once is almost never enough! Learn to love rewriting.

The next phase, **writing**, will now be much easier: you will be able to write your assignment while focusing on the style, tone and linking techniques that will be appropriate for the paper being produced. Your whole effort will now be centred on language impact.

When the paper has been produced you will need to **revise** it to ensure that it is clear. Revision is a very important stage in the process of finishing a paper. The revision process should be done in an unhurried manner. This process may take time but it will result in a finished product that demonstrates the writer’s writing skills.

3 ARRANGEMENT OF A GOOD PAPER

The arrangement of a good paper is the following:

- A. Title page
- B. Abstract
- C. Contents + list of figures and list of tables
- D. Introduction
- E. Body text
- F. Research problems and methods
- G. Results
- H. Discussion
- I. References
- J. Appendix/appendices

Each of these will be discussed briefly below.

A. Title page

The title is supremely important. It should be short, but not too general. Your report will be known by its title. A successful title will attract readers while an unsuccessful one will discourage readers. Compose trial versions of the title as early as you can. The requirements for good titles are the following:

1. The title should indicate the topic of the study.
2. The title should indicate the scope of the study (i.e. neither overstating nor understating its significance).
3. The title should be self-explanatory to readers in the chosen area.

The title page starts with NORTH KARELIA POLYTECHNIC that is written in capitals on line 1 (font size 14). The name of the degree programme (font size 12) is written on line 2. The name of the writer and the student identification number are written on line 25 (font size 12) and the name of the report in CAPITALS on line 27 (font size 16). On line 44 there is a name of the course, on line 45 the name of the lecturer, and on line 46 the date of writing. On these lines the font size is 12. Line spacing is single. It is recommended to write also your contact information on the title page (e-mail address or phone number). An example of a title page for a report and a thesis are presented in Appendix 1.

B. Abstract

An abstract is written in English and its maximum length is one page. It is the summary of the contents of the report. The purpose of the abstract is to state briefly and clearly the content of the report: the main aims, methods, results and the most important conclusions. The text should be written in full sentences. No abbreviations, tables or figures are used in the abstract. If the report/thesis is confidential, this should be mentioned in the abstract. Potential readers use the abstract to see whether it is necessary or worthwhile to read the whole study. The abstract is independent: the reader has to catch the idea without reading the whole report. For more detailed explanation of an abstract, see Appendix 2.

C. Contents

The table of contents page is titled CONTENTS. The table of contents includes headings, references and appendices. The headings are numbered and have possible subsections (as in the text) in the table of contents. There is no full stop after the last digit. After the table of contents write a list of figures and a list of tables.

D. Introduction

In the introduction state briefly why the report has been written. But remember, “*only essential is important*”, as stated by Frank Pappa. It is widely recognised that writing introductions is slow, troublesome and difficult. This is normally the last part of the report you write. Introductions typically are written using the following pattern:

Move 1: Establishing a research area

- a) by showing that the research area is important, central, interesting or problematic in some way
- b) by introducing items of previous research in the area (background for the study)

Move 2: Establishing the aim of the study

State the research problems, methods and the main conclusions.

The following phrases can be used in introductions when introducing the aim of the study:

The purpose of this study is to investigate the effects of ...on...

This project is designed to...

The primary purpose of this study is to determine...

This study is an attempt to examine the influence of ...on...

The objectives of this study are to...

This study has two major purposes: (1) to demonstrate whether or not...

The major objective of this study is...

“A bad beginning makes a bad ending” (Euripides)

E. Body text

This part of the paper is very important, because here you present your theory part and its connection to the empirical part. The literature to be studied should be essential to the research task. Different literature, such as books, articles, and research reports, can be used, as well as interviews. In the theory part, terms crucial to the study should be clarified and different views, research results and remarkable researchers in the area should be introduced.

F. Research problems and method

Begin this section by describing the aim of the study and then continue by stating the research problems. The methods section describes, in various degrees of detail, the methodology, materials and procedures, which should be described in such detail that another researcher would be able to repeat your procedure. You must be concise, yet you must not omit essential methods. If you have used many methods, describe them in chronological order. Do not describe the results in this part. The methods section is usually the easiest section to write. Therefore, it is often the section that researchers write first. A possible structure for this section might be the following:

3 RESEARCH PROBLEM AND METHODS

3.1 Aim of the study

3.2 Research problem

3.3 Method(s) of data collection

3.4 Evaluation: Validity and Reliability

The following phrases can be used in the methods section:

Six groups, consisting of ..., were formed to...

