

Academic writing as the key to the successful research presentation

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- Major: Management science
and engineering
- Supervisor: Prof. Shuai
Chuanmin

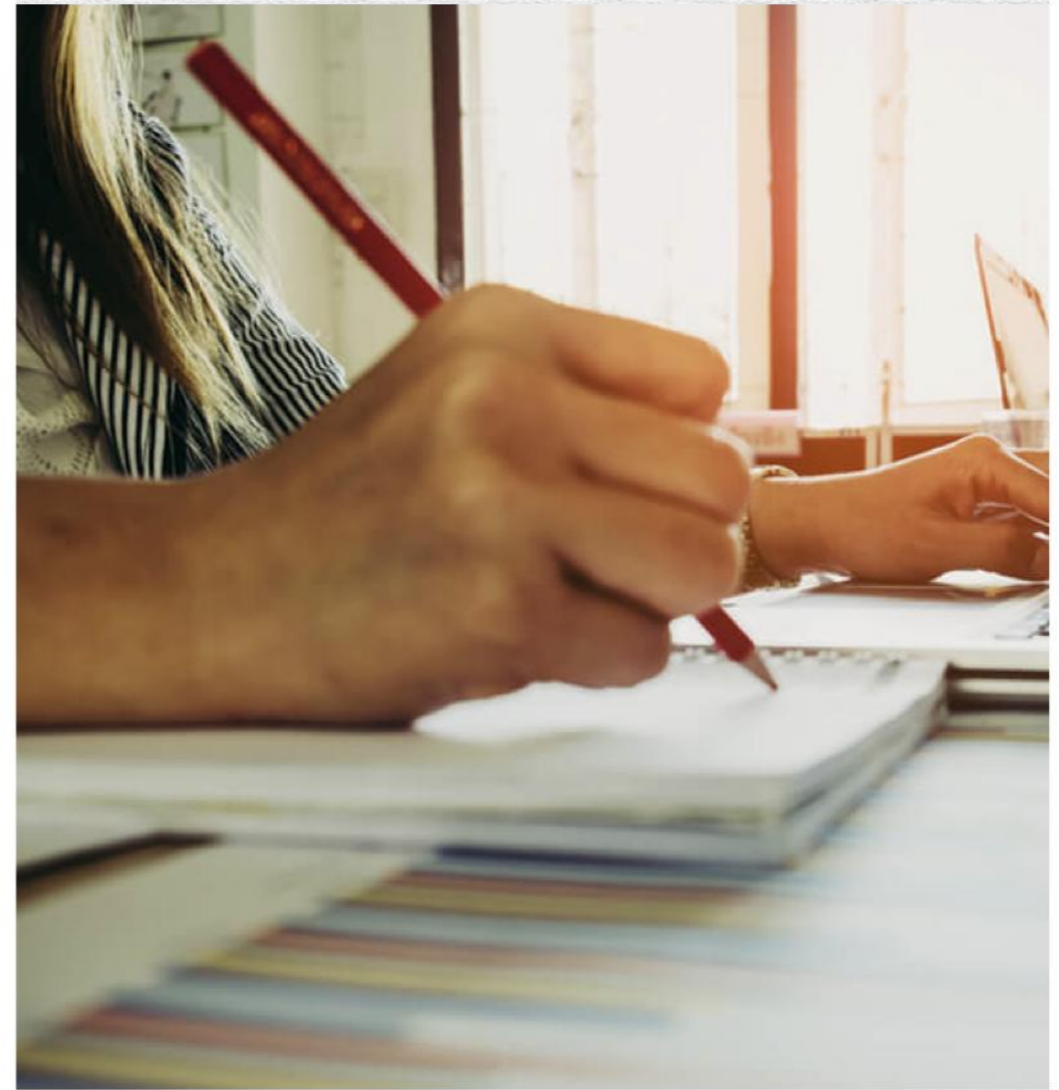


Table of content

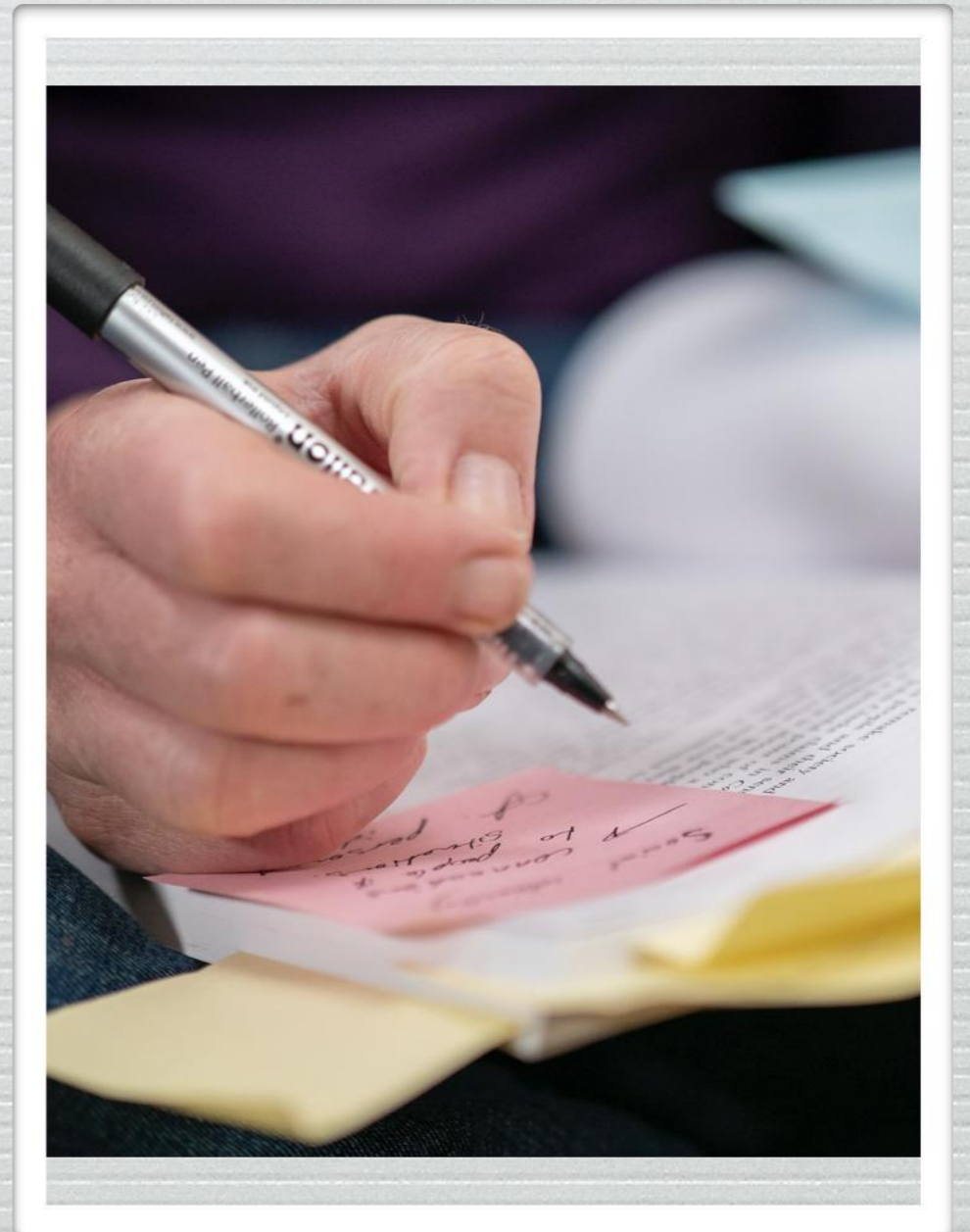
- *General overview*
- *Writing thesis*
- *Article writing*
- *My example*



