English for Writing Research Papers

Useful Phrases

Many non-native researchers begin their writing career by reading extensively about their topic in English, and noting down useful generic phrases that they can then ‘paste’ into their own work. You can use such phrases as a template / structure for your paper into which you insert your own data. You at least know that these ready-made phrases are in correct English. You do not risk being accused of plagiarism because of the very generic nature of the phrases.

This document presents lists of frequently used phrases that have a general acceptance in all disciplines that you can use in specific sections of your paper. This means that they are phrases that referees and readers frequently encounter, and this will help to describe your findings using conventional language. This is important as referees and readers do not want to be disturbed by strange expressions that could easily be replaced by one of the standard phrases given in this chapter.

Where possible, the order of the useful phrases reflects the order that they might appear in a paper, and within a section. Thus the phrases should help you to structure each section.

The same phrases may be needed in several sections of your paper. Below I have suggested which phrases you might need in each section.

Abstract	1, 5 and possibly 2–4
Introduction	1–8, 9–16
Literature review	4, 9–16
Methods	17–30
Results	29–40
Discussion	35–45
Conclusions	45–51
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There are also five other subsections (53–57) on how to make references to other parts of your paper and to documents outside your paper.

Words and phrases between slashes (/) indicate various ways the sentence could be composed. The ways suggested are not exhaustive. A slash does not always indicate synonymous expressions, but simply words and phrases that are likely to be used in a similar context. You are advised to consult a bilingual dictionary to help you to differentiate the differences between the words and phrases given.

In some cases words and phrases have an identical meaning. For example, when used with reference to figures and tables, there is little, if any difference in meaning between verbs such as *shows, reports* and *highlights*. However, some words apparently seem to be synonyms, but may have specific or subtle differences in your field. For example, the following groups of generally have distinct meanings:

argue, assert, claim, state

assume, hypothesize, suggest

find, discover

demonstrate, prove, test

If you have checked that a word or phrase really has the same meaning, I suggest you choose the shortest option. For example choose:

Since x = y …

Although x = y …

Rather than

Given the fact that x = y …

Despite the fact that x = y …

Notwithstanding the fact that x = y …

Of course, if you need to use the same type of phrase on several occasions, then you can use the longer constructions too.

Your choice of phrase will often depend on what style of writing you are using: the passive (e.g. *it was found*) or personal forms (i.e. *we, I*). This choice will itself depend on

what your journal requires (see Sect. 7.1). In any case, if you have opted for a personal style, I suggest that in any case you use some passive forms to create variety in your writing.

A very comprehensive collection of useful phrases plus related advice can be found at http://www.phrasebank.manchester.ac.uk/. The phrases were compiled by Dr John Morley, Director of University-wide Language Programmes at the University of Manchester. Some of the phrases below have been adapted from that collection.

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55. Referring backwards and forwards in the paper
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57. Referring outside the paper

1. **Establishing why your topic (X) is important**

   X is the main / leading / primary / major *cause of ..*

   Xs are a common / useful / critical *part of*…

   Xs are among the most widely used / commonly discussed / well-known / well-documented / widespread / commonly investigated *types of* …

   X is recognized as being / believed to be / widely considered to be *the most important* …

   It is well known / generally accepted / common knowledge *that X is* …

   X is increasingly becoming / set to become *a vital factor in ...*

   Xs are undergoing a revolution / generating considerable interest *in terms of* …

   Xs are attracting considerable / increasing / widespread *interest due to* …

   X has many uses / roles / applications *in the field of* …

   A striking / useful / remarkable *feature of* …

   The main / principal / fundamental *characteristics of X are:*

   X accounts / is responsible *for*

2. **Outlining the past-present history of the study of X (no direct references to the literature)**

   Last century X was considered to be / viewed as / seen as *the most* …

   Initial / Preliminary / The first *studies of X considered it to be*

   Traditionally X / In the history of X, *the focus has always been* …

   Scientists / Researchers / Experts *have always seen X as* …

   Until now / For many years / Since 1993 *Xs have been considered as* …

   X has received much attention in the last two years / in the past decade / over the last two decades …

   For the past five years / Since 2011 *there has been a rapid rise in the use of Xs*

   The last two years have witnessed / seen *a huge growth in X ...*

   The *past decade* / *last year* has seen a renewed importance in X …

   Recent developments in / findings regarding *X have led to* …

   X has become a central / an important / a critical *issue in ...*

3. **Outlining the possible future of X**

   The next decade is likely to see / witness *a considerable rise in X*

   In the next few years X will become / is likely to have become

   Within the next few years, X is set / destined / likely *to become an important component in* …

   By 2025 / Within the next ten years, *X will have become* …

   X will soon / shortly / rapidly / inevitably *be an issue that* …

4. **Indicating the gap in knowledge and possible limitations**

   Few researchers have addressed the problem / issue / question *of* …

   Previous work has only focused on / been limited to / failed to address …

   A basic / common / fundamental / crucial / major *issue of* …

The central / core *problem of*

A challenging / An intriguing / An important / A neglected *area in the field of* …

Current solutions to X are inconsistent / inadequate / incorrect / ineffective / inefficient / over-simplistic / unsatisfactory

Many hypotheses regarding X appear to be ill-defined / unfounded / not well grounded / unsupported / questionable / disputable / debatable

The characteristics of X are not well understood / are misunderstood / have not been dealt with in depth.

It is not yet known / has not yet been established *whether X can do Y.*

X is still poorly / not widely *understood*.

X is often impractical / not feasible / costly …

Techniques to solve X are computationally demanding / subject to high overheads / time consuming / impractical / frequently unfeasible.