The subjects of this study were...

Twenty companies...were selected for this investigation...

Twenty companies served as subjects in this study designed to investigate...

G. Results

The results section is naturally very important, since it is there that the reader can read about your findings. However, remember the KISS-principle also in this section. Using figures and tables, will help clarify your findings. In the results section, the findings are described, accompanied by various amounts of commentary. The findings are usually commented on and discussed after each research problem. Comments are either generalised based on the results, the reason for the findings is explained or the findings are compared with the results of some other studies.

Phrases related to the results section:

When the data were analysed according to..., it was found that...

There were no significant differences in ... among the three groups as measured by...

It was concluded that...

Contrary to prediction...

Also investigated were the relationships between...

...was not found to be a statistically significant factor

Further analysis of Task B revealed that...

It was observed, contrary to existing theories, that...

These data support the view that...

The main findings were...

When summarising and discussing your results, use phrases like

In sum,

In summary,

To sum up,

To conclude,

To put it briefly,

In brief,

H. Discussion

The discussion part is the most difficult section. Avoid summarising your results. You may, however, mention them, at least the most important of them, or you can refer to the information relayed in such areas as in tables or figures. If you can provide the answers to your research problems, it facilitates discussion. Discussions should be more than summaries. They should go beyond the results. It means that in the discussion section you should look at your study and findings as a whole.

Typically, a series of points are presented in the discussion section:

- Move 1 Points to consolidate your research area
- Move 2 Points to indicate the limitations of your study
- Move 3 Points to identify useful areas of further research.

The following parts are to be included in discussions:

- refer to the aim of the study
- explain the most important results, also the unexpected ones
- compare the results with earlier research results
- think over the generalising of the results
- think over practical implications and further research

Useful phrases to be used in the discussion part:

- To put it in a nutshell, ...
- In short, there appears to be...
- I would like to suggest two conclusions before leaving this point:...
- We are now returning to the topic we started to explore:...
- For now, let us summarise the major line of the argument...
- This study also raises several questions that might be addressed in future research.
- Further research is needed to determine the precise effect of such training.

I. Reference list

The sources page is titled REFERENCES and all the sources are listed in alphabetical order without subheadings. Publications by the same author are listed according to the publication date from the oldest to the newest. Consistency to the same setting and style is important.

4 LAYOUT

4.1 Page formatting

The right-hand margin should be 1.5 cm and the upper and lower margins 2 - 2.5 cm. The left-hand margin must be 4 cm on each page of the thesis because of the binding. The margin instructions should be followed in the appendices as well.

The font size in the text should be 12, in subsections 12 and in the main headings 14. The main headings are to be written in capitals and placed at the beginning of a new page. All headings are to be in bold letters. Leave two empty lines under the main heading, two empty lines above the subsection and one empty line under it. The headings should not have more than three numbers. A line spacing of 1.5 should be used in the text, 1 on the title page and in the abstract. The font to be used is Times New Roman. The page number is placed in the upper right corner (C7). There is one empty line between the page number and the first line of text. Page numbering starts from the title page, but the numbers should appear beginning on the first page of text (the Introduction). The References page is numbered, but not the appendices.

The text should not be indented and both margins on the page should be justified. When a paragraph continues on the next page, at least two lines of the paragraph should be left on the upper or lower end of the page. The paragraphs are separated from each other and from the headings with one empty line. A new chapter is started on a new page or after two empty lines from the last paragraph. One empty line is needed to separate two paragraphs.

In a written presentation the goal is good readability and clarity. Emphasis can be made by using **bold** or *italic* letters or a colour printout. The text can also be enlivened with tables, graphs, pictures, mathematical formulas or with examples of problems. These should not be located separately from their initial introduction into the text and they must be referred to in the text.

Pictures, figures and tables have a numbering of their own, as well as their own headings. The numbers and headings of pictures and figures should be placed **under** the appropriate

picture/figure. In tables, the numbers and headings should be placed **above** the table. The headings should be written in bold letters.