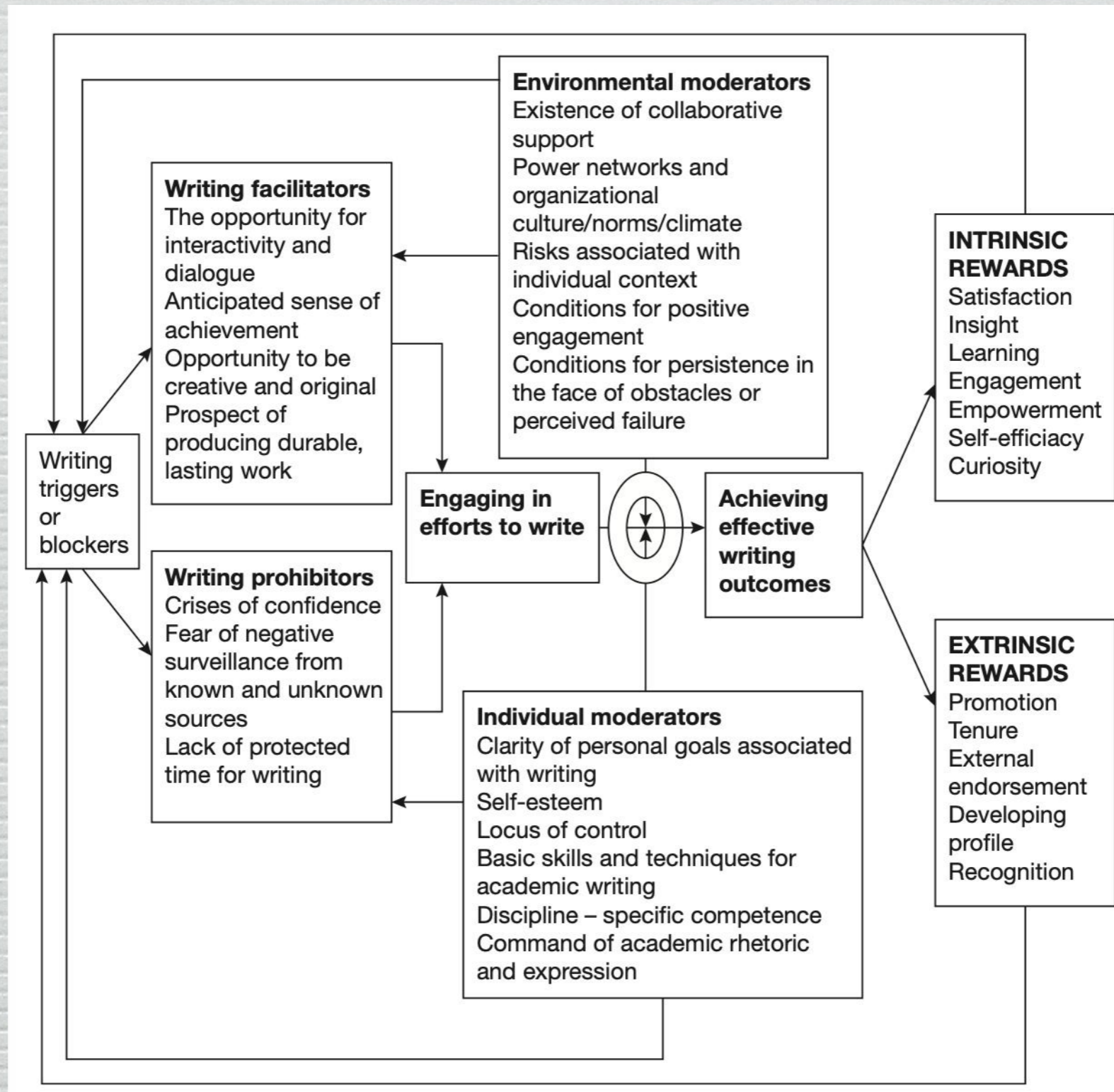
General overview

Good scientific writing is characterised by objectivity. This means that a paper must present a balanced discussion of a range of views . . . Moreover, value judgements, which involve moral beliefs of what is 'right' or 'wrong' must be avoided . . . The use of personal pronouns is unnecessary, and can lead to biases or unsupported assumptions. In scientific papers, therefore, personal pronouns should not be used. When you write a paper, unless you attribute an opinion to someone else, it is understood to be your own. Phrases such as 'in my opinion' or 'I think,' therefore, are superfluous and a waste of words . . . For the same reasons, the plural pronouns we and our are not used.

(Smith 1996 pp 2-3)



A social model of academic writing



Writing thesis



«Writing a thesis is like writing an academic article, only worse».

«A thesis is much like a graduate student: It has a limited purpose and a small audience; it is often insecure and defensive, justifying itself with excessive documentation; it is too narrowly focussed; and it has not yet developed a style of its own».

(Luey, 2002, p. 34)



Research topic



Box 2.2 Checklist

Attributes of a good research topic

Capability: is it feasible?

- ✓ Is the topic something with which you are really fascinated?
- ✓ Do you have, or can you develop within the project time frame, the necessary research skills to undertake the topic?

- ✓ Does your topic contain issues that have a clear link to theory?
- ✓ Are you able to state your research question(s), aim and objectives clearly?
- ✓ Will your proposed research be able to provide fresh insights into this topic?

- ✓ Is the research topic achievable within the available time?
- ✓ Will the topic still be current when you finish your project?
- ✓ Is the topic achievable within the financial resources that are likely to be available?
- ✓ Are you reasonably certain of being able to gain access to data you are likely to require for this topic?

Appropriateness: is it worthwhile?

- ✓ Does the topic fit the specifications and meet the standards set by the examining institution?
- ✓ Does your topic relate clearly to the idea you have been given (perhaps by an organisation)?
- ✓ Are the findings for this topic likely to be symmetrical: that is, of similar value whatever the outcome?
- ✓ Does the topic match your career goals?