A major defect / difficulty / drawback / disadvantage / flaw *of X is* …

One of the main issues in our knowledge of / what we know about *X is a lack of* …

This particular / specific *area of X* has been overlooked / has been neglected / remains unclear …

Despite this interest, no one to the best of our knowledge / as far as we know *has studied* …

Although this approach is interesting, it suffers from / fails to take into account / does not allow for …

In spite of / Despite *its shortcomings, this method has been widely applied to ...*

However, there is still a need for / has been little discussion on …

Moreover, other solutions / research programs / approaches *have failed to provide* …

Most studies have only focused / tended to focus *on* …

To date / Until now *this methodology has only been applied to* …

There is still some / much / considerable *controversy surrounding* …

There has been some disagreement concerning / regarding / with regard to *whether*

There is little / no general agreement *on* …

The community has raised some issues / concerns *about* …

Concerns have arisen / been raised *which* question / call into question *the validity of* …

In the light of recent events in x, there is now some / much / considerable *concern about* …

5. Stating the aim of your paper and its contribution

In this report / paper / review / study *we* …

This paper outlines / proposes / describes / presents *a new approach to* …

This paper examines / seeks to address / focuses on / discusses / investigates *how to solve* …

This paper is an overview of / a review of / a report on / a preliminary attempt to …

The present paper aims to validate / call into question / refute *Peng's findings regarding* …

X is presented / described / analyzed / computed / investigated / examined / introduced / discussed *in*

order to …

The aim of our work / research / study / analysis *was to* further / extend / widen / broaden *current knowledge of* …

Our knowledge of X is largely based on very limited data. The aim of the research was thus / therefore / consequently *to*

The aim of this study is to study / evaluate / validate / determine / examine / analyze / calculate / estimate / formulate …

This paper calls into question / takes a new look at / re-examines / revisits / sheds new light on …

With this in mind / Within the framework of these criteria / In this context *we tried to* …

We undertook this study / initiated this research / developed this methodology *to* …

We believe that we have found / developed / discovered / designed *an innovative solution to* …

We describe / present / consider / analyze *a* novel / simple / radical / interesting *solution for* …

6. Explaining the key terminology in your field

The term 'X' is generally understood to mean / has come to be used to refer to / has been applied to …

In the literature, X usually refers / often refers / tends to be used to refer *to* …

In the field of X, several / various / many *definitions of Y can be found*.

The term X is / was / has been *used by Molotov [2011] to refer to* …

Molotov uses the term X [2011] to refer to / denominate …

X is defined by Peng [1990] to refer to / to mean …

Vitous [2015] has provided / put forward / proposed *a new definition of X, in which* …

X is defined / identified / described *as ... [Njimi 2004]*.

In the literature there seems to be no general definition of X / a general definition of X is lacking / there is no clear definition of X.

Several authors have attempted to define X, but as yet / currently / at the time of writing *there is still no accepted definition.*

In broad / general *terms, X* is / can be defined as *a way to* …

The broad / general / generally accepted *use of the term X refers to* …

X is sometimes *equated with / embodies* a series of …

X, Y and Z are three kinds / types / categories / classes *of languages*.

There are three kinds of languages: / The three kinds of languages are: / Languages can be divided into three kinds: *X, Y and Z.*

7. Explaining how you will use terminology and acronyms in your paper

The acronym PC stands for / denotes …

The subjects (*henceforth named / hereafter* 'X') are…

The subject, which we shall call / refer to *as 'X', is ...*

Throughout this paper / section *we use the terms 'mafia' and 'the mob' interchangeably*, following /

in accordance with *the practice of this department where this study was conducted*.

The fonts, i.e. / that is to say *the form of the characters, are of various types*.

There are three different types, namely / specifically: *X, Y and Z.*

Throughout the / In this *paper we* use / will use *the term X to refer to* …

In this chapter X is used / will be used to *refer to* …

In this paper the standard meaning of X is / will be *used* ..

This aspect is / will be dealt *with in more detail in Sect.* 2.

We will see / learn / appreciate *how relevant this is in the next subsection*.

8. Giving the structure of paper - what is and is not included

This paper is organized as follows / divided into five sections.

The first section / Section 1 *gives a brief overview of* …

The second section examines / analyses …

In the third section a case study is presented / analyzed …

A new methodology is described / outlined *in the fourth section* …

We / I *propose a new procedure in Section 4.*

Some / Our *conclusions are drawn in the final section*.

This paper / chapter / section / subsection *begins by examining* …

The next chapter looks at / examines / investigates *the question of* …

Problems / Questions / Issues *regarding X are discussed in later sections.*

A discussion of Y is / falls outside *the scope of this paper*.

For reasons of space, Y is not addressed / dealt with / considered *in this paper*.

9. Giving general panorama of past-to-present literature

There is a considerable / vast *amount of literature on* …

In the literature there are many / several / a surprising number of / few *examples of* …

What we know / is known *about X is largely based on* …

Much / Not much / Very little *is known about* …

Many / Few *studies have been published on* … [Ref]

Various approaches have been proposed / put forward / suggested / hypothesized *to solve this issue [Ref].*

X has been identified / indicated *as being* … [Ref]

X has been shown / demonstrated / proved / found *to be* … *[Ref]*

X has been widely investigated / studied / addressed … *[Ref]*

Xs have been receiving / gaining *much attention due to ...*

In the traditional / classical *approach, X is used to* …

In recent years there has been considerable / growing *interest in ... [Ref*]

A growing body of literature has examined / investigated / studied / analyzed / evaluated … *[Ref]*

Much work on the potential of X has been carried out [Ref], yet / however *there are still some*

critical issues ... [Ref]

10. Reviewing past literature

In their seminal / groundbreaking / cutting edge *paper of 2001, Peters and Jones* …

Initial / Preliminary *work in this field focused primarily on* …

Some preliminary work was carried out in the early 1990s / several years ago …

Doyle in 2000 was among / one of *the first to* …

The first investigations into / studies on *X found that ...*

The first systematic study / report *on X was* carried out / conducted / performed *in 1995 by* …

An increase in X was first noted / reported / found *by* …

11. Reviewing subsequent and more recent literature

Experiments on X were conducted / carried out / performed on *X in 2009 by a group of researchers from ...*

In a major advance in 2010, Berlusconi et al. surveyed / interviewed …

Jeffries and co-workers [2011] measured / calculated / estimated …

In [67] the authors investigated / studied / analyzed …

A recent review of the literature on this topic / subject / matter / area *[2012] found that* …

A number / An increasing number *of studies have found that ...*

Since 2011 / In the last few years, *much more information on X has become available* …

Several studies, for example / instance *[1], [2], and [6],* have been carried out / conducted / performed *on X*.

