Writing the Results chapter (from Paltridge & Starfield, 2007)

1."The challenge that the second-language student faces [in writing the Results chapter] is often organizational." (p. 134)

2. "Results sections are never mere presentation or reporting [of data] . . . The writer must thus draw out the significance of the data, highlight significant trends and comparisons, and keep indicating to the reader where in the data he or she is being led. Linking figures and talbes to text and selecting which data to highlight then becomes very important as the 'argument' is built up." (p. 135)

*Results may be ordered using an alternating pattern (R1+C1, R2+C2, R3+C3) or sequential (R1+R2+R3+C3).

Table 9.1 Typical elements in reporting Results sections of theses

Move	Purpose
1 Presenting metatextual information	presents preparatory information by: previewing, linking, providing background information, referring back to methodology points to location of tables, figures and graphs
2 Presenting results	presents results (findings) presents procedures restates hypotheses or research questions states what the data are and highlights data for reader's attention provides evidence e.g. statistics, examples; frequently presents information visually (e.g. graphs, tables, figures, photographs)
3 Commenting on results	begins to interpret results and make claims looks for meaning and significance; may point to contribution to field makes comparison with previous studies (often for justification of method or procedure) may comment on strength, limitations or generalizability of results

Source: based on Brett 1994; Posteguillo 1999; Thompson 1993; Yang and Allison 2003

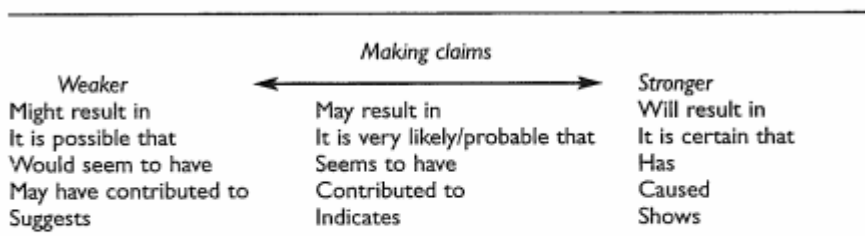|	Making claims	
Weaker	← →	Stronger
Might result in	May result in	Will result in
It is possible that	It is very likely/probable that	It is certain that
Would seem to have	Seems to have	Has
May have contributed to	Contributed to	Caused
Suggests	Indicates	Shows

Figure 9.1 making claims: some examples of heding