

EASE 英文科研论文 写作和翻译指南

为促进国际科研的有效交流、研究论文和其他科学出版物应符合**完整**（COMPLETE）、**简洁**（CONCISE）和**清晰**（CLEAR）的标准。本通用性指南旨在帮助作者、译者和编辑达到这一目标。

动笔之前：

- 在动笔起草论文稿件之前、你必须确保你的研究发现是确凿、完整的（O'Connor 1991）、从而可以据之得出**合理、可靠的结论**。
- 在动笔写作之前、最好先**选定目标期刊**。应明确该期刊的读者群体是否就是你的目标受众(Chipperfield et al. 2010)。认真阅读期刊《稿约》、努力使稿件的格式符合期刊要求、包括论文总长度、图表数量限制等。

稿件应做到**完整**、即、所有必要的信息均未遗漏。切记、如果作者拟传递的信息正位于读者所预期的位置、其涵义/意义就更容易阐释 (Gopen & Swan 1990)。例如、一篇实验性研究论文应该包含以下信息。

- **题目**：题目应明确、无歧义、能被其他领域的专业人员理解、且必须反映论文的内容。题目应较具体、而不要泛泛而谈或含糊不清（O'Connor 1991）。如有必要、可在题目中提及研究日期和地点、所研究生物体的国际学名或研究设计（如、病例研究或随机对照试验）。题目提供的信息不必在摘要中重复（因为两者往往共同发表）、不过重复是很难避免的。
- **作者署名**。以下人员可列入作者名单：对研究规划、数据采集或结果解读做出实质性贡献的人员；撰写或大幅度修改稿件的

人员；核准稿件最终版本的人员（ICMJE 2010）。第一作者应是对论文贡献最多的人。作者姓名后应附以（研究开展期间所在）**单位**名称以及通讯作者的**现址**。应提供所有作者的 e-mail 地址，以便于联系。

- **摘要**：摘要用于简要地介绍你为什么开展本研究（背景）、你力求回答什么（哪些）问题（目的）、你是如何开展研究的（方法）、你发现了什么（结果：主要数据、相互关系）、以及你对研究发现的解读和主要结果（结论）。摘要必须**反映**论文的**内容**、因为对于大多数读者来说、摘要是他们获取你的研究信息的主要来源。摘要必须**使用所有的关键词**，以便于那些对你的研究结果感兴趣的人在线搜索你的文章（许多检索系统只索引题目和摘要）。**研究报告**必须采用“**报道性摘要**”、其中应包括实际结果。而在**综述**、Meta分析和其他涉及面较广的论文中、应使用**指示性摘要**、即、仅列举论文所讨论的主要课题、但不给出具体结果（CSE 2006）。在摘要中不要提及图表、因为摘要也会以独立的形式发表。切勿在摘要中提及参考文献、除非是在绝对必要的情况下（此时、应通过加括注的形式提供详细的文献信息：作者、题目、发表年份等）。确保摘要中的所有信息都是正文中会出现的内容。（*见 Appendix Abstracts*）
- **列举其他关键词**（如编辑许）：包括题目和摘要中未出现的、但与本研究相关的所有科学术语。关键词应具备特异性。如果本研究具有跨学科意义、也可增加一些较为通用的术语（O'Connor 1991）。医学文献的关键词可使用从 [MeSH Browser](#) 中查到的词汇。