4.2 Appendices

Appendices include the material needed for the report but which is unnecessary to include in the text itself (examples of calculations, printouts, graphs of different sizes, interview forms). The appendices must be referred to in the text and they must have all the necessary information needed for interpretation. Appendices are situated at the end of the thesis and numbered consecutively. The written form for reference to appendices within the text is: Appendix 1, Appendix 2, etc. In the References it is: APPENDIX 1, APPENDIX 2, etc. The appendix number and page number are written in the upper right corner. The total page number of the appendices is written on the first page of the appendices in brackets, for example, *APPENDIX 1 (1/5)*.

4.3 Formatting of thesis

The thesis follows the same conventions as the other reports (cf. Chapter 3). There are only a couple of exceptions.

First, on the title page the name of the course and the lecturer are replaced by the text 'Thesis' on line 46 (see Appendix 1).

Second, as a part of the abstract page you must describe your work using a couple of key words. The staff in the library will help you find the correct ones.

Third, the thesis paper is more important than reports. The reason for this is that the thesis will be published. For instance, the abstracts are published on the Polytechnic's web pages. Thus, even more emphasis must be put on the formalities as well as on the content.

5 REFERENCES

A reader needs to know the sources referred to in the text. These sources are shown in references in the text and in the bibliography/references at the end of the thesis. The rules on how to do this, are described in many guide books (see, for instance, Sajavaara 1994). The supervisor, who evaluates the thesis, must have the internet-sources in printed version for the final assessment.

5.1 Reference technique

There are many ways in which to refer to or cite something in the text, it is recommended to choose one style and be consistent with it throughout the entire thesis. Here are some examples of how to make references in different occasions, depending on the number of authors, for example.

Direct quotation

Quotation marks are used to indicate a direct quotation in the text. These quotations have to be verbatim. Square brackets [like these] are used when the writer needs to add something or [...] omit something. If an error is found in the original source or something else unusual it can be indicated by adding a notation in square brackets [*sic*]. An original emphasis (for example the use of italics, bold face, capitals) can be indicated in the reference:

...(Smith 1992:123; emphasis original)

When the writer adds an emphasis it should be marked:

...(Smith 1992:123; emphasis added).

One sentence

When referring to one sentence, a full stop is needed after the brackets.

References allow the reader to check the evidence on which the writer bases the arguments (Sajavaara 1995:33).

Several sentences

When referring to more than one sentence, the last sentence and the source in brackets end with a full stop.

When the writer wants to insert a long quotation (longer than three lines), it is written as a block quotation without the quotation marks. These block quotations are single-spaced and possibly the font size is smaller than the font used in the body text (the body text uses font size 12 and the block quotation font size 10). (Sajavaara 1994:32–33).

Sources usually include the author's/authors' last name(s), year of publication and possible pages. Page numbers are not mentioned when the whole publication is referred to as a source. The author can be mentioned in the text, and the year and possible pages are written in brackets with a colon separating the year of publication and the page numbers.

One author

*According to Sajavaara (1977), the discussion on the value...
Goldhaber (1981:20) claims....
(Wiiio 1994:162)*

Two authors

When referring to two authors, both are always mentioned.

*The 'silent Finn' is largely a stereotype created by Finns themselves (Lehtonen and Sajavaara 1985).
...(French and Bell 1975:144)*

Three or more authors

When mentioned for the first time, all the names are listed. Later, when referring to this kind of source, only the first name and *et al.* are needed.

A major source of foreign language apprehension among Finnish university students is related to avoidance of errors (Lehtonen et al. 1986).

Several sources and same author

These are simply listed after the name and starting from the oldest publication:

Lehtonen and Sajavaara (1986, 1988) *have further developed the concept of transfer in a model of message processing.*

Sources by the same author for the same year are separated from each other by letters that follow the year of publication, e.g. *Sajavaara 1984a, Sajavaara 1984b.*

Several sources and different authors

Several sources by different authors are written in chronological order:

A large number of such instruments have been developed over the years by different researchers for a variety of aspects of classroom research (Flanders 1970, Fanselow 1977, Bialystok 1979, Allwright 1983).

Opinions differ

When personal opinions are presented and a reference is made to sources whose opinion differ, the abbreviation *cf.* is used (*cf.* = compare):

...in terms of systematic variation by use in relation to social context (cf. Weinreich 1964, Leech 1966, Bienveniste 1966).

Additional material

Sources that have additional material and agree with the writer's opinion can be referred to by *see*:

...is one of the core problems in this area of semantics (see Leech 1975, Lyons 1977).

Sections in the thesis text (cross-reference)

When referring to the text itself in the thesis, one refers to the page:

As was pointed out above (p. 28), it is important to...