More recent evidence [Obama, 2013] shows / suggests / highlights / reveals / proposes *that* …

It has now been suggested / hypothesized / proposed / shown / demonstrated *that ... [Cosimo 2010]*

Many attempts have been made [Kim 2009, Li 2010, Hai 2011] in order to / with the purpose of / aimed at …

12. Reporting what specific authors have said

In her analysis / review / overview / critique *of X, Bertram [2] questions the need for* …

In his introduction to / seminal article on / investigation into *X, Schneider [3] shows that* …

*Dee [*4] developed / reported *on a new method for X and concluded that* …

Southern's group [5] calls into question some past assumptions / hypotheses / theories *about X.*

Burgess [6], an authority on X, notes / mentions / highlights / states / affirms *that* …

She questions / wonders / considers / investigates *whether [or not] X can* …

He traces the advances in / development of / history of / evolution of *X*

They draw our attention to / focus on *X.*

They make / draw *a distinction between ...*

He claims / argues / maintains / suggests / points out / underlines *that* …

She concludes / comes to the conclusion / reaches the conclusion *that* …

She lists / outlines / describes / provides *several reasons for* …

Her theory / solution / proposal / method / approach *is based on* …

13. Mentioning positive aspects of others' work

Smith's [22] use of X is fully justified / very plausible / endorsed by experience.

Kamos's [23] assumptions seem to be realistic / well-founded / well-grounded / plausible / reasonable / acceptable.

The equations given in [24] are accurate / comprehensive …

It has been suggested [25] that … and this seems to be a reliable / useful / innovative *approach* …

14. Highlighting limitations of previous studies - authors not mentioned by name

Research has tended to focus on X rather than Y. An additional problem is that / Moreover *X is* …

The main limitation / downside / disadvantage / pitfall / shortfall *of X is …*

One of the major drawbacks to adopting / using / exploiting *this system is …*

This is something of a pitfall / disadvantage …

A well-known / major / serious *criticism of X is* …

A key problem with much of the literature on / regarding / in relation to *X is that* …

This raises many questions *about / as to / regarding* whether X should be used for …

One question / issue *that needs to be* asked / raised *is* …

Unfortunately, it does not / fails to / neglects to *explain why* …

This method suffers from a number / series / plethora *of pitfalls.*

There is still considerable ambiguity / disagreement / uncertainty *with regard to* …

Many experts contend, however / instead / on the other hand, *that this evidence is not conclusive.*

A related hypothesis holds / maintains *that X is equal to Y,* suggesting / indicating *that …*

Other observations indicate / would seem to suggest *that this explanation is insufficient* …

15. Highlighting limitations of previous studies - authors mentioned by name

Peng [31] claimed / contended *that X is … but she failed to provide adequate proof of this finding.*

Peng's findings do not seem / appear *to support his conclusions.*

This has led authors such as / for example / for instance *Mithran [32], Yasmin [34] and Hai [35] to investigate ..*

The shortcomings / pitfalls / flaws *of their method have been clearly recognized.*

A serious weakness / limitation / drawback *with this argument, however, is that …*

Their approach is not well suited to / appropriate for / suitable for …

The main weakness in their study is that they make no attempt to … / offer no explanation for … / they overlook …

Their experiments were marred / flawed / undermined *by X.*

X is the major flaw in / drawback to / disadvantage of *their experiments.*

The major defect in their experiments is that they entail tedious / repetitive / time-consuming / laborious / labor-intensive *calculations with regard to …*

Such an unreasonable / unjustified / inappropriate / unsuitable / misleading assumption *can lead to*

serious / grave *consequences with regard to …*

Their claims seem to be somewhat exaggerated / inaccurate / unreliable / speculative / superficial …

In our view, their findings are only conjectures / speculations *based on* unjustified / implausible / unsatisfactory / ambivalent / unsubstantiated *assumptions.*

Their paper / work / study / research / approach / findings / results *might have been more* interesting / innovative / useful / convincing / persuasive if …

Their attempts to do X are cumbersome / unnecessarily complicated / financially unfeasible …

Their explanations are superficial / impenetrable / doubtful / confusing / misleading / irrelevant …

Another / An additional *weakness is* …

An even greater source of concern / issue / problem *is* …

16. Using the opinions of others to justify your criticism of someone's work

As mentioned by Burgess [2011], Henri's argument / approach / reasoning relies too heavily on …

As others have highlighted [34, 45, 60], Ozil's approach raises many doubts / is questionable …

Several authors / experts / researchers / analysts *have* expressed doubts about / called into question / challenged *Guyot on the grounds that …..*

Marchesi [2010] has already noted an inconsistency with Hahn's claim / methodology / method / results / approach …

Friedrich's approach [2013] has not escaped criticism / been subjected *to much criticism and has been* strongly / vigorously *challenged* …

Many experts now contend / believe / argue *that rather than using Pappov's approach it might be more useful to …*

Their analysis has not found / met with / received *general acceptance* …

Some recent criticisms of / critical comments on *Kim's work are summarized in [25].*

The most well-known critic of Sadie's findings is … who argued / proposed / suggested *that an alternative explanation* might be that / could be found in …

17. Describing purpose of testing / methods used

In order to identify / understand / investigate / study / analyze *X …*

To enable / allow *us to … , we …*

To see / determine / check / verify / determine *whether* …

To control / test *for X, Y was done.*

So that we could / would be able to *do X, we …*

In an attempt / effort *to do X, we …*

X was done / We did X *in order to* …

18. Outlining similarities with other authors' models, systems etc.

The set up we used can be found / is reported / is detailed *in [Ref 2].*

Our experimental set up bears a close resemblance to / is reminiscent of / is based on / is a variation on / was inspired by / owes a lot to / is more or less identical to / is practically the same as *the one*

proposed by Smith [2014].

