



Parts of an Academic Paper

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Pre-questions

- What are the four general sections of an essay?
- What about academic papers? What sections do you think appear in an academic paper?
- Do we need to follow an order of presentation in our academic papers? What might be the reasons of this?
- What do we mean by an 'experimental study'?
- What do we mean by a 'review article'?
- What is meant by 'literature review'?

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Introduction: Parts of an article

- Empirical Studies vs Review Articles
- What are the general outlines of these two types?

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Empirical Studies vs. Review Articles

Empirical studies	Sections	Review articles
Required	Title of the study	Required
Required	Abstract	Required
Required	Key words	Required
Required	Introduction	Required
Required	Literature review	Required
Required	Methodology	Nonessential
Required	Findings	Nonessential
Required	Discussion	Nonessential
Required	Conclusion	Required
Required	Implications	Required
Nonessential	Acknowledgements	Nonessential
Required	References	Required
Nonessential	Appendices	Nonessential

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Abstract

- The most important paragraph.
- Readers decide whether to read or not.
- Librarians also use it.
- APA limits abstracts with 120 words usually between 120 and 250 words.
- Although an abstract appears in the beginning of an article, you cannot write your abstract first.
- To write it, you should have finished writing your paper.
- Use your thesis statement to start your abstract.
- Use your concluding comment to finalize it.
- For the rest, summarize major topics of each section.
- For an empirical study, mention the problem you address, and also participants, methodology, findings, and conclusion.
- For review articles, identify the topic along with its purpose and mention conclusion in relation with the main sources.

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Sample abstract

Abstract

This study investigated the impact of the metacognitive reading strategy training programme (METARESTRAP) on the use of metacognitive reading strategies and reading comprehension. The study was conducted with 93 freshmen at Çanakkale Onsekiz Mart University, Turkey. Pre and post reading tests and metacognitive reading strategy questionnaire were administered and METARESTRAP was implemented. The results demonstrated that METARESTRAP significantly fostered reading comprehension skills. It can be concluded that METARESTRAP worked well specifically for matching type cohesion, coherence, text structure, and global meaning questions along with multiple choice type main idea, opinion, detail, and reference questions.

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Key words

- Assist researchers to find your study in databases.
- Information services add your key words in their search engines to allow readers find related studies.
- Usually 4 to 6 key words.
- Consider for example, you deal with the impact of background knowledge in your study.
- Your title is 'An investigation into the impact of cultural schema and nativization on reading comprehension'.
- Then, what might be your key words?

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Sample key words

- Key words: Cultural schema, nativization, reading comprehension, reading process, schema theory.

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Introduction

- Provide basic information related with the study.
- Explain what was done and what the aim was in conducting the study.
- Every academic paper addresses a problem.
- The introduction section presents this problem along with suggestions with reference to its results.
- You need to allocate the length of your introduction in relation with the contents of your study.

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Sample introduction

- A large variety of foreign language (for the purpose of the present study, the two terminologies 'foreign language', FL, and 'second language', L2, are used interchangeably) learners consider reading as a skill to be employed since it provides an access to written sources (Eskey, 2005). Besides, learners are supposed to learn more powerfully through reading than through listening to their teachers (McKeachie, 1999). Moreover, learning to read is believed to be achieved more easily than the other three language skills (Chastain, 1988). Then, the question arises about the definition of reading and McKeachie indicates that for many people reading "is simply to pass one's eyes over the words" (p. 145); however, it is essential to be aware of the different aims between reading various types of texts. In this respect, it seems vital to refer to blind people who are unable to see but feel symbols kinaesthetically by using Braille. Although the term 'reading' covers the investigation of both seeing and blind people, it is beyond the scope of this present study to investigate blind people's reading process.

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Sample introduction

- Barnett (1988) highlights the specific attention that reading comprehension strategies gained by the late 1970s and maintains that readers refer to some reading comprehension strategies to make the process of reading easier as readers who employ effective reading comprehension strategies comprehend better than the others who do not. Abbott (2006) defines reading comprehension strategies "as the mental operations or comprehension processes that readers select and apply in order to make sense of what they read" (p. 637). In this respect, the present study will focus on metacognitive strategies.

