

Language note

Text 1

The phrase *According to Boon and Kurtz (1999, p 12)* may be better positioned at the start of the sentence, although this to some extent depends on what precedes it. Placing it initially means that the list of eras immediately follows (*four eras in the history of marketing*), which makes the text flow better.

The text contains a number of time adverbials (*Up to the mid 1920s ...; From then till the early 1950s ...; Later, ...; In the 1990s ...*). These are better placed in initial position to highlight that the text is divided into the four eras.

Text 2

The writer may have begun the text with *In communicating to consumers in different countries ...* in order to emphasise the context in which multinationals often face a dilemma. In written English, it is common to move information to the front of the sentence in order to highlight it.



Referring to the research at the start of the second sentence (*As suggested by research literature on cultural differences between countries (e.g. Hofstede ...)*) lends what is to come some authority, so the assertions made later in the sentence are less likely to be questioned by the reader as they read the text. The same is true of the later reference (*According to Levitt ...*). Note, however, that the final sentence ends with the names of the researchers in question. This may be for reasons of style to avoid the text simply reading like a bibliography.

Focus on your subject


Set the *Focus on your subject* task for homework and tell the students to be ready to discuss their findings in the following class.

8 Writing up research: the Methods section

Optional lead-in

 /  Tell students to read the introduction. If they can get online, ask the students to find some examples of Methods sections through a search engine and to write down ten words that are found in all or most of them. Elicit examples from the class. If internet access is not possible, this can be set as a pre-class research task.

Note that if students simply type 'Methods section' into a search engine, they may just get a list of academic research into the contents of Methods sections. Although this may generate some interesting language points, encourage the students to find some examples of actual Methods sections that they can then analyse themselves. The easiest way to do this may be to find a reference to the Methods section in one of the returned hits, follow the link and then conduct a search. Encourage the students to conduct their analysis on papers that relate to their own subjects.

8.1  Students complete the task individually and then check their answers with a partner.



- 1 c
- 2 e
- 3 b
- 4 h
- 5 j
- 6 f
- 7 a
- 8 i
- 9 d
- 10 g

Optional homework

Tell the class to research Methods sections from papers written in their own subject areas using a search engine such as Google Scholar. They should find out:

- whether any of the words in **8.1** are either very uncommon, or are not used at all;
- which ten words are the most common.

Tell students to be ready to discuss their findings during the next class.

8.2a  /  Students discuss their ideas in pairs or small groups. Elicit four or five ideas, but avoid commenting too much here as the actual research methods will be examined in the next task.