Research design

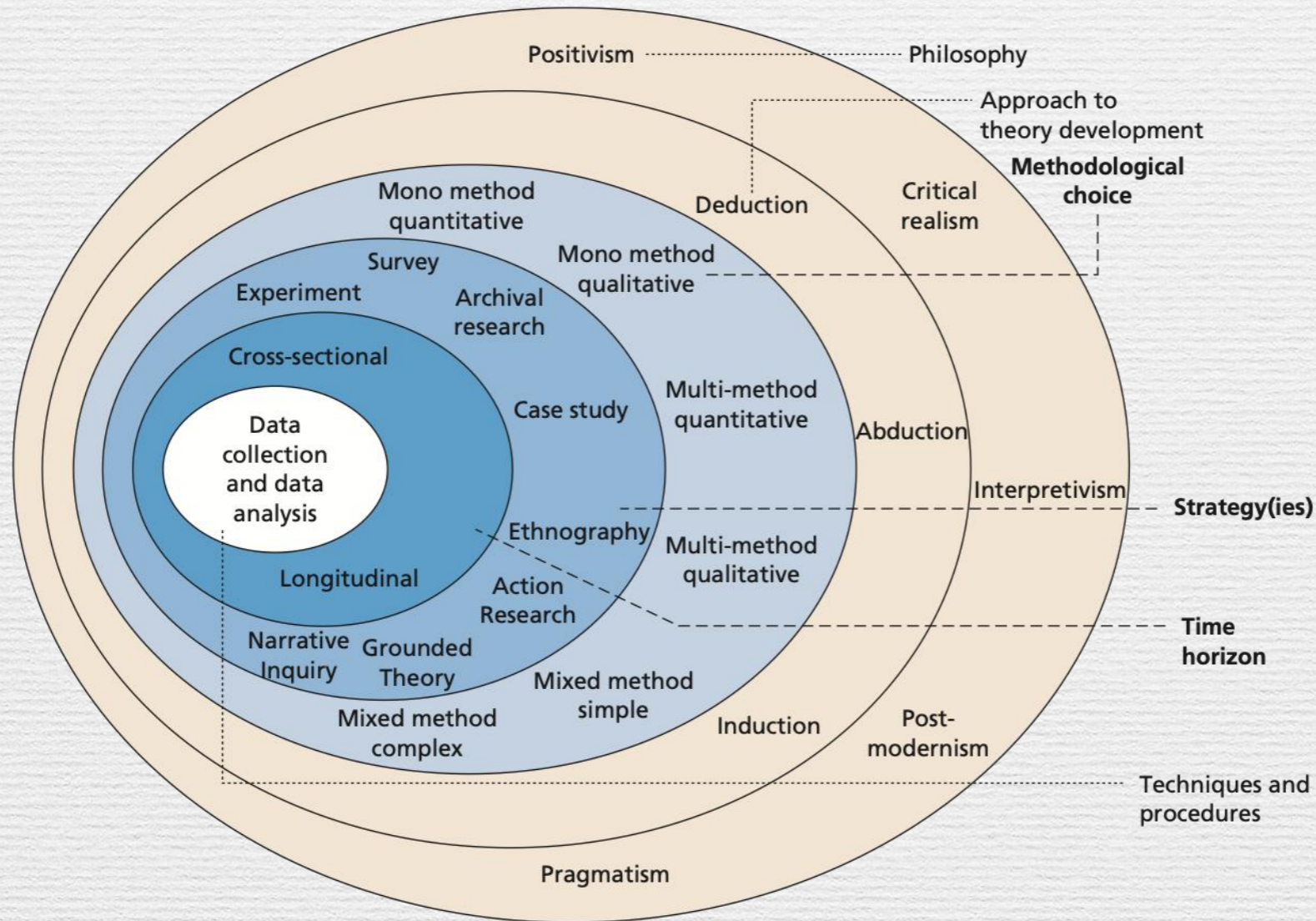
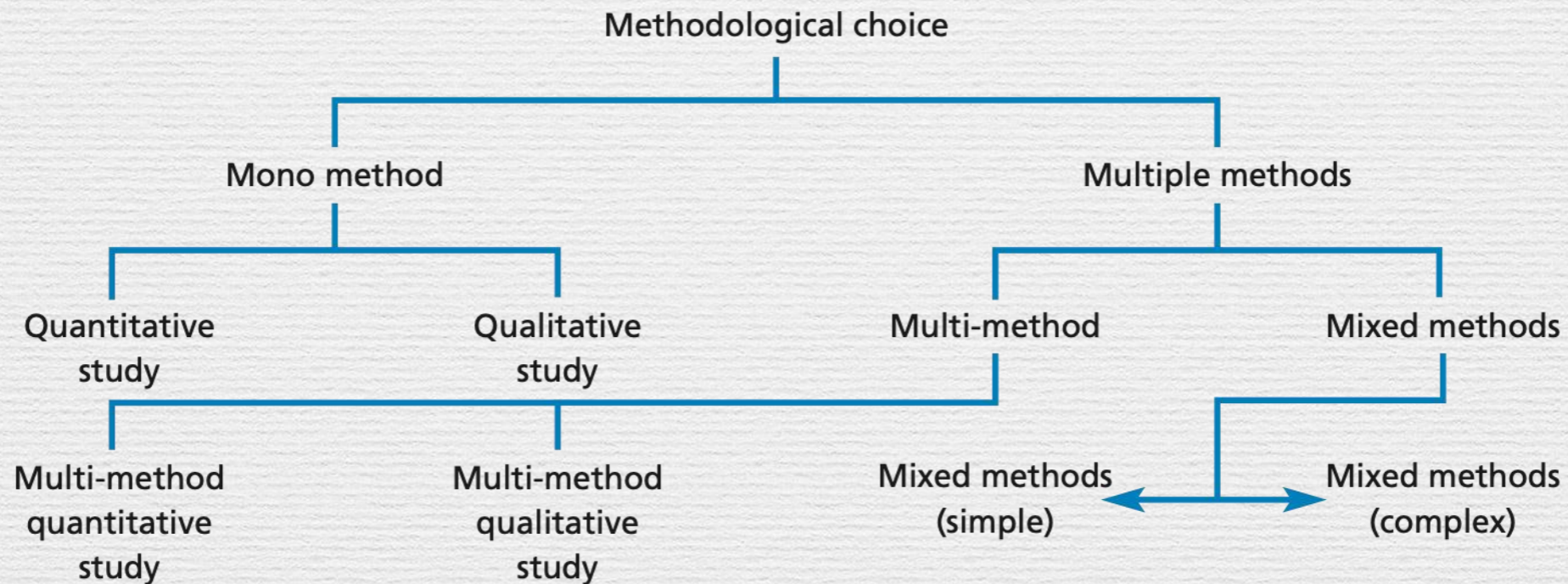


Figure 5.1 The research onion

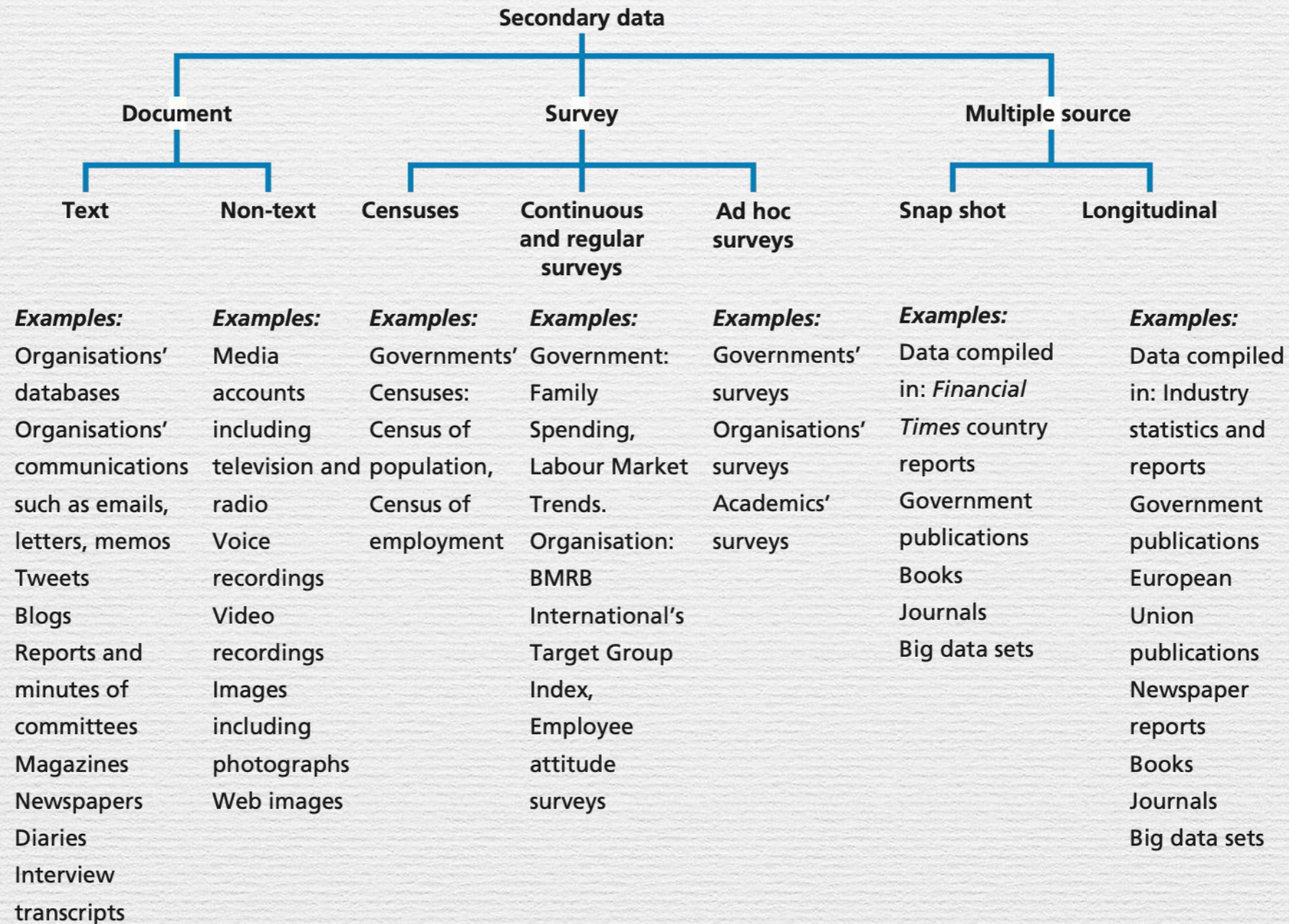
Source: © 2015 Mark Saunders, Philip Lewis and Adrian Thornhill