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Sample introduction

- However, the existence of metacognitive skills should not be taken for granted. As indicated by Berkowitz and Cicchelli (2004), they seem to be largely missing in very young learners. Nevertheless, this does not mean that they make no use of cognitive strategies. However, it simply indicates that they are not aware of them and do not apply them consciously. By the same token, they are far less able to monitor, evaluate, and direct their own learning. In most instances, they do not realize that there are strategies which make their learning process easier. As noted by Carrell, Pharis and Liberto (1989) it is possible for less component FL learners to improve their skills in the target language (TL) with the help of strategy training.

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Sample introduction

Hence, this study will implement the Metacognitive Reading Strategy Training Programme, hereafter will be called METARESTRAP, with advanced level English as a foreign language (EFL) readers to investigate whether the implementation makes any difference on their use of metacognitive reading strategies which would result in fostering their reading comprehension. In the shed of findings of the present study, it would be possible to explore whether it is possible to teach metacognitive reading strategies in classroom settings to EFL learners. The results will also indicate the probable impact of such strategy training programme on reading achievement. In case of contribution to the learners' reading achievement, then METARESTRAP may function as a model for reading teachers.

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Literature review

- Deal with the relevant literature to develop theoretical background.
- Search for studies in relation with your topic to find out what other authors reveal and indicate in relation with your topic.
- Identify the problem that you have mentioned in your introduction clearly to your readers by providing major conclusions of the other studies.
- It is extremely important to use APA in-text citations rules.

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Sample literature review

The skill of *reading* is classified as a receptive skill along with *listening*; where their productive counterparts are listed as *writing* and *speaking* (Scrivener, 2005). Undisputedly, there are both similarities and differences between these two receptive skills of language which are examined under the headings of 'permanence', 'processing time', 'distance', 'orthography', 'complexity', 'vocabulary', and 'formality' by H. D. Brown (2001, pp. 303-305). Moxley and Taylor (2006) indicate that along with listening; viewing, thinking, and multiple symbol systems assist someone to develop speaking skills. It is only after practising oral skills that sound patterns can be matched with print symbols.

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Sample literature review

For the purposes of this study, the term *reading* includes not only recognizing and decoding the letters and then producing the words that is called 'phonics' (Krashen, 2004, p. ix), but also comprehending them is regarded to be essential. Therefore, FL readers referred in this study are required to be capable of reading comprehension. However, it is important to indicate that until 1980s reading classes involved reading aloud activities more than reading comprehension activities due to the fact that reading was a family entertainment after dinner (Fry, 1977). Then, it was very important to be able to read aloud correctly and frequently before the invention of radio and also television. Despite its popularity, reading a text aloud limited the time for readers. For instance, Fry exemplifies that it is possible to read 250 words per minute silently; however, this ratio reduces to 150 in an oral-reading session for the same reader. Also reading aloud requires concentration on pronunciation of vocabulary which in turn prevents reading comprehension (Bartram & Parry, 1989; Lewis & Hill, 1985; Wallace, 1992).

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Sample literature review

Weinstein (2001) defines *literacy* as being proficient with the print of any language; therefore, readers who are able to develop literacy skills in their language are called *literate*. It should be noted that apart from the process of reading, literacy also covers the processes of writing, speaking, listening, viewing, and thinking (Moxley & Taylor, 2006) which are beyond the scope of this present study. Additionally, *biliterate* readers are proficient with print in two languages that differ in their alphabet and Pickett (1986) maintains that their number is much less than bilinguals. For example, any advanced Chinese learner of English is biliterate since Chinese and English use different alphabets. On the other hand, *nonliterate* or *illiterate* accounts for uneducated people who are unable to read. Noda (2003) designates that such illiterate people are able to speak the language even though they cannot read it and concludes that reading is a learned skill. In this respect, Noda also highlights the impact of *functional literacy* which assumes that being a member of a literate society requires the ability of reading at some degree to perform main social communicative activities. Similarly, Wallace (1992) also discusses 'reading for survival' in which she indicates that for some instances reading might be considered as a matter of life and death such as signs on the road. Alternatively, Wells (1991) indicates *epistemic literacy* in which less proficient readers refer to their background knowledge, relate it with the text and interpret to make connections. Finally, the term *preliterate* refers to those whose society does not have a tradition with print. Nevertheless, Alderson (2000) reveals that being *literate* may have a tendency of differentiating from culture to culture. Then, becoming *literate* can be regarded as either being introduced to a new culture, or expanding the existing one. Therefore, being *literate* in cultures may result in cultural learning.