- **缩略语列表**（如编辑要求）：对论文中使用的所有缩略语作出定义；但部分缩略语即使对非本专业人员来说也一目了然、则不必列举。
- **导言**：解释为什么有必要开展此项研究并指出你的**研究目的**或拟回答的具体问题。先从一般性问题着手、然后逐渐重点介绍本研究涉及的问题。
- **方法**：详细描述研究是如何开展的（如、研究开展的地区、数据采集、标准、所分析材料的来源、样本容量、测量次数、参与者的年龄和性别、设备、数据分析、统计学检测和所使用的软件）。所有可能影响结果的因素均应考虑在内。如果你引用了在非英语文献或无法获取的出版物中描述的方法、请在文稿中予以详细描述。确保在患者权利、动物实验、环境保护等方面均遵守了相应的伦理学标准（如，[WMA 2008](#)）。
- **结果**：提供研究的最新成果（既往已发表过的数据不应出现在本部分）。在正文中应提及所有图表，并按其在文中出现的先后顺序编码。确保所采用的统计学分析是适宜的（如，[Lang 2004](#)）。严禁伪造或扭曲数据、不要排除任何重要数据；类似地、不要刻意地对图像进行“操纵”（*manipulation*）、以免给读者造成错误印象。对数据的操纵可构成科研欺诈（见 [COPE flowcharts](#)）。
- **讨论**：回答研究所涉及的问题（一般是在导言的最后部分提出的）、将你的新发现与业已发表的文献进行比较、并尽可能做到客观。探讨其局限之处、并着重讨论你的主要发现。考虑任何与你的观点相悖的结果。为了支持你的观点，**仅使用方法论合理证据**（[ORI 2009](#)）。在讨论的结束部分、或另辟一个部分、着重强调你的主要结论、并说明本研究的实践意义。
- **致谢**：提及所有对本研究作出实质性贡献、但尚不足以列入作者名单的人员、并按建议的格式对资助来源表达谢意：“This work was supported by the Medical Research Council [grant number xxxx]”（本研究由医学研究委员会支持（基金编号：xxxx））。如果没有特定的资助来源、则使用以下的句式：“This research received no specific grant from any funding agency in the public,

commercial, or not-for-profit sectors.”（本研究未从任何公共部门、商业机构和非营利性组织获得特定的资金支持。）（[RIN 2008](#)）。必要时、可向编辑披露其他可能存在的利益冲突、例如、对于与本论文可能存在利益关系的制造商或机构、作者是否从中获得资助或存在个人联系（[Goozner et al. 2009](#)）。对于既往曾发表过的材料（如、图表）、应询问版权所有、获得其授权、并在图注或致谢部分表达谢意。如果你在写作过程中曾求助于专业的语文工作者（如专为作者服务的编辑或翻译）、统计学家、数据收集人员等、你应在致谢部分提及他们的援助、以保证透明性（[ICMJE 2010](#), [Graf et al. 2009](#)）、但必须明确他们不对文章的最终版本承担责任。必须保证已征得所有在这部分列出名字的人员的同意。（见 *Appendix: Ethics*）

- **参考文献**：对于所有从其他出版物中提取的信息、应提供资料来源。参考文献收录可从图书馆或因特网检索到的所有相关资料。对于非英文出版物、应提供**原始题目**（如有必要、按英文规则进行拼写）、并尽量随后以方括号加注英文译文（[CSE 2006](#)）。避免引用无法获取的资料。不要在参考文献列表中收录未发表的资料；如确有必要、应在正文中详细说明其来源、在引用时应从数据生成者处获得许可。
- 理论性文章、综述、病例研究等在**行文结构**上可有所不同。
- 有些文章还包括一个以**其他语种**撰写的摘要或较长的**内容提要**，这在很多研究领域都是很有用的。
- 摘要长度、参考文献格式等均应遵守目标期刊《**稿约**》的要求。

行文**简洁**、节约审稿人和读者的时间。

- 不要在导言部分**罗列与本研究课题无关的信息**。**引文数量不宜过多** - 避免列举大量雷同的例子。
- 不要大量重复既往已发表过的内容、忌一稿多投。否则、一旦出现**重复发表**现象、你应为此承担责任（见 [COPE flowcharts](#)）。不过、这一条不适用于初步文献、如会议摘要（O'Connor 1991）。

- 此外、如果**二次发表或再次发表** (secondary publication) 面向的是不同的读者群 (如、以另外一种语言发表; 或、一种版本面向的是专业人士、另一版本面向的是普通公众)、且同时征得两种目标期刊的编辑的同意、则是可以接受的 (ICMJE 2010)。必须在二次文献的标题页脚注中列出对一次文献的引用。
- 在论文某一部分已给出的信息**不应**在另一部分**重复**。当然、这一条不适用于摘要、图注和结论性段落。
- 应考虑是否所有的图表都是必要的。表中已呈现的资料不应在图中重复、反之亦然。图表中已用较长篇幅列举过的资料不得再在正文中重复。
- 图表的说明性文字 (caption) 应能**提供具体信息、但不要过于冗长**。如果类似的信息在数个表或者数个图中分别提供、则其说明性文字的格式应尽量统一。
- 尽量删除众所周知的空话套话 (如、“森林是非常重要的生态系统。”) 和其他冗言赘句 (如、“It is well known that ...”)。
- 如果文中重复出现某个**较长的科学术语**、则在正文首次使用时可定义其缩略语、然后持续一致地使用该缩略语。
- 必要时可语带保留、但切忌**过度地模棱两可** (如、可使用“are potential”、而不要使用“may possibly be potential”)。但结论部分**切忌泛泛而谈**。
- 除非目标期刊的编辑另有要求、**对所有数字均使用阿拉伯数字**; 这一条适用于一位整数、**例外情况包括: 零; 一** (如后面未跟计量单位); **其他可能引发歧义的情况**、如在句子的开头或者在含数字的缩略语前 (CSE 2006)。