Methodological choice



Types of secondary data and uses in research



Potential secondary data sources (business and management studies)

Name	Internet address	Comment
General focus		
RBA Business Information Sources	www.rba.co.uk/sources/	Gateway with links to business, statistical, government and country sites
UK Data Archive	www.data-archive.ac.uk/	Archive of UK digital data in the social science and humanities fields. Links to data archives worldwide
UK Data Service (UKDS)	ukdataservice.ac.uk/	Gateway to and support for economic and social data, both quantitative and qualitative for both the UK and other countries
Euromonitor International	www.euromonitor.com/	Business intelligence on countries, companies, markets and consumers
Hemscott	www.hemscott.com/	Financial information, guide to companies and investment trusts, report service and market activity analysis
MIMAS	www.mimas.ac.uk/	National data centre for UK higher education institutions providing gateway to key data such as UK census. NB: for some data sets you will need to register through your university
Country focus		
Australia: Australian Social Science Data Archive	www.assda.edu.au/	Archive of Australian social science data sets including census. Includes data from other Asia-Pacific countries. Links to other secondary data sites
Canada: Statistics Canada	www.statcan.gc.ca/start-debut-eng.html	Gateway to statistics on economy, culture, society and culture (including census) of Canada
China: Universities Service Centre Databank for China Studies	www.usc.cuhk.edu.hk/Eng/Default.aspx	Archive of social science data about People's Republic of China
Czech Republic: Czech Social Science Data Archive	archiv.soc.cas.cz/en	Archive of social science data about the Czech Republic.
European Union: Europa	europa.eu/	Gateway to information (including press releases, legislation, fact sheets) published by the European Union. Links include Eurostat statistics information gateway

Name	Internet address	Comment
France: National Institute for Statistics	www.insee.fr/en/default.asp	France's National Institute for Statistics gateway for both statistics and government publications. Much of this website is available in English
Germany: Federal Statistics Office	www.destatis.de/EN/Homepage.html	Germany's Federal Statistical Office providing a gateway to data. Much of this website is available in English
Ireland (Eire): Central Statistics Office	www.cso.ie/	Irish Central Statistical Office (CSO), the government body providing a gateway to Irish official statistics
Japan: Social Science Japan Data Archive	ssjda.iss.u-tokyo.ac.jp/en/	Archive of social science datasets available providing details in both Japanese and English. Datasets in Japanese only
Korea: Korean Social Science Data Archive	www.kosdda.or.kr/eng/w05_05a.asp	Archive of social science statistical data including census available in Korean, English and Japanese
The Netherlands: Statistics Netherlands	www.cbs.nl/en-GB/menu/home/default.htm	Site of the Netherlands' Central Bureau of Statistics (CBS). Much of this website is available in English. Provides gateway to StatLine, which contains statistical data that can be downloaded free of charge
Norway: Norwegian Social Science Data Services	www.nsd.uib.no/nsd/english/index.html	Archive of social science data on Norway
South Africa: South African Data Archive	sada.nrf.ac.za/	Archive of social science data such as the census on South Africa
United Kingdom: GOV.UK	www.gov.uk/	UK government information service providing a gateway to government departments, official statistics, etc.
United Kingdom: Office for National Statistics	www.ons.gov.uk/ons/index.html	The official UK statistics gateway containing official UK statistics and information about statistics, which can be accessed and downloaded free of charge



Overall suitability of data to research question(s) and objectives

Measurement validity

Coverage including unmeasured variables

(If not suitable, then do not proceed)



Precise suitability of data for analysis

Reliability and validity

Measurement bias

(If not suitable, then do not proceed)



**Assessment of costs
and benefits**

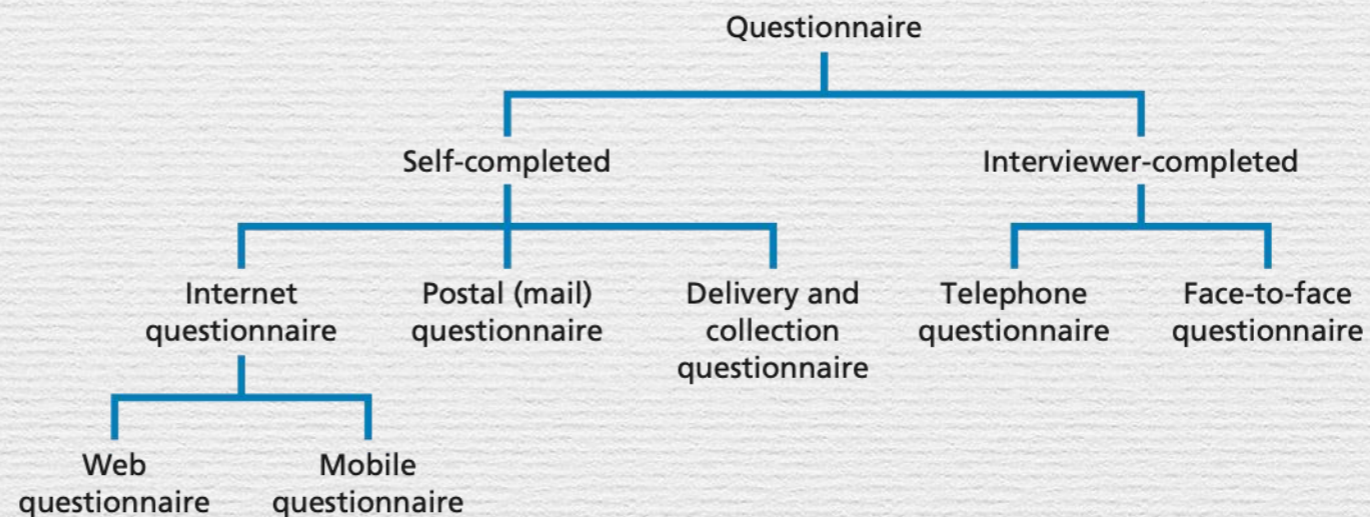
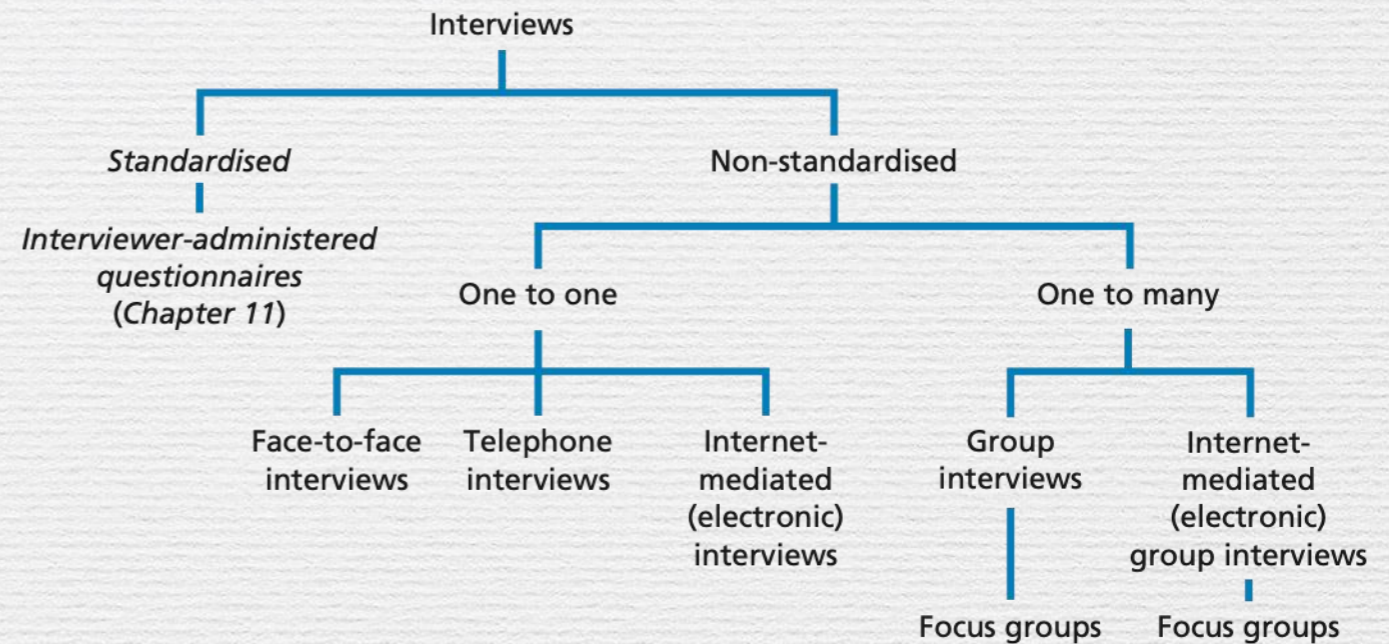
(If costs outweigh benefits,
do not proceed)



