



REPORTING VERBS

It's easy to get used to only using one or two ways of introducing quotes or paraphrases. Here is a list of some other options. Using different introductions can add more specific meaning to what you're quoting, or why you're quoting it, as well as making your assignment more interesting to read.

Formal Words		
According to ...	Emphasises	Questions
Adds	Establishes	Recommends
Affirms	Explains	Refers to
Agrees	Expresses	Refutes
Analyses	Finds	Remarks
Argues	In ...'s opinion	Reports
Asserts	In ...'s view	Shows
Believes	Indicates	States
Challenges	Insists	Stresses
Claims	Maintains	Suggests
Clarifies	Mentions	Supports
Comments	Notes	Theorises
Concludes	Outlines	Warns
Concurs	Insists	Writes
Considers	Points out	Less Formal Words
Contends	Predicts	Feels
Describes	Presents	Thinks
Disagrees	Proposes	Says
Doubts	Proves	



Related resources:
Effective Paraphrasing

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Note: Don't say 'quotes' or 'cites' unless the author you are referring to is quoting *another* author. E.g. Boni (1999) quotes Tolan and Gorman-Smith's research, which shows that, "This small group ...commits 50—70 percent of all general crime."¹



Examples of how to use reporting verbs: (*italics added*)

Nualnetr² (1996) **points out** the gap between what is widely known and what is still conjecture in the physiology of ageing. She **warns**, "It should be noted that ...".

Roszak (1986) **discusses** the limitations...

Pascarelli & Quilter³ (1994) **contend** that it is "almost impossible to keep abreast of all the advances in medicine" (p.9).

Gibbs **challenges** those who assume they are fully aware of what they are communicating, **asserting** that this must never happen (cited in Donn & Schick, 1995)⁴.

Turning quotes into paraphrases:

It is better not to use too many quotes, but to paraphrase. This also allows you to use the bits of information you want in fewer words while leaving out parts that aren't relevant for your use. You must take care not to change the meaning of what the original author wrote.

Here is the original text:

An unhealthy combination of stressors produces a dangerous chain reaction in the adrenal system. Stress can kill, as in the case of heart disease, but there are other unpleasant "diseases of stress": high blood pressure, ulcer, and even cancer. Someone joked that the most effective form of stress management can be summed up in two words: Say no. (Pascarelli & Quilter, 1994, p.37)

Here are the different ways you can use the information in your essay:

- **According to** Pascarelli & Quilter (1994), too much stress can kill.
- Pascarelli & Quilter (1994) **explain** that some combinations of stressors can affect the adrenal system, leading to physical illnesses such as heart disease or even cancer.
- Pascarelli & Quilter (1994) **assert** that stress can even cause cancer.

Or sometimes you won't need either an introductory verb or a page quote. In the following example, the "No" is too brief to be regarded as a quote, but the idea is not mine, so this is a paraphrase.

- An effective way of reducing stress can be to say, "No" (Pascarelli & Quilter, 1994).

¹ Adapted from McLaren, K.L. (2000). *Tough is not enough – getting smart about youth crime*. Ministry of Youth Affairs, Wellington, New Zealand.

² Nualnetr N (1996): *The effects of exercise on balance in older women: fallers and nonfallers*, Unpublished PhD thesis, School of Physiotherapy, Faculty of Health and Biomedical Sciences, University of South Australia.

³ Pascarelli, E. & Quilter, D. (1994). *Repetitive strain injury: A computer user's guide*. New York: John Wiley & Sons, Inc.

⁴ Donn, M. & Schick, R. (1995). *Promoting positive race relations in New Zealand Schools: Me mahi tahi tātou*. Wellington: Ministry of Education.

Linking Phrases

This is supported by ...
... amongst others, reports that ...
Another perspective is given by
In one paper...(Name, Year). However/Whereas in another...(Name, Year)
A similar ... is expressed by ...
On the other hand, ...
Similarly, ...
This is disproved by ...
However, contemporary research shows that ...(Name, Year)
However, contemporary opinion is that ... (Name,Year)
These findings are verified by ...
... (Author, Year) clarifies this: ...
Alternatively, ...

The following is adapted from *Research Writing Skills*, by the Flexible Learning Centre.⁵ It demonstrates how to use some of the above methods of comparing and contrasting.

Using linking phrases: (*italics added*)

It is part of the critiquing process to assess and point out the similarities and differences that you have discovered between writers in relation to theory, hypothesis, techniques, results, equipment, research design and other features of research and reporting. When you find commonality of experience, it is useful to be able to show that a number of researchers have found the same thing. This adds considerable strength and credibility to your reporting of the experience itself. On the other hand, polarisations within your field are likely to be based on differences in approach and experience amongst researchers. You can use techniques of contrasting to explain the details and implications of any such differences, as you will find in the following examples and planning sheets.



Using linking phrases to compare findings

- According to a number of authors (Essen-Gustavsson and Borges 1986, Jakobsson et al 1990, Larsson et al 1978, Lexell and Taylor 1991, Scelsi et al 1980, Tomonaga 1977), the effect of ageing on type I muscle fibres is insignificant when compared to the reduction in muscle size found occurring on type II fibres. ***This is supported by*** the similar findings of Aniansson et al (1986).
- Lexell et al (1983 and 1988) ***amongst others, reports that*** (claims that, suggests that, shows that ... etc) type I muscle fibres are less affected by ageing than are type II fibres which show a comparatively significant reduction in muscle fibre size with increasing age.
- Theories of adult learning (e.g., Cross, Knowles, Rogers) and literacy (e.g., Sticht) are more likely to provide an appropriate framework for second language learning ***compared to*** those concerned with child development (e.g., Bruner, Piaget).
- Behavioral theories (e.g., Hull, Skinner, Thorndike) argue that association, reinforcement, and imitation are the primary factors in the acquisition of language. ***However,*** cognitive theories (e.g., Ausubel, Landa, Schank) suggest that schema, rule structures, and meaning are the distinctive characteristic of language learning.

⁵ www.unisanet.unisa.edu.au/Resources/research-Education/research%20education/researchwrite/acadwriting.htm Article accessed 3 September 2003

