

Your RP Results

How to Translate Your Data into Words of Quality

如何把數據資料轉化成有質感的文字

The difference between a reporter and a commentator

When writing results sections, how do you position yourself?

Are you

- a reporter who simply reports the findings?
- a commentator who makes evaluations?
- both a report and a commentator at the same time?

Task 10 & 11

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Organization of Results Section

- Subsections or no subsections?
- It depends. Different phases of investigation may determine whether or not subsections are needed.

How to Organize Results Sections

- Procedure/justification (optional)
- Location statement
- Statement of general findings
- More specific findings
- Example/case/commentary (optional)

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Unit 4

Data Commentary

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Strength of Claim

- It is better to find the right strength of claim and move your data in a general-specific direction (major claims followed by minor ones).
- Offering only description
- Reading too much into the data and draw unjustified conclusion

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Task 1

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Common Purposes of DC

- Highlight the results.
 - Access standard theory, common beliefs, or general practice in light of the given data.
 - Compare and evaluate different data sets.
 - Assess the reliability of the data in terms of the methodology that produced it.
 - Discuss the implications of the data.
- What's the purpose of your DC?

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Structure of DC

- Location elements and/or summary statement
- Highlighting statements
- Discussions of implications, problems, exceptions, recommendations, etc.

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Location Elements

- Location elements direct readers to important information in a table, chart, graph, or other figure in a text.
- The present tense is preferred because authors are talking about their present paper.
- Either active voice or passive voice is appropriate.

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2 Kinds of Summary Statements

- Indicative summary:
 - What kind of table/figure is this?
 e.g. Figures 2 and 3 display static simulations of the backward- and forward-looking models.
- Informative summary:
 - A specific area of the data is highlighted.
 e.g. The benchmark elasticity of human capital formation to skilled migration is obtained in column (3) of Table 2.

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Task 4

pp. 119-120

as-Clauses

- *as*-clauses are often used to introduce informative statements
- e.g. As the table indicates, stability of the Philips and IS parameters is overwhelmingly rejected in both versions of the forward-looking model.

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as-clauses

- Do not use subjects in passive *as*-clauses.
- e.g. As indicated in the top panel of the table, the correlation between predicted and actual inflation for the forward-looking model with i.i.d. errors is negative in both samples.

as-clauses

- Use subjects in active *as*-clauses.
- e.g. As the table indicates, the backward-looking model fails to reject for any of the sample splits explored, yielding asymptotic *p*-values of 0.19 or greater in all cases.

Highlighting Statements

- Highlighting statements are the generalizations drawn from the details of the data. So, you need good judgment.
- Ask yourself, can you
 - spot trends or regularities in the data?
 - separate more important findings from less important ones?
 - make claims of appropriate strength?

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3 No-No's

- Do not repeat all the details in words.
- Do not attempt to cover all the information.
- Do not claim more than is reasonable or defensible.

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Task 12

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How to Make Claims of Appropriate Strength

- It is OK to be uncertain.
- Use linguistic resources to qualify or moderate a claim.

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Probability

- Modal auxiliaries
 - *must* > *will* > *would* > *should* > *may* > *might* > *could*
- Phrases
 - See p. 126

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Distance

- *seem/ appear/ It seems/appears that . . .*
- *It has been said that . . .*
- *Based on the limited data available, . . .*
- *In the view of the experts, . . .*
- *According to this preliminary study, . . .*
- *Based on an informal survey of . . . ,*

pp. 126-127

Generalization

- Using the verb *tend*
- Qualifying the subject
 - *many / most of / a majority of / in most parts of the world*
- Adding exceptions
 - *with the exception of / apart from / except for*

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Weaker Verbs

- Claims can be moderated by choosing weaker verbs.

➤ Claim 1: A contributes to B.

➤ Claim 2: A causes B.

Claim 1 is weaker than Claim 2 because *contribute* is a weaker verb than *cause*.

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Combined Qualifications

Claim 1: A causes B.

Claim 2: It has been suggested that A may contribute to B.

However, do not go too far.

Claim 3: According to a recent informal study,

it is possible that a majority of cases

of A might be a factor in

encouraging many occurrences of B, with

the exception of some very specific cases

of A.

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Task 8, 9 & 10

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pp. 128-129

p. 129-130

Qualifying Comparisons

- Simply repeating all data → No quality

e.g. Forty-four percent of women aged 18-45

admitted impulsive shopping as opposed to

15 percent of men in the same age bracket.

- Using comparatives → OK, but vague

e.g. More women aged 18-45 admitted impulsive

shopping.

- Using comparatives together with numbers → OK, but unable to qualify the comparison

e.g. Twenty-nine percent more women aged

18-45 admitted impulsive shopping.

- Qualifying comparisons

e.g. Nearly three times as many women aged

18-45 admitted impulsive shopping.

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Concluding DC

- Explanations and/or implications and/or summaries → usually required

- Unexpected results or unsatisfactory data → if necessary

- Possible further research or possible future predictions → if appropriate

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Task 15 & 20

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Dealing with Problems

You may use the following phrases to explain the anomalies in your data:

- *may be due to . . .*
- *can be attributed to . . .*
- *can probably be accounted for by . . .*
- *is probably a consequence of weakness in . . .*
- *would seem to stem from . . .*

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Dealing with Graphs

Ah, *déjà vu*. Find the handouts I gave you last semester and review them. ☺