It will appear from a more detailed analysis of the date below (see p. 77)...

Newspapers or magazines

The statement started a long debate (*The Times*, 24 July 1992, p. 28).

Source without a name

Documents that are published without the name of an author or authors can be committee reports, brochures or manuals. When these are referred to only a couple of times, the full title should be used. When these publications are referred to several times, an abbreviated title can be used. It is followed by the year and the page references, if necessary. Titles of publications (for example books, newspapers, and magazines) are written in italic letters, while other source titles (for example articles or chapters) do not require this.

Personal communication

Information given in an interview:

...says Pääntönen. (1999)

Hardy and Dix (1999) *explain...*

Internet sources

When Internet pages are cited the author of the page or the title and the publication year are written in the text. The rest of the information is listed in the References.

...(Security Magazine 1998)

...(Karvinen 1996)

5.2 Writing the reference list

The sources page is titled REFERENCES and all the sources are listed in alphabetical order without subheadings. Publications of the same author are listed according to the publication date from oldest to the newest. Consistency to the same setting and style is important. (See the settings model at the end of this guide.)

Article as a source

Collections of articles: The persons responsible are editors and the abbreviation *ed./eds.* is used after the name(s).

Allport, A., Mackay, D., Prinz, W. and Scheerer, E. (eds.) 1987. *Language perception and production: relationships between listening, speaking, reading, and writing*. London: Academic Press.

Articles in Collections: The name of the book is given as a full entry under the editor's name.

Cutler, A. 1987. Speaking for listening, in Allport et al. (eds.) 1987, 23-40.

Articles in journals: Similar usage as in edited collections.

Prabhu, N.S. 1992. The dynamics of the language lesson, *TESOL Quarterly* 26, 225-241.

Articles in newspapers and magazines: They are listed under the authors' names if these are given.

Smith, J. 1992. Yugoslavia does not exist any more, *The New York Times*, 28 May 1992, p.52.

Book as a source

Author(s), publication year, name, publicist's domicile, publisher. Note: The book might be a 1st edition, 2nd edition, etc., revised, translated or without an author or an editor

Littlewood, W. 1992. *Teaching oral communication: a methodological framework*. Oxford: Blackwell.

Palmer, F.R. 1981. *Semantics*. 2nd edition. Cambridge: University Press.

Edited book as a source

MacWhinney, B., and Bates E. (eds.) 1989. *The crosslinguistic study of sentence processing*. Cambridge: Cambridge University Press.

Report, committee report or audio-visual material as a source

The author(s), publication year, name of the report and publication channel.

Pohjois-Karjalan ammattikorkeakoulu. 1999. *Toimintakertomus 1998*. Joensuu: Puna-Musta.

Ammattikasvatushallitus. 1990. *Aikuisten oppiminen ja opettaminen*. Helsinki: Valtion painatuskeskus.

Interview as a source

The author's last name, first name, title or education, organisation and interview date.

Ahtiainen M-L., International Studies Co-ordinator, North Karelia Polytechnic, 25 May, 1999.

Internet and emails as sources

Both sources follow the same pattern. First the name of the author, if known, then the database publication year, heading, publication channel i.e. the page copyright holder. Following this, there should be an Available in www-form -sentence with the address where the information is available and the date of the search enclosed in the between signs, <like these>.

Academic year 1999 - 2000. WWW- Räisänen J. and Matilainen T. Available in www-form

<URL:http://www.ncp.fi/ibm/academic_year_1999.htm> 31st January, 2000.

Bergmann, S. 1996. The Iceland Teacher Training School in the field of Biology, Science Education and developmental work in Environmental Education. stefanb@khi.is 28th June, 1996.

6 FURTHER READING

Writing a report is an essential skill in business life. It is not an easy one, but everyone is able to learn it. Writing a report in English (as a foreign language) makes it more difficult (cf. Appendix 3). The learning process will be easier if you learn to consult dictionaries and guides (for guides, see, for instance, Swales & Feak 1994, books in the reference list, and the DP's Instructions for the Thesis).

REFERENCES

Booth, V. 1998. *Communicating in Science. Writing a Scientific Paper and Speaking at Scientific Meetings*. Cambridge: Cambridge University Press.

May, E. 1993. *Tiedettä englanniksi. Akateemisen kirjoittamisen käsikirja*. Jyväskylän Yliopisto. Soveltavan kielentutkimuksen keskus: Jyväskylä.

