



Presenting Tables and Figures

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Pre-questions

- What might be the aim of inserting a table into your paper?
- What might be the aim of inserting a figure into your paper?
- Which one is easier to understand; a table or a figure?
- Do you need to explain the information in the body of the text which you present through a table or a figure?
- Can you present a table or a figure which is drawn by others?
- Can you prepare a table or a figure which is based on someone else's ideas?

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Introduction

- Using tabular information instead of textual one might be an effective way of presenting enormous amount of statistical data.
- Add tables and figures to increase your readers' understanding.
- Consider the following criteria before adding.

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Deciding on using tabular information

- Make sure about the essence of tables and figures.
 - If you are able to transmit information without using a table or a figure; then do not use them.
- If you decide to use tables, check the number of columns and rows in them.
 - If there are two or fewer columns and rows; then, present in the body of your paper, not in a table.

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Deciding on using tabular information

- When you use tables or figures, you need to refer to them in the body of your paper.
- Present your tables and figures preceding them.
- Explain important aspects of your tables and figures following them.
- Do not deal with all the details, give the opportunity to your readers to explore them on their own.

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Deciding on using tabular information

- In case of borrowing information from other sources, cite these authors.
- If you copy any figure from another source, receive written permission from the copyright holder.
- You can produce your own figures by borrowing information from another source, and sometimes from several sources.
- In this case, although the originality of the figure belongs to you, citation for the source(s) is essential.

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Deciding on using tabular information

- Allow the table or figure to be comprehensible on its own.
- If you are using any abbreviation in your table or figure, it must be comprehensible without reference to the body of the text.
- However, you do not need to provide any explanation for the standard statistical symbols and abbreviations.

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Deciding on using tabular information

- Number your tables and figures sequentially as they appear in the body of your paper.
- Use Arabic numerals. E.g.:
 - Table 1, Table 2, Table 3, and so on
 - Figure 1, Figure 2, Figure 3, and so on.
- A difference between presenting tables and figures.
 - Titles of the tables precede them
 - Titles of the figures proceed.
- Provide the consistency for the format of the headings in your tables and figures.
- Your headings should be both brief and explanatory.
- In the title of your tables, capitalize all major words.

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Deciding on using tabular information

- Apart from the title, you also need standardization in columns.
- Every column in your table must a heading.
- While formatting your tables, eliminate vertical lines from them.

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Deciding on using tabular information

- Various alternatives to present information in figures:
 - graphs,
 - scatter plots,
 - line graphs,
 - bar graphs,
 - pie graphs,
 - charts, and so on.
- APA rules limit the height of figures with the margins of the page.
- Use a font size between eight and fourteen point.
- Double space the whole table.

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Sample tables and figures

- Sample table to present descriptive statistics.
- It indicates mean values for the two treatment groups, namely experimental and control.
- Apart from mean values, the table also delivers standard deviation.
- Readers are able to compare the results in four different sections of the test.
- Also consider how the author comments on statistical information in the table.

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Table X
Participants' Mean Values on Pre and Post Reading Test

Treatment Groups		Parts of Reading Test				
		Part 1	Part 2	Part 3	Part 4	
Experimental	Pre	\bar{X}	17,8696	10,1739	13,7391	14,6739
		SD	3,46159	5,24639	4,01350	3,10057
	Post	\bar{X}	19,3043	16,2609	14,9565	16,4130
		SD	2,24964	4,80016	4,16843	2,82116
	\bar{X} Difference		1,43470	6,08700	1,21740	1,73910
	Pre	\bar{X}	17,8085	10,8085	13,5319	14,7340
SD		3,44925	5,71283	4,13285	2,81852	
Control	Post	\bar{X}	19,2128	10,9787	13,4468	16,4362
		SD	3,22986	4,20915	5,23703	2,93705
\bar{X} Difference		1,40430	0,17020	0,08510	1,70220	

Table X indicates that the mean values of the participants both in experimental and control groups enhanced in four parts of the test except from control group participants' performance in Part 3. Moreover, the results connote that experimental groups' gain scores are greater than the control groups' and the greatest melioration occurred with the second part of the test.