Primary data collection (management and business studies)

Data type	Explanation
Primary observations	Those data where you would note what happened or what was said at the time. Keeping a diary is a good way of doing this
Secondary observations	Statements by observers of what happened or was said. This necessarily involves observers' interpretations
Experiential data	Those data on your perceptions and feelings as you experience the process you are researching. Keeping a diary of these perceptions proves a valuable source of data when the time comes to write up your research. This may also include notes on how you feel that your values have intervened, or changed, over the research process
Contextual data	Those data related to the research setting; for example, roles played by key informants and how these may have changed; organisational structures and communication patterns that will help you to interpret other data

Source: Developed from Delbridge and Kirkpatrick (1994)



Types of theses

Traditional (simple) six sections: introduction, literature review, materials and methods, results, discussion and conclusions

Compilation theses: These theses comprised a compilation of research articles, for example introduction; background; research article 1; research article 2; research article 3, etc.; discussion and conclusions.

Topic-based:

This type of thesis typically began with an introductory chapter followed by a series of chapters that had titles based on the sub-topics of the main topic under investigation, for example introduction; topic 1; topic 2; topic 3, etc.; conclusions.

Traditional (complex):

more sections, for example introduction; background to the study and literature review; background theory and methods (optional); study 1 – IMRAD; study 2 – IMRAD, study 3 etc.; general discussion and conclusions

The professional or practitioner doctorate the chapters might be formed of pre-prints of articles targeted at practitioner journals, or a mixture of both theoretical and practitioner chapters. These theses are likely to be shorter and more practical than traditional theses

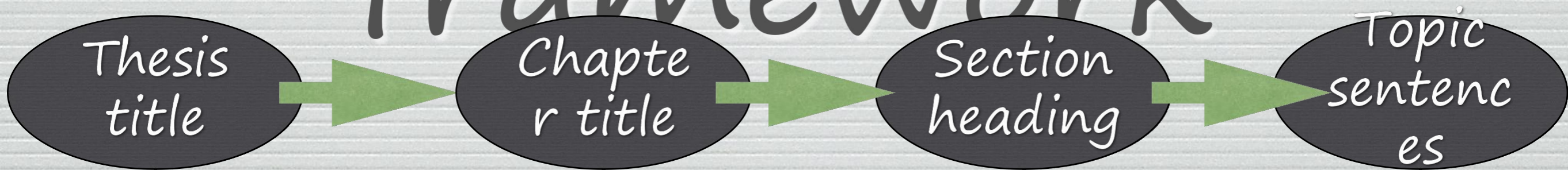


Building a structured chapter framework

- Consider the scope and the parameters of the research
- General thinking
- Overall coherence
- Draft structural framework
- Create a clear table of content
- Be ready for questions and criticism



Organizing the structural framework



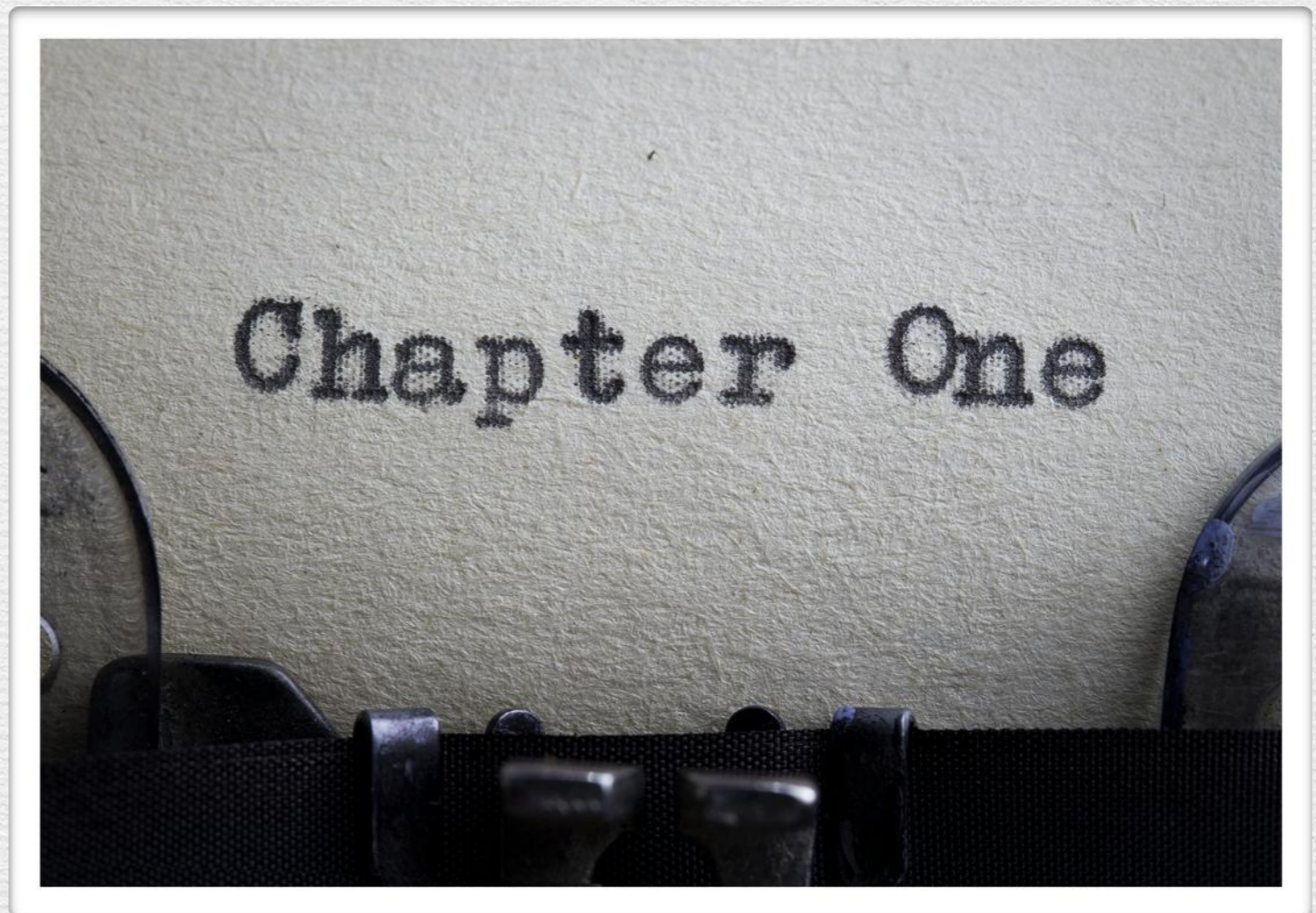
It is important

- 1. The number of chapters
- 2. The sequence of chapters
- 3. The overall structure
- 4. Headings for chapters