We used a variation of Smith's procedure. In fact / Specifically, *in our procedure we …*

Our steps proceed very much in the same way as / follow what is *indicated in [Ref. 2]*. *First, …*

The procedure used is as described / explained / reported / proposed *by Sakamoto [2013]*.

The method is in line with a variation of / essentially the same as *that used by Kirk [2009] with some* changes / modifications / alterations / adjustments.

We refined / altered / adapted / modified / revised *the method* used / reported / suggested / explained / proposed / put forward *by Bing [2012]*.

Our technique was loosely / partially / partly / to some extent *based on …*

More details can be found / are given *in our previous paper [35]*.

This component is fully compliant with international norms / regulations / standards.

19. Describing the apparatus and materials used and their source

The instrument used / utilized / adopted / employed *was* …

The apparatus consists of / is made up of / is composed of / is based on …

The device was designed / developed / set up *in order to* …

X incorporates / exploits / makes use of *the latest technological advances*.

The system comes complete / is equipped / is fully integrated / is fitted *with a* …

It is mounted on / connected to / attached to / fastened to / fixed to / surrounded by / covered with / integrated into / embedded onto / encased in / housed in / aligned with …

It is located in / situated in / positioned on ….

X was obtained from / supplied by *Big Company Inc*.

X was kindly provided / supplied *by Prof Big.*

20. Reporting software used

The software application / program / package *used to analyze the data was SoftGather (Softsift plc, London).*

The data were obtained / collected *using SoftGather.*

Data management / analysis *was performed* by / using *SoftGather.*

X was carried out / performed / analyzed / calculated / determined *using SoftGather*.

Statistical significance was analyzed by using / through the use of *SoftGather.*

We used commercially available software / a commercially available software package.

Free software, downloaded from www.free.edu, was used / adopted *to …*

21. Reporting customizations performed

X was tailored / customized *for use with* …

X can easily be customized / adapted / modified *to suit all requirements*.

Measurements were taken using purpose-built / custom-built / customized *equipment*.

The apparatus was adapted as in [Ref] / in accordance with [Ref] / as follows:

The following changes / modifications *were made:*

The resulting ad hoc device can / is able to / has the capacity to …

22. Formulating equations, theories and theorems

This problem can be outlined / phrased / posed *in terms of …*

The problem is ruled by / governed by / related to / correlated to …

This theorem asserts / states *that* …

The resulting integrals / solution to X *can be expressed as* …

… *where T* stands for / denotes / identifies / is an abbreviation for *time*.

By substituting / Substituting / Substitution *into* …

Combining / Integrating / Eliminating *.. we have that:* …

Taking advantage of / Exploiting / Making use of *X, we …*

On combining this result with X, we deduce / conclude *that* …

Subtracting X from Y, we have that / obtain / get …

Equation 1 shows / reveals *that*

This gives the formal solution / allows a formal solution to be found …

It may easily / simply *verified that* …

It is straightforward / easy / trivial *to verify that* …

For the sake of simplicity / reasons of space, *we*

23. Explaining why you chose your specific method, model, equipment, sample etc.

The aim / purpose *of X is to do Y.* Consequently we / As a result we / Therefore we / We thus …

This method / model / system *was chosen because it is one of the most* practical / feasible / economic / rapid *ways to …*

We chose this particular apparatus because / on account of the fact that / due to / since …

It was decided that the best procedure / method / equipment *for this* investigation / study *was to …*

An X approach was chosen / selected *in order to …*

The design of the X was based on / is geared towards …

We opted for / chose *a small sample size* because / due to / on the basis of …

By having / By exploiting / Through the use of *X, we were able to …*

Having an X enabled us to / allowed us to / meant that we could *do Y.*

24. Explaining the preparation of samples, solutions etc.

We used reliable / innovative / classic / traditional *techniques based on the recommendations of …*

Xs were prepared as described by / according to / following *Jude [2010*].

Xs were prepared in accordance with / in compliance with / as required by….

Y was prepared using the same / a similar *procedure as for X.*

All samples were carefully / thoroughly *checked for …*

X was gradually / slowly / rapidly / gently *heated*

The final / resulting *solutions contained …*

This was done by means of / using / with *a calculator*.

25. Outlining selection procedure for samples, surveys etc.

The traditional / classical / normal / usual *approach to sample collection is to* …

The criteria / reasons *for selecting Xs were*:

The sample was selected / subdivided *on the basis of X and Y.*

The initial sample consisted of / was made up / was composed of …

Approximately / Just over / Slightly under *a* half / third / quarter *of the sample were* …

A total of 1234 Xs were recruited for this study / this survey / for interviews.

At the beginning of the study, all of the participants / subjects / patients *were aged* ……

In all cases patients' / subjects' / participants' *consent was obtained*.

Interviews were performed / conducted / carried out *informally*

The interviewees were divided / split / broken down *into two groups* based on / on the basis *of* …

26. Indicating the time frame (past tenses)

Initial studies were made / performed / done / carried out / executed *using the conditions described above* over / for *a period of* …

X was collected / used / tested / characterized / assessed *during the* first / initial *step*.