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Methodology

- Describe how you conduct your study and how appropriate the methodology you follow in your study is.
- Deal with the setting of the study in which you explain where you conduct it.
- Describe basic characteristics of your participants.
- Explain the instrument that you use.
- Explain the procedure that you follow to collect data along with the procedure you use to analyse your data.
- Report your methodology by using past tense.

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Sample methodology

Methodology

The study aimed to collect data through the revised version of metacognitive reading strategy training programme (METARESTRAP). The following subsections will introduce its methodology.

Setting

The main study was conducted under the auspices of the ELT Department at the Faculty of Education of Çanakkale Onsekiz Mart University on the premises of Anafartalar Campus with three preparation classes. However, the preparation classes involved in the study constituted of students from ELL Department of Faculty of Sciences and Arts along with the participants from the ELT Department. The main study was carried out over the spring semester of the 2008-2009 academic year. The participants in the experimental group were taught by the researcher whereas the participants in the control group in the other two intact preparation classes were taught by another reading instructor throughout their Reading Comprehension Course.

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Sample methodology

Participants

All the participants were considered advanced Turkish learners of English. The treatment groups consisted a total number of 46 students. Since age is attributed as an important contributor of reading (Nara, 2003; Grabe, 1991) and also considered to be an effective factor in the use of strategies (Aebbersold & Field, 1997; Chamot & El-Dinary, 1999; Singhal, 2001); participants' age was taken into consideration. The average ages of participants at the time they participated into the study was 19. Since participants average ages show similarities between genders, age variable is eliminated from the study.

Materials and instrumentation

To collect data on the use of metacognitive reading strategies, Taraban, Kerr and Rynearson's (2004) the metacognitive reading strategy questionnaire was administered before and after METARESTRAP. The scale was previously evaluated for its reliability with a Cronbach's alpha score of $\alpha = .83$ over 22 items as explained in the methodology of the pilot study.

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Sample methodology

Procedures for data collection

A quasi-experimental research design where different groups of students were given different treatments was pursued with intact classes. While experimental group participants followed their Reading Comprehension Course by means of METARESTRAP, control group participants pursued their course as recommended in Upstream Proficiency (Evans & Dooley, 2002) teachers' book. Two days prior to the onset of the training, all participants were delivered the reading pre-test and immediately after the training, they were delivered the same instrument as a post-test. The rationale for using exactly the same test was to avoid the risk of basing the findings that depend on unequal tests (Carrell et al., 1989). During the pre and post tests, none of the participants in any group was allowed to use their dictionaries. However, in accordance with the aim of the present study, the format of the reading test allowed them to refer to the reading texts in order to answer the comprehension questions rather than recalling the presented information.

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Sample methodology

Procedures for data analysis

The data collected through the pre and post reading tests and the questionnaire were fed into a computer through SPSS (Statistical Package for Social Sciences). Pre and post test scores of the participants were analysed by using analysis of variances (ANOVA) procedure on SPSS to find out any between-intact class differences and a post-hoc Scheffe test procedure to find specific differences, if any, between intact classes. Additionally, paired sample t-test was also administered to find out any differences between pre and post test results of the two treatment groups. Since the reading test was consisting of two types of questions namely multiple-choice and multiple-matching questions which are both considered to be objective due to their machine-markability; interrater reliability was not required.

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Findings

- 📍 Explain your findings (results).
- 📍 Stick to the standard explanations of ELT discipline.
- 📍 Present findings both supporting the relevant literature and running counter to the expected results.
- 📍 Draw tables if necessary.
- 📍 Explain how significant the result in your table is.
- 📍 Findings section may involve various statistical analyses such as the presentation of descriptive statistics, T-tests, analysis of variances (ANOVA), regression, correlation, and so on.
- 📍 Use your findings in the following sections later, to draw conclusions.

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Sample findings

- 📍 The fifth research question aimed to identify the most common metacognitive reading strategies employed by advanced EFL learners. Table X presents experimental and control group of participants' use of strategies in a descending order according to their pre questionnaire scores.

