



**WRITING FOR PUBLICATION
IN ENGLISH:
METHODS SECTION**

**January 29, 2015
FRMU: Academic Writing**

WRITING ABOUT METHODOLOGY

- sometimes called *Materials and Methods*, *Procedure*, *Methodology*, *Model...*
- journals publish **online guides** for authors on what is expected in each section of your article
- typical use of **passive** – to construct a sense of objectivity: *was analyzed*, *was monitored...*



TYPICAL MOVES IN THE METHODOLOGY SECTION

1. Provide a **general introduction and overview** of the materials/methods; give the **source** of materials/equipment used

In this study, most of the samples were tested using ...

Topographical examination was carried out using...

The material investigated was a ...

The experiments were conducted ...

The substrate was obtained from ...

The article is based on extensive field work conducted between ...



TYPICAL MOVES IN THE METHODOLOGY SECTION

2. Supply essential **background information** (describe instruments, equipment or locations so that the reader can **visualize or recreate** your work)

Language of **spatial location**:

opposite, parallel to/with, horizontal, rectangular...

*The intercooler was mounted **on top of** the engine...*

*Similar loads were applied **to the front and side of** the box...*



TYPICAL MOVES IN THE METHODOLOGY SECTION

3. Provide **specific and precise details** about materials and methods (i.e. quantities, temperatures, duration, sequence, conditions, locations, sizes)

The visitor survey consists of 201 questionnaire based interviews...

The interview conversations of approximately 30 to 45 min were digitally recorded...

The participants of the sample were randomly approached...

Participant observation was practiced in ...



TYPICAL MOVES IN THE METHODOLOGY SECTION

4. Justify choices made

our aim was to, it was possible to, so as to, therefore, in an attempt to, for the purpose of, with the intention of

*The method of ... was selected **in order to** determine...*

***For the sake of** simplicity, only a single value was analyzed.*

***To validate the results** from..., samples were collected from all groups.*



TYPICAL MOVES IN THE METHODOLOGY SECTION

5. Indicate that **appropriate care was taken**

The use of **adverbs** and **adverbial phrases**:

*entirely, separately, thoroughly, vigorously,
appropriately, accurately, frequently, at least*

*The specimen was monitored **constantly** for a
period of 24 hours.*

*They were then placed on ice **for immediate FACS**
analysis.*



TYPICAL MOVES IN THE METHODOLOGY SECTION

6. Relate materials/methods to other studies

➤ the procedure is exactly **the same** as the one cited
as proposed by/in, as suggested by/in, as in, as reported by/in...

➤ the procedure is **similar** to the one cited
adapted from, based in part/partly on, slightly modified...

➤ the procedure is significantly **different** from the one cited

a novel step was..., although in many ways similar, only partially based on...



TYPICAL MOVES IN THE METHODOLOGY SECTION

7. Indicate where **problems** occurred

➤ **minimize problems**

minor deficit, slightly problematic, it is recognized that...

➤ **minimize responsibility**

it was difficult to..., unavoidable, impossible, limited by...

➤ **maximize good aspects**

quite good, however, acceptable, fairly well...



PARAGRAPH STRUCTURE: THINGS TO REMEMBER (OVERVIEW)

- Use topic sentences for all paragraphs and relevant supporting sentences/usually placed at the beginning of a paragraph.

(You should be able to review your entire argument/thesis by reading only the topic sentence of each paragraph.)

- Use linking words/ signposts to signal the flow of your thinking.
- Repeat key terms and phrases to make clear meaning.
- Avoid unclear and vague reference : they, it, them, thing, etc.
- Note the value of “this + noun”/”these + noun”.

EXAMPLE 1

PARAGRAPH STRUCTURE

Topic sentence

Supporting sentences

- **Another aspect for residents of the area is its social and physical isolation (Lee). The area is relatively poorly serviced by public transport, [...]. Ongoing problems with public transport and isolation are mentioned in an oral history of the area [...]. Residents commented on the distance from parts of the Estate to the railway line [...]. One resident cited the five-hours needed to go, on public transport, to buy the Halal meat required by her Muslim family (Lockett) [2]. From the point of view of young people especially, facilities are inadequate and have been so since the early days of the Estate. An early report carried out by the National Youth Council of Australia in 1974, for example, which asked local young people their opinion of the area reported that [...]. A concern over inadequate public transport services and [...] was also an aspect of a 2001 report (Centre for Regional Research and Innovation).**



EXAMPLE 2

PARAGRAPH STRUCTURE

Topic sentence

Explanatory sentences

Supporting sentences
examples

Summary
sentence

- **Smith and Whitmore (2006) describe how literacy practices are determined by gang membership. Membership in their own gang, the Manzanita Lynch Mob Crips, positioned the boys as sworn enemies of the gang known as the Bloods. This entailed substitutions and deletions of particular letters of the alphabet. For example, the letter 'b' in the word 'blood' had to be 'disrespected' because it was associated with the enemy. This meant that if one of the boys needed to write the letter 'b', it would be written with a cross inside it. Similarly, since the letters 'CK' stood for 'Crip killer', the Crip gang avoided any use of the letters 'ck'. If the word, such as 'kick back' required a 'ck', they would instead write a double 'cc', as in 'kicc bacc'. Many other letters also required some kind of alteration due to their symbolic associations. This re-production of language and its association with identity issues offers the potential for some fascinating analysis and further research.**

Concluding sentence/Reflection

○ Key terms



Time of Initiation of HAART

Lower plasma HIV-RNA levels in HIV seroconverter women compared with men and no **difference** in progression to AIDS were reported by Sterling et al.³ in 2001: women have lower plasma HIV-RNA levels than men at a similar anticipated risk of progression to AIDS. It is a matter of discussion if **this difference** influences the time of **initiation of HAART** between genders (Figure 1). Recently, in a large French cohort of 5735 patients, no **gender differences** were found in the **interval between enrolment and HAART initiation** during chronic infection, but **this interval** was shorter in homosexual patients than in other transmission groups.⁴ In the Italian ICoNA study, Murri et al.⁵ observed that **the median time to start HAART** was longer in women than men (28 weeks versus 17 weeks, respectively; P, 0.01 by log-rank), nevertheless the **difference** did not reach statistical significance at adjusted analysis. In a prospective cohort study of 2864 US adults receiving HIV care, Sayles et al.⁶ showed that women had twice the odds of reporting difficulty taking medications openly compared with homo/bisexual men, although **this gender difference** was not significant in the adjusted model. Data from 10 US HIV primary care sites reported that male gender was significantly associated with an increased **likelihood of HAART** initiation during chronic infection.⁷ Similarly, Giordano et al.⁸ reviewing the medical and pharmacy records of 354 US HIV-infected patients observed that female sex was an independent predictor of not receiving HAART (P $\frac{1}{4}$ 0.001). In a large cohort of 9530 US HIV-infected patients, McNaghten et al.⁹ showed that female gender was associated with decreased likelihood of HAART prescription.

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