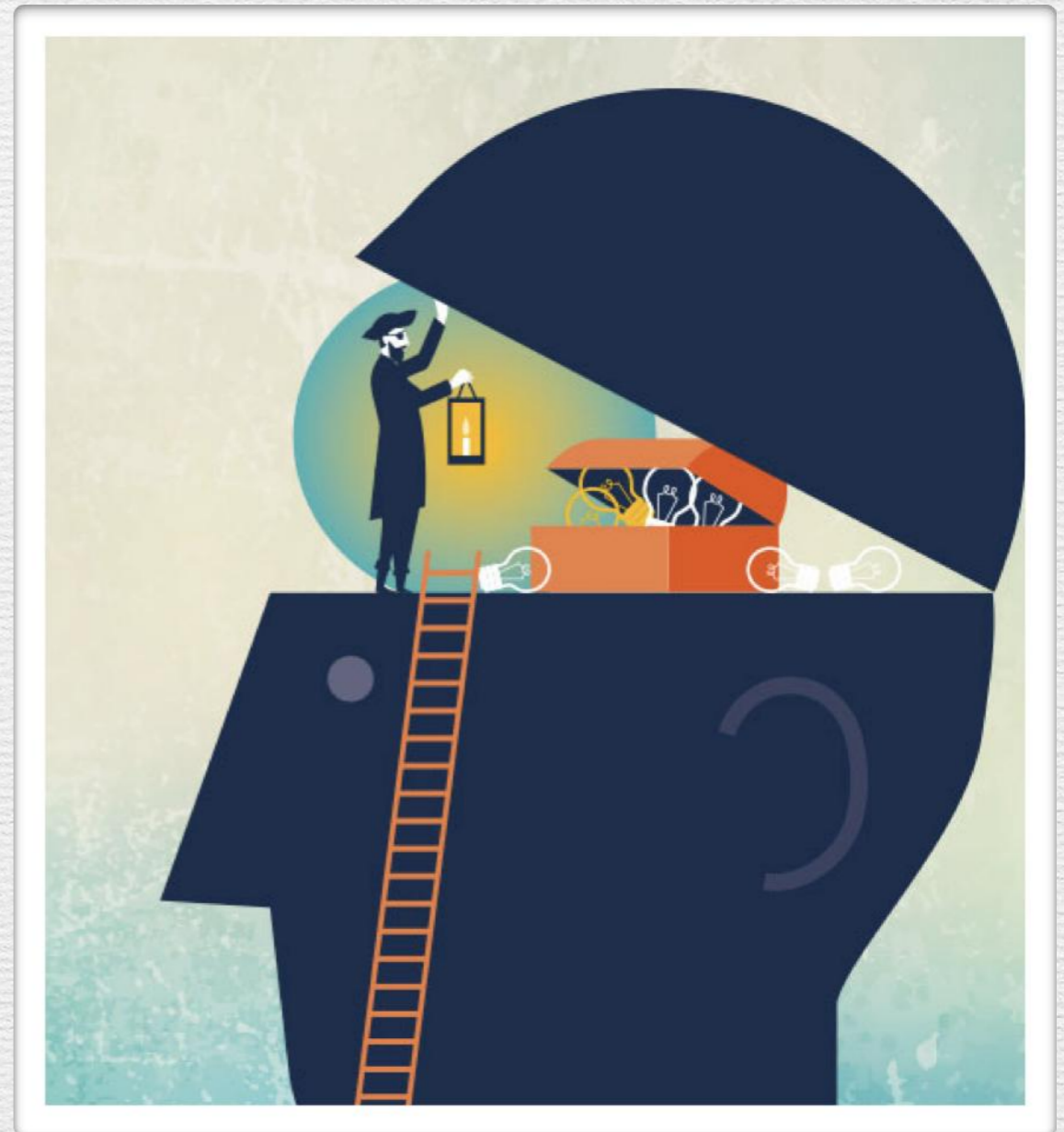
Types of «typical chapters»

- 1. Introduction
- 2. Literature review
- 3. Methodology
- 4. Analyzing and reporting findings
- 5. Conclusion



Introductory section of the chapter

- Establish the scope and the aim of the chapter
- Outline the chapter structure
- Establish your own point of view



Concluding section of the chapter

- Summarize key arguments
- Examine the implication of the arguments
- Provide a high-impact ending of the chapter
- Provide a link for the following chapter



Clarity and cohesion

(1) If it is necessary to have a close scrutiny of error correction in terms of second language learning, the process and purpose of learning the target language should be put in the foreground, so that the motivation of error correction from teachers would be more acceptable and accountable for learners. (2) Bartram (1991) stated that language learners should go through a series of long-term learning processes within a natural environment in order to accumulate a great amount of language knowledge to attain a productive outcome. (3) During the periods of this process, the outcome produced might be a mirror of comprehension of language knowledge, but, more importantly, the feedback that teachers provide fosters the development of language learners.

Language teachers need to highlight the process and the purpose of learning certain target language items when focusing on error correction. This will help motivate learners to accept the correction of their errors.



What to avoid

- Unnecessary long and complex sentences
- Unnecessary short and disconnected sentences
- Overuse of abstract nouns
- Complex sentences where grammar and meaning do not match
- Repetitions
- Jargon
- Vagueness and ambiguity



Coherence at the chapter level

- Main points at the beginning
- Headings and subheadings clearly indicate the content
- Cut off repetitions
- Clear paragraphing, one idea per paragraph
- Paragraph topic sentence
- Use summaries to reinforce the argument



STRATEGIES FOR THE BEGINNING THESIS WRITER

- Try to be well organised. Plan well ahead. Try to keep to the plan.
- Examine two or three theses in your discipline/area.
- Write from the beginning.
- Keep back-up disks.
- Discuss what you are doing and why you are doing it with fellow students all the time.
- Think of how you might publish each chapter or parts of the thesis separately after the thesis is completed.
- Read the requirements of your institution for the presentation of the thesis.
- Submit regular drafts of subsections of your thesis to your supervisor, and ask for guidance on your writing.
- Make sure your supervisor eventually sees the thesis as a whole. It is not possible to judge the thesis as a whole by reading subsections on their own.



Article writing



Title

- to stimulate the reader's interest.
- discuss the title when finishing an article
- have a working title (and a suitable journal) in mind,
- title will have changed every so often as better ways of conveying what the paper is about have come to mind
- A good title should attract and inform the readers and be accurate.
- it also needs to tell the reader what the paper is about.
- the success of many computer-based searches depends upon the title
- it is important to include some of the key words relating to the topic of the paper
- Avoid:
 - Irony, puns, humour, and literary and cultural references acronyms – abbreviations and neologisms