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Sample findings

Table X

Descriptive Statistics of Participants Use of Metacognitive Reading Strategies

Metacognitive reading strategies	N	Min.	Max.	Mean	SD
S22 re-read for better comprehension	93	3.00	5.00	4.5161	.63610
S18 underline and highlight important info	93	2.00	5.00	4.3226	.83616
S12 determine meaning of critical words	93	2.00	5.00	4.0538	.74258
S15 visualize descriptions	93	2.00	5.00	4.0323	.87789
S20 underline to remember	93	1.00	5.00	4.0215	.97778
S8 inferring meaning	93	1.00	5.00	3.9032	.89764
S14 exploit personal strengths	93	1.00	5.00	3.8172	.85905
S2 anticipate how to use knowledge	93	2.00	5.00	3.6882	.75150
S3 draw on knowledge	93	1.00	5.00	3.6774	.80974
S10 search out info relevant to goals	93	2.00	5.00	3.6237	.98812
S21 read more than once to remember	93	1.00	5.00	3.5914	.91172
S11 anticipate next info	93	2.00	4.00	3.5484	.86623
S4 reconsider and revise background info	93	2.00	5.00	3.5054	.85496
S13 check understanding of current info	93	2.00	5.00	3.4946	.61897
S6 consider interpretations	93	1.00	5.00	3.3978	.92242
S1 evaluate understanding	93	1.00	5.00	3.3333	.75661
S7 distinguish new and existing info	93	1.00	5.00	3.3226	.79620
S9 evaluate goals	93	1.00	5.00	3.2258	.72425
S17 make notes to remember	93	1.00	5.00	3.2043	1.15682
S19 use margins for notes	93	1.00	5.00	2.9355	1.13066
S5 reconsider and revise prior questions	93	1.00	4.00	2.8925	.68306
S16 note readability of text	93	.00	5.00	2.7204	1.33812

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Sample findings

- As presented in Table X, the participants of the study either in experimental or control group, indicated before the implantation of METARESTRAP that they employed the strategies of 're-reading for better comprehension', 'underlining and highlighting important info', and 'determining meaning of critical words' more than the others; whereas their responses revealed that they employed the strategies of 'using margins for notes', 'reconsidering and revising prior questions', and 'noting readability of text' less than the others.

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Discussion

- Refer to your hypothesis or research question.
- Explain whether your results support or reject the hypothesis.
- Discuss the similarities and differences between your results and the other researchers' findings in the relevant literature.
- Explain the solutions you can provide by the help of your results.

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Sample discussion

- RQ5 aimed to identify the most common metacognitive reading strategies employed by advanced EFL learners. To achieve this aim, participants' responses to the pre metacognitive reading strategy questionnaire were taken into consideration with the help of descriptive analysis. On the other hand, their responses in the post questionnaire were disregarded in order the implementation of METARESTRAP not to spoil the results. Examining participants' responses revealed that they identify themselves as high users of strategies on 11 items in the strategies and their results indicated their medium usage on the other 11 item in the strategies. It should be remembered that in order to comprehend any text, proficient readers refer at least one of the metacognitive strategies (Çubukçu, 2008).

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Sample discussion

In language learning, strategies are regarded as particular 'attacks' which learners use when they encounter with a problem (Brown, 2000). In relevance with reading, when readers experience difficulty in comprehending a text they refer to fix-up strategies such as rereading the text, asking for help, referring to reference materials such as dictionaries, referring to background knowledge to make inferences, and drawing diagrams (Pressley & Afflerbach, 1995). Hudson (1988) identifies using appropriate strategies as essential for readers to achieve the meaning. Therefore, the appropriate use of strategies appears as an important component in reading comprehension. Apart from metacognitive strategies, readers also refer to other strategies of reading to foster their comprehension. A vast majority of reading strategy research identifies long lists of comprehension strategies; however it might be reasonable to identify most frequently used one with reference to a number of studies. For example, Hansen and Pearson's (1983) study placed 'asking questions about the text' to the top; Fehrenbach's (1991) 'activating background knowledge'; Lundeborg's (1987) searching for specific information; Pritchard's (1990) summarizing while reading; and Olshavsky's (1976, 1977) making predictions. Identified as metacognitive strategies, self-monitoring and self-correcting are characteristics of experienced readers (Forbes, Poparad, McBride, 2004). Guided reading sessions with small groups of readers are supposed to be the best way of practising these two strategies by Forbes et al.

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Conclusion

- After discussing the similarities and differences between your results and the others, you are expected to draw conclusions.

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Sample conclusion

Unless being instructed on the use of metacognitive reading strategies, Turkish young adults of university EFL learners employ the strategies of 'underlining to remember', 'visualizing descriptions', and 're-reading for better comprehension' more than the others. On the other hand, they employ the strategies of 'distinguishing new and existing info', 'making notes to remember', and 'using margins for notes' less than the others. It can also be concluded that pragmatic metacognitive strategies are employed either at an utmost or at a lowest level by the participants.