写作时尽量做到**清晰**、使之便于理解 — 提高文章的**可读性**。

学术内容

- **应将你的原始数据和观点**与他人及你既往发表过的论文中所提出的数据和观点**作出明确区分**; 必要时可提供引文。最好对其他来源的内容进行**总结或意译**。这同样适用于翻译文章。直接复制的文本 (如、整个句子或较长的文本) 要放在引号中 (如, [ORI 2009](#), [Kerans & de Jager 2010](#))。否则、你可能会**有剽窃** (见 [COPE flowcharts](#)) 或者自我剽窃之嫌。
- 确保你使用了**正确的英文术语**、最好是参考一下由英语为母语者撰写的文章。直译往往有很大问题 (如、所谓的“假朋友”、即译文和原文中两个形式相似但实际意义不同的一对词、或由译者自行发明的根本不存在的单词)。如果不是**很肯定**、检查单词在英语字典中的**定义**、因为很多词都使用不当 (如、用“trimester”表示动物怀孕, 见 [Baranyiová 1998](#))。你还可以通过 Wikipedia (维基百科) 等查阅一下某个单词或词组。然后、把由你自己的母语和英语撰写的结果进行比较、看两者之间的意思是否真的相同。然而, 维基百科并不总是可靠的信息来源。
- 如果某一单词主要见于译文中、且很少在英语国家使用、则应考虑采用其他意思相近、更为人所知的英文术语 (如、使用“plant community”而不要使用“phytocoenosis”。如果某一术语在英文中无对应术语、可对其进行精确定义后、提出一个可接受的英语译文。
- **对于每一个不常用的或含义不明的术语**、在首次使用时应**予以定义**。你可以列举多个同义词 (如有的话)、以便于检索; 但随后在行文中应仅使用其中的一个、以避免混淆。一旦某个名词术语已由学术组织认定、在学术交流中应优先使用该名词术语。
- **避免陈述不清**、以免读者不知所云。(见 [Appendix Ambiguity](#))
- 在撰写百分比时、应**明确其基数**是多少。在叙述相关性、相互关系时、应明确彼此比较的是哪些数值。
- 通常应优先采用**国际单位制 (SI) 单位和摄氏度**。如有必要、应将 litre 简写为 L (CSE 2006)、以免与数目字 1 混淆。
- 与其他语言不同、英文有一个小数点 (不是逗号)。对于小数点左侧或右侧超过 4 位的数字、每隔 3 位用**窄空格** (thin space) (而不用逗号) 空开 (CSE 2006)。
- 在表示世纪、月时、**不要使用大写罗马数字**、因为英文中罕有这种用法。由于英国和美国的日期表示法不同 (见下文), 一

般宜用月份的完整拼写方式或者前 3 个字母来表示“月”。

- 在翻译知名度较低的地名时、如果可能的话应加注原名、如“in the Kampinos Forest (Puszcza Kampinowska)”。有些相关的信息（如位置、气候等）、对读者可能也有一定帮助。
- 切记、英文论文**主要供国外读者阅读**、他们一般并不了解本国读者所熟知的特定情况、分类或者概念；因此、有时需要增加一些必要的解释（Ufnalska 2008）。例如、一种常见的杂草“一年蓬”（*Erigeron annuus*）在部分国家也称 *Stenactis annua*、因此、在用英文写作时、应使用国际公认的名称、同时以加括注的形式列出其同义词。