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Presenting via a figure

- If you like, you can present the information in the previous table by the help of a figure.
- Although, the figure seems to be more comprehensible in comparison to the table, remember that in the following figure you only present mean values, not standard deviations.
- However, it is also possible to add another bar into the figure to indicate standard deviation values.
- Consider the following bar figure.

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Comparison of Gain Scores

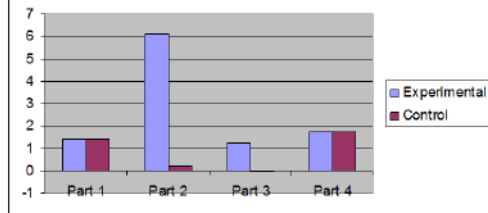


Figure X. Comparison of Groups Gain Scores in Reading Test

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Presenting t-test results

- Previously, we have seen how to present descriptive statistics.
- The following sample illustrates how to present t-test results in tables.
- Examine how the author presents the table and comments on findings.

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To compare experimental and control groups, t-test was administered on the participants' post reading test scores as illustrated in Table X.

Table X

Independent Samples T-Test Results of Post Reading Test Scores

Treatment groups	N	\bar{X}	SD	df	t	P
Experimental	46	66.9348	6.82936	91	5.241	.000
Control	47	60.0745	5.76060			

T-test results indicate significant differences between experimental and control group participants' post reading test scores after METARESTRAP [$t = 5.241$; $p = .000$] with large magnitudes of effect ($d = .41$; $r = .58$).

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Explanation of t-test

- In the previous table, the author compares two treatment groups in terms of their results in post reading tests.
- We can examine the number participants (N) in the two treatment groups, their mean values (\bar{X}), standard deviation values (SD), degree of freedom values (df), t values (t), and significance (p).
- Following this table, the author does not deal with all this values to explain the table; instead, by dealing with the mean values as the most important information in the table, the author explains the significant difference to the readers.

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Producing your own tables & figures

- In the previous two sample tables, our aim is presenting numerical information that we obtain through statistical analyses.
- In such tables, the originality of the tables belongs to us as the author.
- However, the following sample table illustrates how to present information you borrow from another source.
- By stating 'source original' you indicate your readers that as the author of the text you have prepared this table on your own; however, by stating 'adapted from' you also indicate your readers that the idea or information in the table belongs to someone else.

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Table X
Typical Rates of Each Gear
(Source original, Adapted from Carver, 1990, p. 14)

Reading gears	Reading process	Processing components	Target wpm
Gear 5	Scanning	Lexical assessing	600
Gear 4	Skimming	Semantic encoding	450
Gear 3	Rauding	Sentence integrating	300
Gear 2	Learning	Idea remembering	200
Gear 1	Memorizing	Fact rehearsing	138

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Tables from several sources

- It is also possible to use tables to present information in a shorter and a more effective way.
- In the following table, the author refers to several studies to examine them from different perspectives.
- In this way, readers can easily retrieve information from the table.
- However, if you prefer to explain the differences among these sources in the body of your paper as textual presentation, remember that you need to produce repetitive sentences for this comparison.
- Consider the following table also for adding an explanation about your table in the notes section.

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Table X
Metacognitive Reading Strategy Training Studies in Chronological Order