Prior to / Before doing *X, we did Y.*

First we estimated / determined *the value of X*, then / subsequently *we* studied / analyzed / evaluated *Y.*

Once / As soon as / After X *had been done, we then did Y.*

The levels were thus / consequently / therefore *set at …*

After / Afterwards / Following this, *X was subjected to Y.*

The resulting / remaining *Xs were then* …

The experiment was then repeated / replicated *under conditions in which …*

Finally, independent / separate / further / additional *tests were performed on the* …

27. Indicating the time frame in a general process (present tenses)

In the first step / During the first phase / In the initial stage *of the process …*

Once / As soon as / After *X has been done, we can then do Y.*

This sets the stage / We are now ready *for the next step.*

At this point / Now *X can be …*

After / When / As soon as *these steps have been carried out, X …*

With the completion of these steps / When these steps have been completed, *we are now ready to …*

This condition cannot be reached until / unless *X has been …*

When / As soon as *X is ready, the final adjustments can be made*.

The completed X can now / then / subsequently *be used to …*

By reducing the amount of X / If the amount of X is reduced, *Y can then be done.*

To reduce the risk of Y, place / The risk of X can be reduced by placing *all the Xs in a container.*

The experiment proceeds / continues *following the steps outlined below*.

28. Indicating that care must be taken

To do this entails / involves / requires *doing X.*

It is seldom / rarely / usually / generally / often / always *practical to …*

Considerable / Great *care are must be* taken / exercised *when …*

A great deal of / Considerable *attention must be paid when …*

Extreme caution must be taken / used *when …*

29. Describing benefits of your method, equipment etc.

This method represents a viable / valuable / useful / groundbreaking / innovative *alternative to …*

This equipment has the ability / capacity / potential *to outperform all previous Xs.*

This apparatus has several / many *interesting* features / characteristics.

Our method has many interesting / attractive / beneficial / useful / practical / effective / valuable *applications.*

Of particular / major / fundamental *interest is …*

The key / basic / chief / crucial / decisive / essential / fundamental / important / main / major / principal *advantages are*:

Our procedure is a clear improvement / advance *on current methods.*

We believe this solution will aid / assist *researchers to …*

This solution improves on / enhances / furthers / advances *previous methods by …*

The benefits / advantages *in terms of X far outweigh the disadvantages with regard to Y.*

30. Outlining alternative approaches

A less lengthy / time-consuming / cumbersome / costly *approach is …*

A neater / more elegant / simplified / more practical *solution for this problem …*

An alternative solution, though with high overheads / slightly more complicated / less exhaustive *is …*

One / One possible / A good way *to avoid the use of X is to use Y instead.*

31. Explaining how you got your results

To assess X / evaluate X / distinguish between X and Y, *Z was used.*

X analysis was used to test / predict / confirm *Y.*

Changes in X were identified / calculated / compared *using …*

The correlation / difference *between X and Y was tested.*

The first set of analyses investigated / examined / confirmed / highlighted *the impact of …*

32. Reporting results from questionnaires and interviews

Of the study population / initial sample / initial cohort, *90 subjects completed and returned the questionnaire.*

The response rate was 70% at / after / for the first *six months and …*

The majority of respondents / those who responded *felt that ….*

Over half / Sixty per cent *of those* surveyed / questioned *reported that …*

Almost / Just under / Approximately *two-thirds of the participants (64%)* said / felt / commented *that* …

Only / Just a small number / Fifteen per cent *of those interviewed* reported / suggested / indicated *that* …

Of the 82 subjects who completed the questionnaire / took part in the survey / agreed to participate, *just* under / over *half replied that* ….

A small minority of / Hardly any / Very few participants *(4%) indicated* …

In response to Question 1, most / nearly all / the majority *of those surveyed indicated that* …

When the subjects were asked about / questioned on *X the majority commented that* ….

The overall response to this question was surprisingly / unexpectedly / very / quite *negative*.

33. Stating what you found

These tests revealed / showed / highlighted *that* …

Strong / Some / No evidence *of X was found* …

Interestingly / Surprisingly / Unexpectedly, *for high values of X, Y was found* ..

There was a significant positive / no *correlation between* …

On average / Generally speaking / Broadly speaking, *we found values for X of* …

The average / mean *score for X was* …

This result is significant only / exclusively *at an X level*.

Further analysis / analyses / tests / examinations / replications *showed that* …

34. Stating what you did not find

No significant difference / correlation *was* found / identified / revealed / detected / observed / highlighted between ….

There were no significant differences between X and Y in terms of Z / with regard to Z / as far as Z is concerned.

The analysis did not show / reveal / identify / confirm *any significant differences between* …

None of these differences were / Not one of these differences was *statistically significant*.

Overall / Taken as a whole / Generally speaking / With a few exceptions, *our results show X did not affect Y*.

35. Highlighting significant results and achievements

The most striking / remarkable *result to emerge from the data is that* …

Interestingly / Curiously / Remarkably / Inexplicably, *this correlation is related to* ….

Significantly / Importantly / Crucially / Critically, *X is* …

The correlation between X and Y is interesting / of interest / worth noting / noteworthy / worth mentioning *because* …

The most surprising / remarkable / intriguing *correlation is with the* …

The single most striking / conspicuous / marked *observation to emerge from the data comparison was* …

It is interesting / critical / crucial / important / fundamental *to note that …*

We believe that / As far as we know / As far as we aware *this is the first time that X …*

We believe that / We are of the opinion that / In our view *the result emphasizes the validity of our model.*

This result has further strengthened our confidence in X / conviction that X is / hypothesis that X is …

Our technique shows a clear / clearly has an *advantage over …*

The importance of X cannot be stressed / emphasized *too much*.

This underlines / highlights / stresses / proves / demonstrates *just how important X is.*

The utility of X is thus underlined / highlighted / stressed / proved / demonstrated.

This finding confirms / points to / highlights / reinforces / validates *the usefulness of X as a …*

Our study provides additional support for / further evidence for / considerable insight into *X*.

These results extend / further / widen *our knowledge of X*.