文章结构

- **句子通常不应写得太长、其结构应相对简单**、主谓间距离不应太远（Gopen & Swan 1990）。例如、避免使用抽象名词；宜写成“X was measured...”、而不宜写成“Measurements of X were carried out...”。（见 *Appendix: Simplicity*）忌滥用被动结构（如，Norris 2011）。在翻译过程中、必要时需要调整句子结构、以更准确或更清晰地传递信息（Burrough-Boenisch 2003）。
- 行文应前后一致、组织严密、易于阅读。（见 *Appendix Cohesion*）
- 每个段落最好以主题句开头、下一句则全面阐述主题。
- 与其他语种不同、英文中是允许并列结构的、因这种结构有利于读者更好地理解文章内容。例如、在对类似资料进行比较时、你可以这么写：“It was high in A, medium in B, and low in C”、但不要写成：“It was high in A, medium for B, and low in the case of C”。
- **图表应具有自明性**、即在不参阅正文的情况下也能读懂。避免使用不传递实质性信息的资料（例如、如果某一行中的数值在所有行都是相同的、应予以删除、必要时可以加脚注说明）。缩略语的使用应符合以下两个条件之一：为保持一致性；没有足够的空间使用完整用语。所有非显而易见的缩略语和符号均应在图说明或者脚注中进行定义（如、误差条可能是指标准差、标准误或者可信区间）。**应使用小数点**（而不是小数撇）、必要时**提供轴标签和计量单位**。
- 在展示一小批数据时、可考虑使用**文本-表格**相结合的方式（Kozak 2009）。（见 *Appendix: Text-tables*）
- 对于较长的列表（如、缩略语）、最好是把各单项用**分号**（;）进行分隔；分号是居于逗号和句号之间的间隔号。

语言问题

- 如不必使用科学术语、尽量使用**通俗易懂的单词**。不过、应避免使用口语和俚语、也不要使用短语动词（如、find out, pay off）、因其很难为英语为非母语的人士所理解（Geercken 2006）。
- 在正文中首词出现**缩略语**时应对其进行**定义**（如果读者对其并不熟悉）。**切忌滥用缩略语**、否则文章会变得不易读懂。不要对文稿中偶尔出现的术语使用缩略语。**避免在摘要中使用缩略语**。
- 一般地、在描述你是如何开展研究时、你发现了什么以及其他研究者所开展的工作时、使用**过去时**。在作一般性陈述或者解读、或在描述本文章的内容（尤其是图表时）、宜用**现在时**（Day & Gastel 2006）。
- **在提及本人或本研究组时不要使用“the author(s)”一词**、因其含义较模糊。如有必要、可使用“we”或者“I”、或使用“in this study”、“our results”或者“in our opinion”等表达方式（如，Hartley 2010, Norris 2011）。请注意、如果你想提及你（们）的新发现时、应使用“this study”。如果你所指的是上一句中提及的一篇文章、请使用“that study”。如果你指提的是的某篇引文的作者、请使用“those authors”。
- 切记、在科研论文中、“which”一词应用于非限定性从句、而“that”用于限定性从句（即、指的是“only those that”）。
- 如使用**有所保留的表达方式**（equivocal words）、请确保其含义从上下文来看是明确的。请核对所有**动词的单复数形式是否与主语一致**、并核对**所有代词的指代对象是否明确**（这在译文中尤其重要）。请注意、部分名词有**不规则复数**。（见 *Appendix Plurals*）

- 可朗读文本、以核对标点符号的使用是否存在问题。如果在朗读过程中、为正确地理解某一处、**语调需要停顿**时、则意味着需要在此处使用逗号或者其他标点符号（如、由于标点符号的位置不同、以下两个句子迥异：“no more data are needed”和“no, more data are needed”）。
- 应保持拼写的一致性。参照英式或美式的拼写规则和日期格式（如、英式的日期格式为“21 Sep 2009”、美式的日期格式为“Sep 21, 2009”；*见 Appendix Spelling*）核对目标期刊使用的是美式或英式拼写方式、然后对你的拼写和语法检查软件作出相应的调整。
- 邀请一位有见地的同事阅读文稿全文、以发现其中是否存在含义模糊的片断。

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Appendix: Abstracts

Key elements of abstracts

Researchers are quite often in a “box” of technical details – the “important” things they focus on day in and day out. As a result, they frequently lose sight of 4 items essential for any readable, credible, and relevant IMRaD¹ article: the point of the research, the research question, its answer, and the consequences of the study.

