

Preface

Who is this book for?

This book is part of the *English for Research* series of guides for academics of all disciplines who work in an international field. This volume focuses on how to write a research paper in English, though the majority of guidelines given would be appropriate for any language.

It is designed both for inexperienced and experienced authors.

EAP trainers can use this book in conjunction with: *English for Academic Research: A Guide for Teachers*.

How is this book organized? How should I read it?

The book is divided into two parts and the full contents can be seen in the Contents on page ix. This Contents page also acts as a mini summary of the entire book.

Part 1: Guidelines on how to improve your writing skills and level of readability.

Part 2: Guidelines about what to write in each section (Abstract, Introduction, Methodology etc.) and what tenses to use. Of course, not all disciplines use the same section headings, but most papers nevertheless tend to cover similar areas.

I recommend you read all of Part 1 before you start writing your paper. Then refer to specific chapters in Part 2 when you write the various sections of your paper.

Chapter 20 concludes the book and contains a checklist of things to consider before sending your manuscript to the journal.

How are the chapters organized?

Each chapter has the following three-part format:

1) FACTOIDS/WHAT THE EXPERTS SAY

In most cases, this section is a brief introduction to the topic of the chapter. Occasionally, the factoids are simply interesting in themselves and have no particular relevance to the chapter in question. However, they can be used by EAP teachers as warm-ups for their lessons. All the statistics and quotations are genuine, though in some cases I have been unable to verify the original source.

2) WHAT'S THE BUZZ?

This is designed to get you thinking about the topic, through a variety of useful but entertaining exercises. These exercises are designed to be done in class with an EAP (English for Academic Purposes) teacher/trainer, who will provide you with the keys to the exercises. The final part of each *What's the buzz?* section is a brief outline of the contents of the chapter.

- 3) The rest of each chapter is divided up into short subsections in answer to specific questions. These are either instructions (in Part 1) or in the form of FAQs (in Part 2). Each chapter ends with a summary.

I am a trainer in EAP and EFL. Should I read this book?

If you are a teacher of English for Academic Purposes or English as a Foreign Language, you will learn about all the typical problems that non-native researchers have in the world of academia. You will be able to give your students advice on writing quality research papers and getting referees and editors to accept their papers. In addition, you will generate a lot of stimulating and fun discussions by using the factoids and quotations, along with the *What's the buzz?* exercises.

You can also use the three exercise books (writing, grammar, vocabulary) that are part of this *English for Academic Research* series, plus the teacher's book that contains notes on how to exploit all the books: *English for Academic Research: A Guide for Teachers*. This guide contains keys to the exercises in the *What's the buzz?* sections.

I edit research papers. Can this book help me?

Certainly. It should clear up a lot of your doubts and also enable you to be a bolder and better editor!

Are the extracts in this book taken from real papers?

Most of the examples are taken from real published papers. In some cases the names of the authors and titles of the papers, plus where they can be downloaded, can be found in the Links and References section at the back of the book. Some examples are fictitious (and are indicated as such), but nevertheless not far from reality!

How do I know if the examples given are good or bad examples?

Example sentences are preceded by an S, e.g. S1, S2. If they contain an asterisk (e.g. S1*), then they are examples of sentences that either contain incorrect English or are not recommended for some other reason. Longer examples are contained in a table. This table contains the original version (OV, sometimes labeled *No!*) and the revised version (RV, sometimes labeled *Yes*). Unless otherwise specified, the OVs and sentences labeled *No!* are all examples of how not to write.

Useful phrases

A list of useful phrases that you can use in your paper can be downloaded free of charge at: <http://www.springer.com/us/book/9783319260921>.

Differences from the first edition

Each chapter now begins with Factoids and a *What's the buzz?* section. There is a new chapter (Chapter 9 Discussing Your Limitations) and around 50 new sections spread over a 100 new pages - particularly in the chapters on: *Highlighting Your Findings*, *Abstracts*, *Introduction*, *Discussion*, and *Conclusions*. The chapter on *Useful Phrases* is now a free download (see above).

The author

Since 1984 Adrian Wallwork has been editing and revising scientific papers, as well as teaching English as a foreign language. In 2000 he began specializing in training PhD students from all over the world in how to write and present their research in English. He is the author of over 30 textbooks for Springer Science + Business Media, Cambridge University Press, Oxford University Press, the BBC, and many other publishers.

Other books in this series

This book is part of a series of books to help non-native English-speaking researchers to communicate in English. The other titles are:

English for Academic Research: A Guide for Teachers

English for Presentations at International Conferences

English for Academic Correspondence

English for Interacting on Campus

English for Academic Research: Grammar, Usage and Style

English for Academic Research: Grammar Exercises

English for Academic Research: Vocabulary Exercises

English for Academic Research: Writing Exercises



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