Sample Sentences for Discussion Chapter

The discussion chapter should show *inductive thinking* by presenting information from *specific to general*, which is the *opposite sequence of the introduction chapter*.

Section 1: Conclusions: Summarize the findings reported in previous chapters

- Phrases commonly used in this section: in conclusion, in summary, in sum, in closing, all in all, to conclude, to summarize, to sum up

1. Results seem to warrant two conclusions: (1) _______; (2) _______.
2. We may reasonably conclude that _______.
3. On these grounds, we have arrived at the conclusion that _______.
4. Conclusions derived from observations are based largely on investigation of _______.
5. The conclusions of the study show that _______.
6. The results support the conclusion that _______.
7. The results of the present study may be summarized by pointing out _______.
8. The conclusion seems reasonable and also supportable by _______.
9. The conclusion was supported by some massive research data collected on _______.
10. In conclusion, the results of this study are consistent with findings in our related investigations that _______.
11. As Scovel (1982) noted, that sort of conclusion needs to be cautious, since the research provides a good deal of conflicting evidence.
Section 2: Review of Research Findings

**Giving a Possible Explanation for the Results**

1. A possible explanation for _______ is that _______.
2. One possible reason could be _______.
3. One reason for these results could be that _______.
4. This can be explained using _______.
5. These results may be explained by considering _______.
6. It is possible that _______ caused _______.
7. _______ should be interpreted cautiously.
8. _______ provides no coherent explanation for _______.
9. What explains this _______? It may be _______.
10. _______ have to be taken into account because _______.
11. _______ might have been a small factor in _______.
12. _______ may have contributed to _______.
13. _______ may account for the difficulties that _______.
14. One possible reason for the inconsistent results of previous research may be _______.

**Comparing Your Results with Those of Other Studies:**

1. This result echoes Lin’s finding (1992) that _______.
2. Up to this point, these results are consistent with those of _______.
3. This is consistent with earlier findings suggesting that _______.
4. These findings accord with those from a larger study in which _______.
5. These results suggest that _______ and support Lin’s (1992) observations about _______.
6. These findings are in accord with the results of the previous studies which _______.
7. Unlike _______, the current study found evidence that _______.
8. This finding was not surprising, as it confirmed what previous researchers have discovered about _______.
9. In line with previous findings, the previous study confirms Lin’s (1992) observation of _______.
10. The results of _______, reported in Table _______, support the findings of the previous investigations.
**Suggesting Implications/ Applications of the Study:**

1. What these findings imply is that _______.
2. The findings of this study lead to a number of implications. First, _______.
3. The overall implications will be pointed out in _______.
4. This study may lead to a better understanding of _______.
5. These are important findings, for they support the view that _______.
6. Thus, the findings support the view that _______.
7. Applications to _______ may also be of interest.
8. The method is applicable to _______.
9. This research is seen to provide empirical validation for _______.
10. The study will provide some contribution to the development of _______.
11. The results from this study, then, seem to lead some support to the popular belief that _______.
12. These findings suggest that this statement might not be so effective when applied to _______.
13. The above findings raise at least two important issues for _______. This first issue concerns the extent to which _______. Related to the first issue is the second issue of the relationship between _______ and _______.

**Section 3: Limitations of the Study**

- **Words commonly used in this section:** problems, flaws, questions, and shortcomings

1. It should be noted that this study has examined only _______.
2. The findings of this study are restricted to _______.
3. This study has addressed only the questions of _______.
4. The results of this study cannot be taken as evidence for _______.
5. The lack of _______ means that we cannot be certain _______.
6. _______ still left many questions about _______ unsolved.
7. We acknowledge that other _______ may produce different results.
8. _______ are still tentative, subject to confirmations and modification through further investigation and experimentation.
9. While this sample of _______ is too small to make any generalizations, the results may indicate that _______.
10. The study reported in the present chapter has many shortcomings, but it does seem to demonstrate that _______.

Section 4: Recommendations for Future Research

1. _______ remains for future research.
2. _______ warrants future investigation.
3. _______ remains a very exciting and promising area of research at the present time.
4. The investigation of _______ would be an interesting topic for future research.
5. Further research is needed to determine/investigate whether _______.
6. The present findings call for further inquiry to verify _______.
7. It would seem, therefore, that further investigations are needed in order to _______.
8. The present authors would argue that future research into _______ must use the insights of _______.
9. These significant questions are left unanswered. Further research has to be carried out in a variety of settings to find out how _______ can be implemented.
10. The next logical step will be to investigate the potential of integrating _______ more fully into _______.
11. Although this study has revealed a great deal about the nature of _______, more research is called for to expand the understanding of _______.

Writing Center at the Center for the Study and Teaching of Writing, The Ohio State University