To help researchers to get out of the box, I ask them to include 6 key elements in their article and in their abstract. I describe briefly the elements below and illustrate them with a fictitious abstract.

Key element 1 (BACKGROUND): the point of the research – why should we care about the study? This is usually a statement of the BIG problem that the research helps to solve and the strategy for helping to solve it. It prepares the reader to understand the specific research question.

Key element 2 (OBJECTIVES): the specific research question – the basis of credible science. To be clear, complete and concise, research questions are stated in terms of relationships between the variables that were investigated. Such specific research questions tie the story together – they focus on credible science.

Key element 3 (METHODS): a description of the methods used to collect data and determine the relationships between the variables.

Key element 4 (RESULTS): the major findings – not only data, but the RELATIONSHIPS found that lead to the answer. These are historical facts and, therefore, reported in past tense.

Key element 5 (CONCLUSIONS): the answers to the research questions – the authors’ INTERPRETATION of the factual findings. An answer to a research question is in the present tense - it reports the authors’ belief of how the world IS. Of course, in a pilot study such as the example below, the authors cannot yet present definitive answers, which they indicate by using the words “suggest” and “may”.

Key element 6 (final CONCLUSIONS): the consequences of the answers – the value of the work. This element relates directly back to the big problem: how the study helps to solve the problem, and it also points to the next step in research.

To save words in an abstract, we can combine several of the elements in a sentence. Here is a fictitious example. I have indicated the beginning of each key element with [..].

Predicting malaria epidemics in Ethiopia

Abstract

[1] Most deaths from malaria could be prevented if malaria epidemics could be predicted in local areas, allowing medical facilities to be mobilized early. Epidemics are known to be related to meteorological factors, but their correlations with subsequent malaria epidemics have never been determined. [2,3] In a retrospective study, we collected meteorological and epidemic data for 10 local areas in Ethiopia, covering the years 1963-2006. Using Poisson regression, we found that [4,5] factors AAA, BBB, and CCC correlated significantly ($P < 0.05$) with subsequent epidemics in all 10 areas, and our model has a predictive power of about 30%. [6] We conclude that meteorological factors can be used to predict malaria epidemics. The predictive power of our model needs to be improved, and it needs to be validated in other areas. (126 words)

This understandable and concise abstract forms the “skeleton” for the entire article. A final comment: This example is based on an actual research project and, at first, the author was in a “box” full of the mathematics, statistics, and computer algorithms of his predicting model. This was reflected in his first version of the abstract, where the word “malaria” never appeared.

**Written by Ed Hull, edhull@home.nl
(for more information, see Bless & Hull 2008)**

¹ IMRaD stands for Introduction, Methods, Results, and Discussion.

Appendix: Ambiguity

Empty words and sentences

Many English words are empty – they do not add information but require the reader to fill in information or context to be understood. The reader is forced to supply his or her own interpretation, which could be different from what you, the writer, mean.

Empty words seem to give information and uncritical readers do not notice them – that is why they work so well for marketing texts. However, empty words do not belong in articles reporting scientific research. Empty words require the reader to supply the meaning – very dangerous. Concise and clear communication requires words that convey specific meaning.

Examples

It is important that patients take their medicine.

- Note that to a physician the meaning is probably entirely different than to the sales manager of a pharmaceutical company. “Important” is one of our best-loved, but empty, words – it fits every situation.

The patient was treated for XXX.

- “Treated” is empty; we do not know what was done. One reader could assume that the patient was given a certain medicine, while another reader could assume that the patient was given a different medicine. Perhaps the patient was operated on, or sent to Switzerland for a rest cure.

The patient reacted well to the medicine.

- “Reacted well” gives us a positive piece of information, but otherwise it is empty; we do not know how the patient reacted.

We do high-quality research.

- “Quality” is empty. “Cost-effective” or “meets XXX guidelines” would be more specific.

The patient’s blood pressure was low.

- We interpret “high/low blood pressure” to mean “higher/lower than normal”, but we, the readers, have to supply that reference standard. A more concise statement is: *The patient’s blood pressure was 60/45.*

Empty words and phrases not only require the reader to supply the meaning, they also contribute to a wordy blah-blah text. In scientific articles they destroy credibility. Here are some examples.