Metacognitive Reading Strategy Training Studies	Declarative		Procedural		Conditional	
	What	How to use	Why	where	Evaluate	
Carrell (1985)	+	+	+	+	+	+
Hamp-Lyons (1985)	+	+	+	+	+	+
Sarig & Folman (1987)	+	?	+	+	+	+
Carrell et al. (1989)	+	+	+	+	+	+
Kem (1989)	+	+	+	+	+	+
Raymond (1993)	+	+	+	+	+	+
Çubukçu (2008a)	+	+	+	+	+	+
Andre & Anderson (1978-1979)	+	+	+	+	+	+
Baumann et al. (1993)	+	+	?	+	+	+
Muñiz-Swicegood (1994)	+	+	+	+	+	+
Talbot (1995)	+	+	+	+	+	+
Allen (2005)	+	+	+	+	+	+
Chang (2006)	+	+	+	+	+	+
McMurray (2006)	+	+	+	+	+	+
Boulware-Gooden, Carreker, Thomhill, & Joshi (2007)	+	+	+	+	+	+
Handyide (2007)	+	+	+	+	+	+
Sheffield Nash (2008)	+	+	+	+	?	+
Teplin (2008)	+	+	+	+	+	+
Fan (2009)	+	+	+	+	+	+

Note: "+" = provided; "-" = not provided; "?" = not clear

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Presenting narrative explanations in tables

- Apart from presenting quantitative data which constitutes of numerical expression in your tables, you may also have an intention of presenting data which consists of only words.
- For example, the following table explains the procedure of data collection an experimental research study.

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Table X
Procedures for Treatment Groups

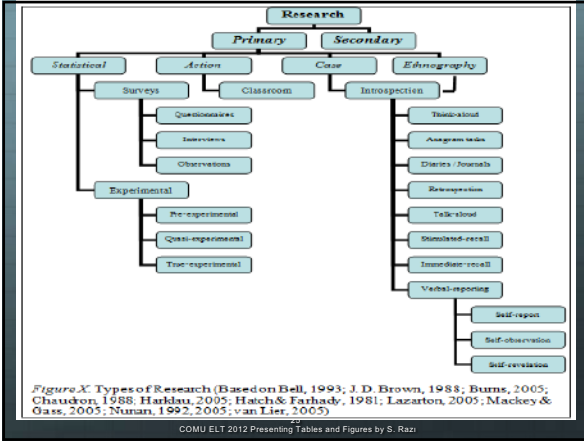
TREATMENT 1 Experimental Group	TREATMENT 2 Control Group
1A Day & 1B Evening Classes	1B Day & 1A Evening Classes
Before the implementation of METARESTRAP, the participants of the experimental group were delivered the reading test in a 90 minute session. Following this, they were also delivered the MRSQ which aimed to investigate their use of MRSs in relevance with both their way of answering the questions in the reading test and their general reading habits. The six-week METARESTRAP was administered to the experimental group of participants in the two intact classes of 1A Day and 1B Evening in the 3-hour course of Advanced Reading and Writing I. After the implementation of METARESTRAP, the participants of the experimental group were delivered the reading test once more in a 90 minute session again along with the MRSQ in relevance with both their way of answering the questions in the reading test and their general reading habits.	The participants of the control group were delivered the reading test in a 90 minute session at the same time with the experimental group of participants. They were also delivered the MRSQ which aimed to investigate their use of MRSs in relevance with both their way of answering the questions in the reading test and their general reading habits. Control group of participants which consists of two intact classes of 1B Day and 1A Evening did not follow any specific strategy training programme. They pursued the 3-hour course of Advanced Reading and Writing I conventionally. After the implementation of METARESTRAP to the experimental group of participants, control group of participants were delivered the reading test once more in a 90 minute session again along with the MRSQ in relevance with both their way of answering the questions in the reading test and their general reading habits.

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Drawing figures

- Similar to tables, it is also possible to draw figures to present information in a shorter and a more effective way.
- In the following sample, the author refers to several studies to categorize the notion of research from different perspectives.
- In this way, readers can easily retrieve information from the figure.
- However, if you prefer to explain this categorization only through textual information, it might be rather complicated for you to explain it and for your readers to make sense of it.

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Conclusion

- 🌍 In the lesson, you have learned how to present tabular information by the help of tables and figures.
- 🌍 In this respect, you were reminded to question the necessity of integrating tables and figures into your study.
- 🌍 You have also learned the other essential characteristics of integrating tables and figures into your study.

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