These results offer compelling / indisputable / crucial / overwhelming / powerful / invaluable / unprecedented / unique / vital *evidence for …*

36. Stating that your results confirm previous evidence

Our experiments confirm / corroborate / are in line with / are consistent with *previous results [Wiley 2009]*.

The values are barely / scarcely / hardly *distinguishable from [Li 2010] who …*

This value has been found to be / is *typical of X*.

This is in good agreement / in complete agreement / consistent *with …*

This fits / matches / concurs well with [*65] and also confirms our* earlier / previous *findings [39, 40, 41]*.

This confirms / supports / lends support to / substantiates *previous findings in the literature …*

These values correlate favorably / satisfactorily / fairly well *with Svenson [2009] and further support the* idea / role / concept *of …*

Further tests carried out with X confirmed / corroborated / concurred with *our initial findings*.

As proposed / suggested / reported / indicated / put forward *by Dong [2011], the evidence we found points to …*

Our results share / have *a number of similarities with Claire et al.'s [2012] findings …*

37. Stating that your results are in contrast with previous evidence

It was found that X = 2, whereas / on the other hand *Kamatchi [2011] found that …*

We found much higher values for X than / with respect to *those reported by Pandey [2000]*.

Although / Despite the fact that *Li and Mithran [2014] found that X = 2 we found that X = 3.*

In contrast to / contradiction with *earlier findings [Castenas, 2009], we …*

This study has not confirmed previous research on X. However / Nevertheless / Despite this, *it serves to …*

Even though these results differ from some published / previous / earlier *studies (Cossu, 2001; Triana, 2002), they are consistent with those of …*

Kosov et al. noted that x = y. Our results do not support / appear to corroborate / seem to confirm *their observation, in fact …*

Georgiev is correct to argue / propose / claim *that x = y. However, his calculation only referred to the limited case of …. and our conclusion of x = z, would thus seem to be* justified / justifiable / defensible / correct / acceptable / warranted.

Although our results differ slightly / to some extent / considerably *from those of Minhaz [2001], Erturk [2007], and Hayk [2014], it* can / could *nevertheless be argued that …*

Our findings do / The current study does *not support previous research in this area. In fact,* contrary to / unlike / in contrast with *what was previously thought, we found that …*

These findings refute / disprove / are in contradiction with / contrast with / significantly differ from *previous results reported in the literature*.

38. Stating and justifying the acceptability of your results

As expected / anticipated / predicted / forecast / hypothesized, *our experiments* show / demonstrate / prove *that …*

Our formula captures / reproduces *the response of …*

Apart from this slight discordance / discrepancy / disagreement / non-alignment, *the result is confirmation of …*

Despite / Notwithstanding *the lack of agreement, we believe our findings compare well with …*

Although / Even though / Despite the fact that *there was some inconsistency …*

There is satisfactory / good / exceptional / perfect *agreement between …*

No significant / substantial / appreciable / noteworthy *differences were found …*

Our findings appear to be well substantiated / supported *by …*

The number of Xs that confirmed our findings was appreciable / significant / substantial.

39. Expressing caution regarding the interpretation of results

Initially we thought that x was equal to y. However, a more careful analysis / closer inspection *revealed that …*

These results / data / findings *thus need to be interpreted with* caution / care / attention.

The conclusions of the review should be treated / interpreted / analyzed / read *with caution*.

However, due care / careful attention / extreme caution *must be* exercised / paid *in …*

Given that our findings are based on a limited number of Xs, the results from such analyses should thus / consequently / therefore *be treated with* considerable / the utmost *caution*.

Other researchers have sounded / We should sound *a note of caution with regard to such findings.*

40. Outlining undesired or unexpected results

As was / might have been *expected, our findings were often contradictory …*

Contrary to expectations / Unlike other research carried out in this area, *we did not find a significant*

difference between …

Our results were disappointing / poor / inadequate / unsatisfactory / below expectations. *However, …*

Our study was unsuccessful / not successful *in proving that …*

Our research failed to account for / justify / explain / give an explanation for / give a reason for *the low values of …*

Surprisingly / Unfortunately / Disappointingly / Regrettably, *no* signs of X were / evidence for X was *found.*

What is surprising / we were surprised to find / we are unable to account for *is the fact that …*

A substantial / appreciable / noticeable *disagreement is evident.*

The Xs appear to be over-predicted / overestimated / overstated …

This number is slightly lower than the value we expected / anticipated / predicted *and there is certainly room for improvement.*

41. Admitting limitations

We aware that our research may have two limitations. The first is … The second is … These limitations highlight / reveal / underline / are evidence of *the difficulty of collecting data on ….*

It is plausible that a number of limitations may / might / could have *influenced the results obtained.*

First / To begin with … An additional / Another *possible source of error is …*

Since / Given that / As *the focus of the study was on X …* there is a possibility / there is some likelihood / it is not inconceivable *that dissimilar evaluations would have arisen if the focus had been on Y.*

The restricted use of X could account for / be the reason for / explain why …

There are several sources for / causes of / reasons for *possible error.*

A major source of unreliability / uncertainty / contamination *is in the method used to …*

Unfortunately, it was not possible / we were unable *to investigate the significant relationships of X and Y further* because / due to the fact that *Z is …*

Inevitably / Not surprisingly / As expected / As anticipated, *there were some* discrepancies / inaccuracies / problems *due to …*

The performance was rather / slightly / a little *disappointing. This was probably as a result of …*

One downside / disadvantage / negative factor *regarding our methodology is that …*

Further data collection is required / would be needed *to determine exactly how X affects Y.*

42. Explaining and justifying undesired or unexpected results

It is very likely / probable / possible *that participants may have erroneously … and this may have* led to / brought about *changes in …*

The prime / primary / foremost *cause of the discrepancy is* due to / a result of / a consequence of *X.*

This apparent lack of correlation can be attributed to / explained by / justified by …

The reason for this rather contradictory result is still not entirely / completely *clear, but …*

There are several possible explanations for this result / finding / outcome.