Sajavaara, K. 1994. *The thesis. A writer's guide*. Jyväskylän yliopisto. Department of English: Jyväskylä.

Stenroos, A. 2000. *Instructions for the Thesis*. Handout. International Business Degree Programme. North Karelia Polytechnic: Joensuu.

Swales, J.M. & Feak, C. F. 1994. *Academic Writing for Graduate Students. A Course for Non-native Speakers of English*. Ann Arbor: The University of Michigan Press.

Title page of a report**APPENDIX 1 (1/2)**

NORTH KARELIA POLYTECHNIC
International Business Degree Programme

Peter Mäkynen (9512345, PetriM@hotmail.com)

**ENTERING INTO THE MARKETS OF THE BALTIC STATES:
Case company Whidget Ltd.**

Doing Business in the Baltic States
Eero Porter
April 1, 2000

Title page of a thesis

APPENDIX 1 (2/2)

NORTH KARELIA POLYTECHNIC
International Business Degree Programme

Peter Mäkynen (9512345)

ENTERING INTO THE MARKETS OF THE BALTIC STATES:
Case company Whidget Ltd.

Thesis
April 1, 2000

APPENDIX 2 (1/3)

North Karelia Polytechnic
Degree Programmes for
Business Administration and
Health Care Sciences

WRITING AN ABSTRACT**15 March 2000**

The abstract should be written last and it should completely summarise the essence of the report. It usually is a synopsis of the four sections of the thesis: introduction, materials and methods, results, and discussion. The abstract should never include any information that is not stated in the paper. The abstract should be **self-supporting** and understood without the source text, i.e. the thesis. You should consider the audience carefully when making decisions, for example, on the use of technical terms, jargon, and abbreviations. Colloquial words and expressions, as well as contracted forms (e.g. *shouldn't*, *ain't*) are avoided. The passive voice is often favoured. The abstract is **short** and all repetition and unnecessary description should, therefore, be eliminated. On the other hand, the abstract should be a coherent piece of text with **full sentences**. Skilful use of connectors, such as *however*, *first*, *second*, *then*, *finally*, *thus*, *for example*, *furthermore*, *in addition*, *in conclusion*, *consequently*, etc. makes the abstract more fluent and **coherent**. An abstract can be just one paragraph or separated into a few paragraphs, each paragraph being, however, longer than one sentence.

The abstracts at North Karelia Polytechnic are keyed in a ready-made abstract form using a word-processor. Make use of the spell-checkers available to you. However, be careful not to rely on spell-checkers alone, e.g. in words such as three/tree, mile/mail /male or its/it's.

Remember that writing is a process, where you need to read and rewrite your document several times before handing it in. Answer the following questions after you have written a draft of your abstract.

- Is the abstract too long? Where could you make it even shorter?
- Does it make sense to someone who has not read the source text?
- Do you need to explain some ideas further?

APPENDIX 2 (2/3)

Read your text critically yourself or ask a fellow-student to point out any unclear parts to you. The abstracts should be checked by language teachers before they are published.

You could refer to the four parts of your thesis as follows:

Opening sentences / INTRODUCTION:

The purpose of this study was to investigate the effects of .. on..
 The project was designed to ...
 The goals of this study were to determine ...
 The primary purpose of this study was to determine ...
 This study is specifically concerned with the effect of ... on ...
 This study is an initial attempt to investigate the relationship ...
 This study has two major purposes: (1) to demonstrate whether or not ...
 The aim of this study was to identify the characteristics of ...
 The major objective of this study was to ...
 The aim/topic/goal of the present paper is to ...
 This paper discusses/describes/analyses/studies/focuses on/deals with...
 This study/experiment/research/survey was aimed at
 developing/improving/testing ...

MATERIALS AND METHODS:

This study was conducted in North Karelia./ at North Karelia Polytechnic.
 The empirical part of this study was conducted in May 2000.
 Data for this study/research were collected/gathered/obtained
 from/by/through/with the help of/among ...
 The subjects of this study were ...
 The subjects were randomly selected.
 The sample was selected from ...
 Twenty companies served as subjects in a study designed to investigate...
 Six groups, each consisting of, were formed to ...
 Twenty companies were selected for this investigation.
 Using local and national data, this study was designed to investigate.
 This questionnaire investigated how companies view their ...
 A questionnaire was distributed/mailed/sent to ...
 Respondents filled in a form/indicated their preferences/rated each item.
 Responses were made on a 5-point Likert scale ranging from ... to ...
 The response rate was ...
 All 59 subjects participated in the study.
 Interviews were conducted by/with ...
 The interviews were recorded on audiotape.

