

Presenting Research Findings in Language Studies

1. Importance of Presenting Data in Tables

Tables are effective tools for summarizing large amounts of data clearly and concisely. In language studies, tables are commonly used to present:

- Test scores
- Survey results
- Error analysis data
- Word frequency counts
- Participant demographics

Benefits of Using Tables:

- Facilitate comparison
- Optimize space
- Highlight key findings in a very meaningful way
- Improve readability and comprehension

Reference: APA Style Guide (7th Edition, 2020); Swales & Feak (2012)

2. Structure of a Good Table

A well-structured table includes:

- **Table number and title:** Concise and informative (e.g., Table 1: Frequency of Grammatical Errors by Type)
- **Column headings:** Clear and consistent with the data
- **Units of measurement:** e.g., %, frequency, mean score
- **Data alignment:** Numbers right-aligned; text left-aligned
- **Footnotes (if needed):** Clarify abbreviations or data sources

Example:

| Error Type | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Subject-verb | 45 | 30 |
| Article misuse | 30 | 20 |
| Preposition errors | 25 | 16.7 |
| Word order | 50 | 33.3 |

3. Language for Describing Tables

Use precise academic language to describe the content of tables.

1. Introducing the Table

- The table displays data about...
- This table illustrates information related to...
- According to the data presented in the table,...
- The figures in the table refer to...
- The table summarizes findings from...

2. Describing Values

- The highest figure is...
- The lowest percentage is...
- A total of ___ was recorded for...
- ___ accounts for the majority.
- Only ___ is allocated to...
- There is a noticeable difference between...

3. Making Comparisons

- ___ is significantly higher/lower than...
- Compared to ___, ___ shows...
- In contrast to ___, ___ represents...
- The value for ___ is almost double/triple that of...
- While ___ shows a steady increase, ___ remains stable.
- There is a slight variation between...

4. Describing Proportions and Quantities

- The majority of students prefer...
- A small minority selected...
- Nearly a third of the participants...
- Roughly half of the respondents...
- Around 10% reported that...
- Only a few participants...

5. Describing Trends or Patterns

- There is a gradual increase in...

- The numbers remained consistent throughout...
- The trend indicates a steady growth in...
- Scores fluctuated across the months...
- There was a sharp decline in...
- The pattern suggests a growing interest in...

6. Drawing Conclusions

- Overall, the table shows that...
- To summarize, most participants...
- It can be concluded that...
- The data clearly reflects...
- The results support the idea that...
- One key observation is that...

The table displays data about the frequency and percentage of different grammatical error types made by ESL students. According to the figures, four common error types are compared in terms of how often they occur in student writing.

The most frequent error type is word order, accounting for 50 instances or 33.3% of the total errors. This is slightly higher than subject-verb agreement errors, which appear 45 times and make up 30% of the errors. Article misuse occurs 30 times, representing 20%, while preposition errors are the least frequent, with 25 occurrences or 16.7%. Compared to article misuse, subject-verb errors are significantly more common. In contrast, preposition errors show the lowest percentage among all categories.

Overall, the table shows that word order issues are the most common, indicating a major area for improvement in ESL grammar instruction. In contrast, preposition errors are less frequent, suggesting that students may have a better grasp of this aspect. The data clearly reflects the need to focus more on syntax and sentence structure in teaching.

5. Final Tips for Writing About Tables

- Don't repeat every number—summarize trends
- Use clear and objective language
- Avoid personal opinions
- Keep descriptions brief but informative

References:

- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students*. University of Michigan Press.
- Hyland, K. (2009). *Academic Discourse: English in a Global Context*. Continuum.
- Bitchener, J., & Ferris, D. R. (2012). *Written Corrective Feedback in Second Language Acquisition and Writing*. Routledge.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).