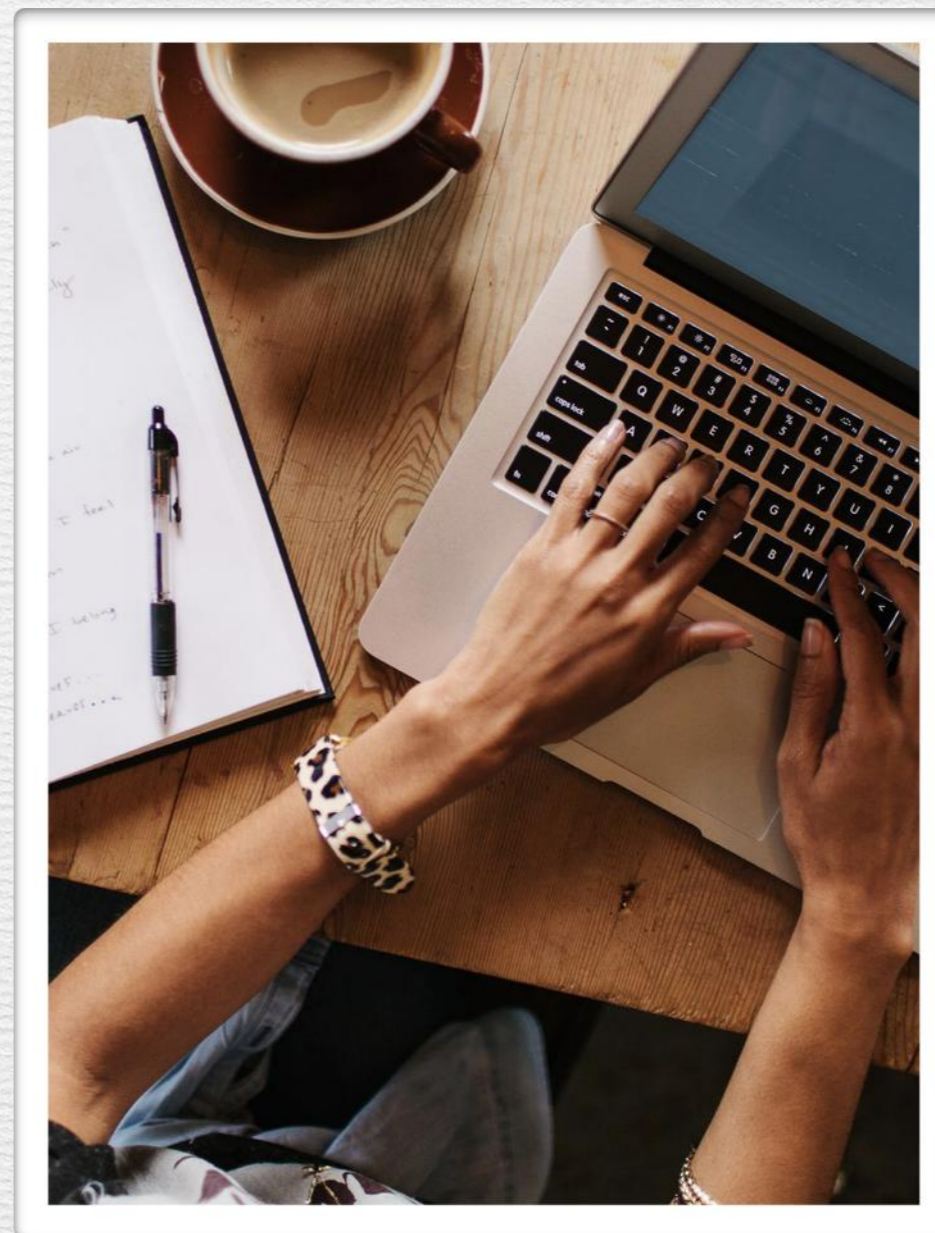


Types of titles

Type	Example
Titles that announce the general subject	The age of adolescence.
Titles that particularise a specific theme following a general heading	The role of values in educational research: The case for reflexivity.
Titles that indicate the controlling question	What is evidence-based practice - and do we want it too?
Titles that just state the findings	Asthma in schoolchildren is greater in schools close to concentrated animal feeding operations.
Titles that indicate that the answer to a question will be revealed,	Current findings from research on structured abstracts.
Titles that announce the thesis - i.e. indicate the direction of the author's argument	The lost art of conversation
Titles that emphasise the methodology used in the research	Is judging text on screen different from judging text in print? A naturalistic email study.
Titles that suggest guidelines and/or comparisons	Eighty ways of improving instructional text
Titles that bid for attention by using startling or effective openings	Making a difference: An exploration of leadership roles in sixth form colleges
Titles that attract by alliteration	Referees are not always right: The case of the 3-D graph
Titles that attract by using literary allusions	From structured abstracts to structured articles: A modest proposal
Titles that attract by using puns	Now take this PIL (Patient Information Leaflet)
titles that mystify	How do you know you've alternated?

Abstract

- The abstract, although it reads the article, is often written last, together with the title. This is partly because writers know what they have achieved, and partly because it is not easy to write an abstract. Abstracts have to summarise what has been done, sometimes in as few as 150 words.
- It is easier to write an abstract if you remember that all abstracts have a basic structure. Indeed, the phrase 'structured abstracts' says it all. This kind of abstract, common in medical research journals and now appearing in many social science articles, can be adapted for most normal purposes.



STRUCTURED ABSTRACTS

Structured abstracts are typically written using five sub-headings – ‘background’, ‘aim’, ‘method’, ‘results’ and ‘conclusions’.

Background. In 1997 four journals published by the British Psychological Society began publishing structured abstracts.

Aims. The aim of the studies reported here was to assess the effects of these structured abstracts by comparing them with original versions written in a traditional, unstructured format.

Method. The authors of the articles accepted for publication in the four journals were asked to supply copies of their traditional abstracts (written when the paper was submitted for publication) together with copies of their structured abstracts requested by the editor when their paper was accepted. Forty-eight such requests were made, and thirty pairs of abstracts were obtained. The abstracts were then compared on a number of measures.

Results. Analysis showed that the structured abstracts were significantly more readable, significantly longer and significantly more informative than the traditional ones. Judges assessed the contents of the structured abstracts more quickly and with significantly less difficulty than they did the traditional ones. Almost every respondent expressed positive attitudes to structured abstracts.

Conclusions. The structured abstracts fared significantly better than the traditional ones on every measure used in this enquiry. We recommend, therefore, that editors of other journals in the social sciences consider adopting structured abstracts.



Introduction

Move 1:

- The authors establish a research territory:
- (a) by showing that the general research area is important, central, interesting, problematic or relevant in some way (optional);
- (b) by introducing and reviewing items of previous research in the area (obligatory).

Move 2:

- They then establish a 'niche' by indicating a weakness in the account so far:
 - (a) by indicating a gap in the previous research, raising a question about it or extending previous knowledge in some way (obligatory).

Move 3:

They then occupy the niche by saying they are going to put this right:

- (a) by outlining the purposes or stating the nature of the present research (obligatory);
- (b) by listing research questions or hypotheses to be tested (optional);
- (c) by announcing the principal findings (optional).

Move 1: Establishing a research territory

The paper starts (paragraphs 1 and 2) with describing the background and setting the scene. Key phrases are: 'Researchers are now . . .', 'Preliminary findings suggest . . .', 'There are a number of ways in which one could measure the effects of expressive writing . . .'

Move 2: Establishing a niche

The paper continues (in paragraphs 3 and 4) with the following key phrases: 'Although previous studies have addressed . . . none have . . .', 'One potential mediator is . . .', 'There are various ways to measure . . .', 'The use of emotional words may be particularly relevant . . .', 'One way is to analyse the texts used in instant messaging . . .'

Move 3: Occupying the niche

The introduction concludes (in paragraph 5) with the following key phrases: 'In the present study we sought to investigate the social effects of expressive writing . . .', 'Three predictions were tested. First . . .'



Results

Move 1: State the main findings in order – relating them in turn to the hypotheses and methods used.

Move 2: State the subsidiary findings – relating them in turn to the hypotheses and methods used.

an interweaving of the two – the first set of main findings and related subsidiary ones, followed by the second set, and so on



Discussions

Move 1:

Restate the findings and accomplishments.

Move 2:

Evaluate how the results fit in with the previous findings – do they contradict, qualify, agree or go beyond them?

Move 3:

List potential limitations to the study.

Move 4:

Offer an interpretation/explanation of these results and ward off counter-claims.

Move 5:

State the implications and recommend further research.



My experience



Manuscript Formatting Guidelines

1. General standards

1.1. Article Type

1.2. Templates

1.3. Manuscript Length

1.4. Language Editing

1.5. Language Style

1.6. Search Engine Optimization (SEO)

1.7. CrossMark Policy

1.8. Title

1.9. Authors and Affiliations

1.10. Consortium/Group and Collaborative Authors

1.11. Abstract





1. General standards

1.1. Article Type

Frontiers requires authors to carefully select the appropriate article type for their manuscript and to comply with the article type descriptions defined in the journal's "Article Types" page, which can be seen from the "For Authors" menu on any Frontiers journal page. Please pay close attention to the word count limits.