APPENDIX 2 (3/3)

RESULTS:

The most important finding / result was that ...
It was found/discovered that ...
The results show that/reveal ...
When the data were analysed according to ..., it was found that
As expected, ...
.... as anticipated.
Contrary to prediction ...
Data on tests of ... suggest/indicate that ...
The subjects obtained similar scores/differ in their reactions.
The differences were (not) significant.
There were no significant differences in ... among the three groups as measured by
Also investigated were the relationships between ...
... was not found to be a statistically significant factor.
An examination of the data for this task disclosed that ...
Further analysis of task B revealed that ...
The results did not support the expectations that ...
These data support the view that ...

FINAL SENTENCES/ CONCLUSIONS:

These results suggest that ...
It was concluded that ...
This study/survey shows/supports/questions/implies/indicates ...
On the basis of the results of this research, it can be concluded, that ...
The results provide some support for ...(ing)...

APPENDIX 3 (1/2)

COMMONLY USED WORDS AND MULTI-WORD VERBS, AND THE NAMES OF THE PUNCTUATION MARKS

Verb/Preposition/Noun Compatibility

To aim at smth.	the aim of smth.
To aim at accomplishing smth.	
To affect smb./smth.	to have an effect on smb./smth. the effect/influence of something on smb./smth
To attend (a course, a lecture) on a subject	
To be in (Am.)/ on (Br.) a course	
To concentrate on smth.	
To enhance smth.	
To examine smb./smth.	To give/administer/have/take an examination for (a subject)
To file/write (a report about/concerning)	
To focus on smth.	the focus of smth.
To influence smb./smth.	to have an influence on smb./smth.
To inform smb. (of smth.)	to provide information on smth./ for smb.
To invest in smb./smth.	
To learn smth.	to give/have a lesson (in a subject, on a topic)
To lecture smb. about/on smth.	to give/have a lecture on smth.
To meet smb.	to have/hold a meeting about/concerning smth.
To participate in smth.	participation in smth.
To plan smth. for smb.	to have/make/draw up a plan for smb./smth. to have a strategy/goal/an objective for doing smth. to give/have a presentation on smth.
To present smth. to smb.	
To present smb. with smth.	
To provide smth. (for smb.)	
To provide smb. with smth.	
To provide smb. with smth.	
To report smth./ on smth.	to give/write a report on smth.
To research smth.	to conduct/pursue/carry out/ a research on smth.
To survey smb./smth.	to give/conduct/take/carry out a survey on smth.
To take part in smth.	
To test smb. on smth.	to have/take a test on smth. To administer/give a test to smb.

Formulaic Phrases

To look forward **to doing** something (**with** smb.) “Looking forward to seeing you/hearing from you.” “I look forward to seeing you/hearing from you.”
To be planning **on doing** something (**with** smb.)
To be aiming **at/for** something

Colloquial versus academic

Has/have to = must
Get = gain, obtain, achieve, receive
Gives = provide (with), present, hand in, turn in

APPENDIX 3 (2/2)

Wishes = desires, needs, demands

Main = predominant, leading, foremost, head, top, the most noticeable, the most...

Important = significant, meaningful, crucial, central

Punctuation

˘ Accent Marks, ´ acute, ` grave

& Ampersand, And

‘ Apostrophe

* Asterisk

@ At

{x} Braces

[x] Brackets

˘ Breve

, Cedilla (ç)

% Care of (kirjeissä, jkn luona)

^ Caret

^ Cirumflex

: Colon

, Comma

© Copyright

† Dagger

– Dash

\$ Dollar Sign

‡ Double Dagger

“x” Double Quotation Marks

...Ellipses

! Exclamation Point

- Hyphen

Number (Sign)

(x) Parentheses

% Percent, per cent

. Period, full-stop (grammar), dot (symbol, email), point (numbers)

? Question Mark

£ British Pounds

® Registered

§ Section

; Semicolon

‘x’ Single Quotation Marks

~ Tilde

™ Trade Mark

_ Underline Mark, Underscore

/ Virgule, Slash (in everyday language); \ Back Slash