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Implication

- After drawing conclusions, move to your recommendations.
- Your results must be generalizable.
- Lead the other researchers for further studies in relation with the findings of your study.
- Deal with educational implications of your study.
- Relate your conclusion with your target audience.
- For example, in relation with the field of ELT, teachers, undergraduate and postgraduate students, policy makers, and researchers might be considered as your target audience.
- Then, for educational implications section, you may discuss how to teach the basic concepts of your paper to these professionals.

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Sample implications

As strategy training studies make use of the characteristics of successful learners, the comparative results between pre and post metacognitive reading strategy questionnaire scores of experimental group participants should be scrutinized carefully in order to identify the strategies employed by efficient readers. After identifying these strategies, teachers may provide a quicker and more effective learning environment by helping their learners to be aware of them (Oxford, 2003) since learners are often unaware of them (Nyikos & Oxford, 1993).

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Sample implications

Metacognitive information is considered as a common feature of strategy instructional models where learners are taught on how to monitor their performances (Pressley & Woloshyn et al., 1995). Then, instructors whether simply explain the metacognitive strategies to students or preferably they abstract the use of such strategies by practising them in the classroom throughout the curriculum. Contemporary instructional models of Pressley and Woloshyn et al. expect that the teacher describes the strategy and then models it to the learners before asking them to practise it. The explanation of the strategy should involve when, where, and how to use the strategy appropriately and also the teacher may re-model the strategy if there is a need as it is described and/or implied by several studies (Baker & Brown, 1984; Çubukçu, 2009; Duffy, 1993; Kuhn, 2000; Mokhtari & Reichard, 2002; Nara, 2003; Paris & Jacobs, 1984; Paris et al. 1983). Learners' practice of the strategy is required to be carefully monitored by the teacher since at this stage learners are prone to making errors and need feedback. Moreover, it is also essential to encourage learners to use these newly learned strategies in their naturalistic environment as recommended by Green and Oxford (1995). Although language learning strategies originate in a classroom context, their practice is also within the responsibility of real-life language usage (Donato & McCormick, 1994). The implication of this assertion for reading strategy instruction might be that readers should be encouraged to refer to the newly learned reading strategies in non-academic occasions.

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Sample implications

Further research may deal with the relationship between different types of intelligences in accordance with Multiple Intelligences Theory and metacognitive reading strategy use as literature does not present any studies on this issue. As discussed in the literature, learners' strategy choice is under the impact of their learning styles (Oxford & Nam, 1998; Reid, 1988). Hence, implementing METARESTRAP to different intelligence types may also reveal how each intelligence type response to metacognitive awareness. Besides such a training of readers in accordance with their learning styles such as field independent, field dependent; analytic, global; reflective, impulsive; converger, diverger, assimilator, and accommodator; extraversion-introversion, sensing-perception, thinking-feeling, judging-perceiving; and right- and left-brained may also be implemented.

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Acknowledgements

- Thank to several people and organizations for their contribution to your study.
- For example, your university might be the source of funding for your study.
- Then, you acknowledge their financial support in this section.
- Apart from financial support, also the existence of some people might be crucial.
- For example, you may wish to thank to your participants.

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Sample acknowledgements

- I would like to express my gratitude to Assoc. Prof. Dr. Feryal Çubukçu and Asst. Prof. Dr. Aysun Yavuz for their encouraging criticism of the earlier version of the manuscript.

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References

- Provide corresponding reference entry for all in-text citations.
- There should be an exact match between your in-text citations and reference list entries.

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Sample reference list

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Appendix

- Provide some additional information which may spoil the flow of ideas in the body of your paper.
- For example, provide a copy of the questionnaire that you use to collect data.
- This will allow your readers to better interpret your study.
- If you have single appendix to be included; then, use appendix as the section heading.
- If you have several materials to be included; then, use appendixes as the section heading and discriminate each one by adding an identifying letter of A, B, C, etc.

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Conclusion on parts of an academic paper

- In this chapter, you have learned the sketch of an academic paper and you have familiarized yourself with the sections involved in it.
- You have also learned about the differences between experimental studies and review articles.
- In the following chapter, you will learn about using heading appropriately in APA style.

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The End