1.3. Manuscript Length

Frontiers encourages the authors to closely follow the article word count lengths given in the "Article Types" page of the journals. The manuscript length includes only the main body of the text, footnotes, and all citations within it, and excludes the abstract, section titles, figure and table captions, funding statement, acknowledgments, and references in the bibliography. Please indicate the number of words and the number of figures and tables included in your manuscript on the first page.



1.5. Language Style

The default language style at Frontiers is American English. If you prefer your article to be formatted in British English, please specify this on the first page of your manuscript. For any questions regarding style, Frontiers recommends authors to consult the Chicago Manual of Style.



1.8. Title

The title should be concise, omitting terms that are implicit and, where possible, be a statement of the main result or conclusion presented in the manuscript. Abbreviations should be avoided within the title.

Witty or creative titles are welcome, but only if relevant and within measure. Consider if a title meant to be thought-provoking might be misinterpreted as offensive or alarming. In extreme cases, the editorial office may veto a title and propose an alternative.

Authors should try to avoid, if possible:

- titles that are a mere question without giving the answer;
- unambitious titles, for example starting with "Towards," "A description of," "A characterization of," "Preliminary study on;"
- vague titles, for example starting with "Role of...," "Link between...," "Effect of..." that do not specify the role, link, or effect;
- include terms that are out of place, for example the taxonomic affiliation apart from species name.



1.11. Abstract

As a primary goal, the abstract should render the general significance and conceptual advance of the work clearly accessible to a broad readership. In the abstract, minimize the use of abbreviations and do not cite references, figures or tables.

For Clinical Trial articles, please include the Unique Identifier and the URL of the publicly accessible website on which the trial is registered.

1.12. Keywords

All article types require a minimum of 5 and a maximum of 8 keywords.



1.15. Sections

The manuscript is organized by headings and subheadings. The section headings should be those appropriate for your field and the research itself. You may insert up to 5 heading levels into your manuscript (i.e.,: 3.2.2.1.2 Heading Title).

For Original Research articles, it is recommended to organize your manuscript in the following sections or their equivalents for your field:



INTRODUCTION

Succinct, with no subheadings.

MATERIALS AND METHODS

This section may be divided by subheadings and should contain sufficient detail so that when read in conjunction with cited references, all procedures can be repeated. For experiments reporting results on animal or human subject research, an ethics approval statement should be included in this section (for further information, see the **Bioethics** section.)

RESULTS

This section may be divided by subheadings. Footnotes should not be used and must be transferred to the main text.

DISCUSSION

This section may be divided by subheadings. Discussions should cover the key findings of the study: discuss any prior research related to the subject to place the novelty of the discovery in the appropriate context, discuss the potential shortcomings and limitations on their interpretations, discuss their integration into the current understanding of the problem and how this advances the current views, speculate on the future direction of the research, and freely postulate theories that could be tested in the future.



Repeat submission... CHECKED

27 Aug 2021-08:50 GMT

I am checking the current submission against existing articles in our database.

Text overlap CHECKED

23 Jul 2021-22:12 GMT

I am checking with iThenticate to get a text-overlap score of the manuscript.

Language quality CHECKED

27 Aug 2021-08:51 GMT

I am checking the language quality of the manuscript and assigning it a recommended...

Ethics guidelines CHECKED

28 Aug 2021-09:43 GMT

I am checking that the ethics statement and manuscript comply with our ethics...

Frontiers manuscript matches CHECKED

 **AIRA** 27 Aug 2021-08:50 GMT

I did not detect similarities with any other manuscript submitted to Frontiers.

Detection done by iThenticate CHECKED

 **AIRA** 23 Jul 2021-22:12 GMT

I searched in the iThenticate database, and this manuscript has an acceptable level of textual overlap with published articles.

Editorial Office Team 26 Jul 2021-15:03 GMT CHECKED

The language quality of this manuscript is suitable for peer review.

[DETAILS](#) 

AIRA 28 Aug 2021-09:43 GMT CHECKED

The author(s) stated that no animal studies are presented in the manuscript.

Human images CHECKED

27 Aug 2021-08:50 GMT

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Controversial topics CHECKED

27 Aug 2021-08:50 GMT

I am checking the manuscript for controversial topics.

Out of scope CHECKED

28 Aug 2021-09:43 GMT

I am checking if the manuscript is in scope of the current journal or section selected.

Commercial conflicts CHECKED

28 Aug 2021-09:43 GMT

I am checking the submission and manuscript for potential

Face and body detection CHECKED

 **AIRA** 27 Aug 2021-08:50 GMT

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Controversial themes CHECKED

 **AIRA** 27 Aug 2021-08:50 GMT

I didn't detect any controversial theme in this manuscript.

Controversial keywords (global and journal specific) CHECKED

 **AIRA** 27 Aug 2021-08:50 GMT

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[DETAILS](#) 

Scope verification v1 CHECKED

 **AIRA** 28 Aug 2021-09:43 GMT

This manuscript was submitted to an appropriate section/journal.


Frontiers Commercial keyword detection CHECKED

 **AIRA** 28 Aug 2021-09:43 GMT

I did not detect any potential commercial conflicts of interest.



Q 2 Please highlight the limitations and strengths.

 **Reviewer 1** | 11 Aug 2021 | 07:43

#1

Strengths

- interesting idea that addresses a gap in the field
- solid execution in terms of methodology

Limitations

- suboptimal use of the English language
- disturbed flow
- conceptual unclarities
- no indication of statistical power

Q 4 Check List

 **Reviewer 2** | 10 Aug 2021 | 12:35

#1

Is the English language of sufficient quality?

- Yes

Is the quality of the figures and tables satisfactory?

- Yes

Does the reference list cover the relevant literature adequately and in an unbiased manner?

- Yes

Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

- Yes

Are the methods sufficiently documented to allow replication studies?

- Yes

Are the data underlying the study available in either the article, supplement, or deposited in a repository? (Sequence/expression data, protein/molecule characterizations, annotations, and taxonomy data are required to be deposited in public repositories prior to publication)


- Not Applicable

Does the study adhere to ethical standards including ethics committee approval and consent procedure?

- Not Applicable

Have standard biosecurity and institutional safety procedures been adhered to?

- Not Applicable

 **Reviewer 1** | 11 Aug 2021 | 07:43

#1

Is the English language of sufficient quality?

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- Not Applicable

▼ QUALITY ASSESSMENT

Q 6	Originality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q 7	Rigor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q 8	Significance to the field	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q 9	Interest to a general audience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q 10	Quality of the writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q 11	Overall quality of the study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>





TOTAL
VIEWS **771**

ORIGINAL RESEARCH article

Front. Psychol., 05 October 2021 | <https://doi.org/10.3389/fpsyg.2021.746467>



How Culture and Trustworthiness Interact in Different E-Commerce Contexts: A Comparative Analysis of Consumers' Intention to Purchase on Platforms of Different Origins

 [Anna Tikhomirova](#)¹,  [Juan Huang](#)²,  [Shuai Chuanmin](#)^{1*},  [Muhammad Khayyam](#)¹,  [Hussain Ali](#)¹ and  [Dmitry S. Khramchenko](#)³

¹School of Economics and Management, China University of Geosciences, Wuhan, China

²School of Mathematics and Physics, China University of Geosciences, Wuhan, China

³English Language Department, Moscow State Institute of International Relations (MGIMO University), Moscow, Russia

The outgrowth of e-commerce has advanced the development of countries' economies. Today, online marketplaces are targeting not only their local customers but are also spreading their interests overseas, expanding cross border e-commerce. The current study aims to analyze the interaction of customer's personal traits, such as national culture, disposition to trust, and



Thank you for
your attention