These differences can be explained / justified / accounted for *in part by* …

It can thus be suggested / conceivably hypothesized / reasonably assumed *that* …

The unexpectedly high / low *level of X is* undoubtedly / certainly / without any doubt *due to* ...

A possible / reasonable / satisfactory *explanation for X may be that* ....

Another possible explanation / rationalization / reason *for this is that* ...

Clearly / Evidently / Naturally *there may be other possible explanations.*

This happened / occurred / may have happened / may have occurred *because we had not examined X* sufficiently / in enough depth *due to* ...

The reasons for this result are not yet wholly / completely / entirely *understood*.

It cannot be ruled out / ignored *that there was some unintended bias in* …

An unintended bias cannot be ruled out / should be taken into consideration.

We cannot rule out that X might / may have influenced Y.

The observed increase in X *could* be attributed to / might be explained by it / could be interpreted as *being a result of* ...

Despite the fact that / Although *X was expected to do Y, it was not predicted that X would also do Z. However, this is not particularly surprising* given the fact / in light of the fact / if we consider *that* …

43. Minimizing undesired or unexpected results

Although performance was not ideal / perfect / optimal, *we* still / nevertheless *believe that* ...

This poor performance was not unexpected / surprising / very significant. *In fact* ...

This result was not *expected / predicted / anticipated*. However, *the reason for this is probably / it is likely that the reason for this is / it is probable that the reason for this is* that …

Our investigations so far have only been on a small scale / applied to …

These discrepancies are negligible / can be neglected / considered as insignificant / are of no real consequence *due to the fact that* ...

Despite the limitations of this method, and consequently the poor results in Test 2, our findings do nevertheless / in any case / however *suggest that* ...

Given that / Since / On account of the fact that *this was only a preliminary attempt to do X it is hardly surprising that* ...

As is well known, Xs are extremely hard / difficult / problematic / time-consuming / cumbersome *to control*, so / thus / consequently ….

In fact, X was beyond the scope of this study / not a primary goal in this research / not the focus of this study / not attempted in this study.

Consequently, it is inevitable / understandable / not hard to appreciate / not surprising that …

Note / It should be noted / It is worthwhile noting *that* …

A / One *limitation of our research is that the surveys were not conducted in the same period.* However / Nevertheless / Despite this, *we can still state that* ...

We failed / were not able / were unable *to find a link between x and y, but this* may / might *depend on the methodology chosen for our research.*

44. Expressing opinions and probabilities

To the best of our knowledge / As far as we know / We believe that *no other authors have found that x = y.*

It would seem / appear *that* …

Our findings would seem to show / demonstrate / suggest / imply *that x = y.*

This factor may be responsible / is probably responsible / could well be responsible *for this result.*

Presumably / We hypothesize / I argue *that this factor is ...*

We believe that our method could be used / probably be usefully employed *in*…

Our approach *would lend itself well for use by / may be useful for* …

In our opinion / view, *this method could be used in ...*

We believe / feel strongly *that* …

There is evidence to suggest / support *the hypothesis that* …

It is proposed / This may mean / It seems likely / It may be assumed *that* …

This implies / suggests / would appear to indicate *that* …

The results point to the likelihood / probability *that* …

There is a strong / definite / clear / good *probability that ...*

45. Announcing your conclusions and summarizing content

In conclusion / In summary / In sum / To sum up, *our work* …

Our work has led us to conclude / the conclusion *that* …

We have *presented / outlined / described* …

In this *paper / study / review* we have …

This paper has *investigated / explained / given an account of* …

46. Restating the results (Conclusions section)

The evidence from this study suggests / implies / points towards the idea / intimates *that* …

The results / findings *of this study* indicate / support the idea / suggest *that* …

In general, / Taken together, *these results* suggest / would seem to suggest *that* …

An implication / A consequence / The upshot *of this is the possibility that* …

47. Highlighting achievements (Conclusions section)

Our research / This paper *has* highlighted / stressed / underlined *the importance of ...*

We have managed to do / succeeded in doing / been able to do / found a way to do *X.*

We have found an innovative / a new / a novel / a cutting-edge *solution for ...*

We have obtained accurate / satisfactory / comprehensive *results* proving / demonstrating / showing *that* …

We have devised a methodology / procedure / strategy *which* …

We have confirmed / provided further evidence / demonstrated *that* …

Considerable progress has been made / insight has been gained *with regard to* …

Taken together, these findings suggest / implicate / highlight *a role for X*

Our study provides the framework / a springboard / the backbone / the basis / a blueprint / an agenda / a stimulus / encouragement *for a new way to do X*.

The strength / strong point / value / impact / benefit / usefulness / significance / importance *of our* work / study / contribution *lies in …*

X provides a powerful tool / methodology *for* …

X ensures / guarantees *that X will do Y, and it can be generalized to …*

Our investigations into this area are still ongoing / in progress *and seem likely to confirm our hypothesis.*

These findings add to a growing body of literature on / substantially to our understanding of *X*.

48. Highlighting limitations (Conclusions section)

Our work clearly has some limitations. Nevertheless / Despite this *we believe our work could be* the basis / a framework / a starting point / a springboard for

Despite the fact that there are / In spite of the fact that / Although *there are limitations due to Y, we* …

The most important limitation lies in / is due to / is a result of *the fact that* …

The current study was limited by / unable to / not specifically designed to…

The present study has only investigated / examined *X*. Therefore / Consequently …

The project / analysis / testing / sampling *was limited in several ways. First,* …

Finally, a number of potential limitations / weaknesses / shortfalls / shortcomings / weak points *need to be considered. First, …*

However, given the small sample size, caution must be exercised / taken / used / applied.

The findings might not be *transferable to / generalized to / representative of* …

The picture / situation *is thus still incomplete*.

