

A. Describing the scope of a current project or prior research

Purpose	Original Word/Phrase	Recommended Substitute
<p>To express the purpose of a paper or research This paper/ study/ investigation...</p> <p>@Arab_Ademia</p>	<p>aims to</p>	<p>This paper + [use the verb that originally followed "aims to"] or This paper + (any other verb listed above as a substitute for "explain") + who/what/when/where/how X. For example: "This paper applies X to Y," instead of, "This paper aims to apply X to Y." "This paper explores how lower sun exposure impacts moods," instead of, "This paper aims to address the impact of lower sun exposure on moods."</p>
<p>To introduce the topic of a project or paper The paper/ study/ article/ work... Prior research/ investigations...</p>	<p>discusses presents</p>	<p>surveys questions highlights outlines features investigates</p>
<p>To describe the analytical scope of a paper or study The paper/ study/ article/ work... Prior research/ investigations...</p>	<p>considers analyzes explains</p>	<p>evaluates interprets clarifies identifies delves into advances appraises defines dissects probes tests explores</p> <p>*Adjectives to describe degree can include: briefly, thoroughly, adequately, sufficiently, inadequately,</p>

		insufficiently, only partially, partially, etc.
To preview other sections of a paper Section X...	covers deals with talks about	outlines highlights sketches assesses contemplates [any of the verbs suggested as replacements for “explain,” “analyze,” and “consider” above]

B. Outlining a topic’s background

Purpose	Original Word/Phrase	Recommended Substitute
To discuss the historical significance of a topic Subject/ Mechanism...	plays an important in [nominalization] plays a vital role in [nominalization]	Topic significantly/considerably + influences controls regulates directs inhibits constrains governs + who/what/when/where/how... *In other words, take the nominalized verb and make it the main verb of the sentence.
To describe the historical popularity of a topic X Theory...	...is widely accepted as... ...is widely used as...	Widely accepted, ... [to eliminate the weak <i>be</i> verb] The preferred... Commonly/Frequently implemented,... [to eliminate the weak <i>be</i> verb] The prevailing method for...

<p>To describe the recent focus on a topic</p>	<p>Much attention has been drawn to ...has gained much importance in recent years</p>	<p>Discussions regarding X have dominated research in recent years. ...has appealed to... ...has propelled to the forefront in investigations of Y. ... has dramatically/significantly shaped queries on X in recent years. ...has critically influenced academic dialogue on Y.</p>
<p>To identify the current majority opinion about a topic</p>	<p>The consensus has been that...</p>	<p>Prior research generally confirms that... Several studies agree that... Prior research substantiates the belief that...</p>
<p>To discuss the findings of existing literature Previous studies...</p>	<p>indicate have documented have demonstrated have shown that</p>	<p>contend purport suggest proffer have proven that evidence</p>
<p>To express the breadth of our current knowledge-base, including gaps</p>	<p>Much is known about... But, little is known about...</p>	<p>The academic community has extensively explored X... Prior research has thoroughly investigated.... However, little research has been conducted to show... However, prior studies have failed to evaluate/ identify / (any other word suggested to replace "analyze" above)</p>
<p>To segue into expressing your research question</p>	<p>Several theories have been proposed to explain... To solve this problem, many researchers have tried several methods</p>	<p>Recent/Previous studies have promoted... Prior investigations have implemented/ queried diverse approaches to... A number of authors have posited...</p>

C. Describing the analytical elements of a paper

Purpose	Original Word/Phrase	Recommended Substitute
<p>To express agreement between one finding and another This paper/ study/ investigation</p>	<p>supports</p>	<p>substantiates confirms corroborates underlines</p>
<p>To present contradictory findings This paper/ study/ investigation</p>	<p>calls into question</p>	<p>challenges disputes rebutts refutes disproves debunks invalidates rejects questions</p>
<p>To discuss limitations of a study</p>	<p>The limitations of this paper include:</p>	<p>These investigations, however, disregards... This method/ approach fails to... This study only... ...falls short of addressing/ identifying / illustrating... A drawback/disadvantage of this framework is... This framework, however, solely pertains to...</p>

D. Discussing results

<p>To draw inferences from results The data... These findings...</p>	<p>suggest show</p>	<p>extrapolate deduce surmise approximate derive extract evidence</p>
<p>To describe observations [Observed event or result]...</p>	<p>appeared was observed to</p>	<p>manifested surfaced materialized yielded generated perceived detected</p>

E. Discussing methods

<p>To discuss methods This study... X method...</p>	<p>used performed</p>	<p>applied administered employed diffused disseminated relayed</p>
<p>To describe simulations A simulation...</p>	<p>was created to... was used to... was performed to...</p>	<p>This study/ research... simulated replicated imitated + "X environment/ condition to.." + [any of the verbs suggested as replacements for "analyze" above]</p>

F. Explaining the impact of new research

<p>To explain the impact of a paper's findings This paper/ study/ investigation</p>	<p>demonstrates shows</p>	<p>illustrates proves evidences strengthens (the position that)</p>
<p>To highlight a paper's conclusion This paper/ study/ investigation</p>	<p>establishes proves</p>	<p>attributes illustrates advances (the idea that)</p>
<p>To explain how research contributes to the existing knowledge-base This paper/ study/ investigation</p>	<p>offers introduces</p>	<p>ushers in proffers conveys promotes advocates introduces broach (issue) reveals unveils exposes unearths</p>