49. Outlining possible applications and implications of your work

This study is the first step / has gone some way *towards enhancing our understanding of* …

These observations have several / three main / many implications *for research into* …

This work has revealed / shown / highlighted / demonstrated / proved *that* …

The present findings might help to solve / have important implications for solving / suggest several courses of action *in order to solve this problem.*

X is suitable for / has the potential to …

Our method / technique / approach / procedure *could be applied to …*

One possible / potential / promising *application of our technique would be …*

Results so far have been very promising / encouraging *and* …

This approach has the potential / requirements / characteristics / features *to* …

This could eventually / conceivably / potentially / hypothetically *lead to* …

Our data suggest that X could be used / exploited / taken advantage of / made use of *in order to ...*

In our view these results are / constitute / represent *an excellent initial step toward …*

We believe / are confident *that our results may improve knowledge about …*

These early successes may hope to resolve / tackle / solve / deal with …

Another / An additional / A further important *implication is ...*

Our research could help / be a useful aid for / possibly support *decision makers because ...*

We think that our findings could / might *be useful for ...*

We hope that our research will be helpful / useful / beneficial / constructive / valuable *in solving the difficulty of ...* At the same time / In addition / Further / Furthermore *we believe that ...*

Our research suggests that the policy makers should encourage / it is important for policy makers to encourage *stakeholders to ...*

The findings of my research have serious / considerable / important *managerial implications*.

50. Future work already underway or planned by the authors

We are currently / now / in the process *of investigating …*

Research into solving this problem is already underway / in progress.

To further our research we plan / are planning / intend *to …*

Future work will concentrate on / focus on / explore / investigate / look into …

Further studies, which take X into account, will need to be undertaken / performed.

We hope that further tests will prove our theory / confirm our findings.

These topics are reserved for / deferred to *future work*.

51. Future work proposed for third parties to carry out

Further work needs to be done / carried out / performed *to establish whether …*

Further experimental investigations / tests / studies *are needed to estimate …*

More / Additional / Further *work on X, would help us to do Y*.

We hope / believe / are confident *that our research will serve as a base for future studies on …*

It is recommended / We recommend / We suggest / We propose *that further research should be undertaken in the following areas:*

More broadly / On a wider level, *research is also needed to determine ….*

This research has raised / given rise to / thrown up *many questions in need of further* investigation / study / examination.

This is an important / a fundamental / a vital issue *for future research*.

The design and development of Xs will challenge / be a challenge for *us for years*.

Future work should concentrate / focus *on enhancing the quality of X*.

Future studies should target / aim at / examine / deal with / address *X*.

Future studies on the current topic are therefore required / needed / recommended / suggested *in order to* establish / verify / validate / elucidate …

Our results are encouraging / promising *and should be validated by a larger sample size*.

These findings suggest the following directions / opportunities *for future research:* ….

An important issue / matter / question / problem *to resolve for future studies is* …

The prospect of being able to do X, serves as a continuous incentive for / stimulus for / impulse for / spur *to future research.*

52. Acknowledgements

This work was carried out / performed *within the framework of an EU project and was partly sponsored by …*

This research was made possible by / benefited from *a grant from* …

Support was given by the Institute of X, who funded the work in all its / its initial *stages.*

We thank / would like to thank *the following people for their support, without whose help this work would never have been possible:*

We gratefully acknowledge the help provided by Dr. X / constructive comments of the anonymous referees.

We are indebted / particularly grateful *to Dr. Alvarez for* …

We thank / are grateful to / gratefully acknowledge *Dr. Y for her* help / valuable suggestions and discussions.

Thanks are also due to / The authors wish to thank *Prof. X, who gave us much valuable advice in the early stages of this work.*

Dr. Y collaborated with / worked alongside *our staff during this research project.*

We also thank Prof. Lim for her ongoing collaboration with our department / technical assistance in all our experimental work.

53. Referring to tables and figures, and to their implications

Table 1 compares / lists / details / summarizes *the data on X.*

Table 2 proves / shows / demonstrates / illustrates / highlights *that X is* …

Figure 1 presents / reports / shows / details *the data on X.*

Figure 3 pinpoints / indicates *exactly where X meets Y.*

As shown / highlighted / illustrated / detailed / can be seen *in Fig. 1, the value of* …

The value of X is greater when Y = 2 (Fig. 1 / Eq. 2)

The results on X can be seen / are compared / are presented *in Fig. 1.*

From the graph / photo / chart / histogram *we can* see / note *that* …

It can be seen in / is apparent from *Fig. 1 that* …

We observe / note *from Table 1 that* ..

The graph above / below / to the left / to the right *shows that …*

Figure 8 shows a clear trend / significant difference *in* …

The table is revealing / interesting *in several ways. First …*

54. Making transitions, focusing on a new topic

If we now turn to / Turning now to / Let us know look *at the second part …*

As far *as X is / Xs* are concerned …

As regards / Regarding / Regarding the use of / As for *X, it was found that* …

55. Referring backwards and forwards in the paper

As was mentioned / stated / noted / discussed / reported *in the Methods, ...*

As reported above / previously / earlier / before …

As mentioned / stated / outlined *in the literature review ...*

The above- / afore-mentioned *X is ...*

More details on this will be given below / in the next section / in the appendix.

The following is / Here follows / Below is *a list of ...*

Please refer to Appendix 2 / Table 6 / the Supplementary Material *for*….

56. Referring back to your research aim

As stated in the Introduction, our main aim / objective / target / purpose / goal *was to ...*

As stated in the Introduction, the research was conducted / undertaken / carried out *in order to ...*

Given that / Since *our main aim was, as mentioned in the Introduction, to ...*

Before interpreting our results, we remind the reader of / would just like to restate *our main aims*.

Returning to the hypothesis / question *posed at the beginning of this study, it is now possible to state that ...*

57. Referring outside the paper

See the respective handbook [Ref] for a description of X.

For a detailed review on this topic see [Ref].

More details on this topic can be found in [Ref].

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