It has been found that the secondary effects of this drug include...

- Better: *The secondary effects of this drug include...(ref.).* Or, if these are your new results: *Our results show that the secondary effects of this drug include...*

We performed a retrospective evaluation study on XXX.

- “Performed a study” is a much overused and rather empty phrase. Better: *We retrospectively evaluated XXX.*

More examples that require the reader to supply information if it is not evident from the context:

- *quality*
- *good/bad*
- *high/low*
- *large/small*
- *long/short*
- *proper/properly* (e.g. “...a proper question on the questionnaire...”)
- *As soon as possible...*

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Appendix: Cohesion

Cohesion – the glue

The word “cohesion” means “unity”, “consistency”, and “solidity”. Building cohesion into your text makes life easier for your readers – they will be much more likely to read the text. Cohesion “glues” your text together, focusing the readers’ attention on your main message and thereby adding credibility to your work.

Think of your text as a motorcycle chain made up of separate links, where each sentence is one link. A pile of unconnected links is worthless – it will never drive your motorcycle. Similarly, a pile of unconnected sentences is worthless – it will never drive your message home.

To build a cohesive text, you have to connect your sentences together to make longer segments we call paragraphs. A cohesive paragraph clearly focuses on its topic. You then need to connect each paragraph with the previous paragraph, thereby linking the paragraph topics. Linking paragraphs results in building cohesive sections of your article, where each section focuses on its main topic. Then, link the sections to each other and, finally, connect the end of your article to the beginning, closing the loop – now the chain will drive our motorcycle. Let’s look at linking techniques.

Basic guidelines for building a cohesive story:

1. Link each sentence to the previous sentence.
2. Link each paragraph to the previous paragraph.
3. Link each section to the previous section.
4. Link the end to the beginning.

Linking techniques

Whether you want to link sentences, paragraphs, sections or the beginning to the end, use two basic linking techniques:

- Use linking words and phrases, such as: *however, although, those, since then...*
- An example: *Our research results conflict with those of Smith and Jones. To resolve those differences we measured ...*
- Repeat key words and phrases – do not use synonyms. In scientific writing, repetition sharpens the focus. Repetition especially helps the reader to connect ideas that are physically separated in your text. For example: *Other investigators have shown that microbial activity can cause immobilization of labial soil phosphorus. Our results suggest that, indeed, microbial activity immobilizes the labial soil phosphorus.*

The example below illustrates how to link your answer to your research question, thus linking the Discussion with the Introduction.

In the Introduction, the research hypothesis is stated. For example: *The decremental theory of aging led us to hypothesize that older workers in “speed” jobs perform less well and have more absences and more accidents than other workers have.*

In the Discussion, the answer is linked to the hypothesis: *Our findings do not support the hypothesis that older workers in speed jobs perform less well and have more absences and more accidents than other workers have. The older workers generally earned more, were absent less often, and had fewer accidents than younger workers had. Furthermore, we found no significant difference between...*

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Appendix: Ethics

Examples of author's ethical declarations

Please tick and fill in where appropriate below. (Obligatory declarations applying to all manuscripts are printed in bold.)

Originality or acceptable secondary publication

- No part of this manuscript (MS) has been published, except for an abstract/summary published in.....
.....
.....
- This MS was published in
.....
..... but in another language (i.e.), so it could be an acceptable secondary publication in English if editors of both publications agree to it.
- No part of this MS is currently being considered for publication elsewhere.**
- In this MS, original data are clearly distinguished from published data. All information extracted from other publications is provided with citations. It has been paraphrased or (if cited literally, e.g. a whole sentence or paragraph) placed in inverted commas.**

Authorship

- All people listed as authors of this MS meet the authorship criteria, i.e. they contributed substantially to study planning, data collection or interpretation of results and wrote or critically revised the MS and will be asked to approve the final version before publication.**
- All people listed as authors of this MS are aware of it and have agreed to be listed.**
- No person who meets the authorship criteria has been omitted.**

Ethical experimentation and interpretation

- The study reported in this MS involved human participants and it meets the ethical principles of the Declaration of Helsinki ([WMA 2008](#)).

- The study reported in this MS has met other ethical principles, namely.....
.....
.....
- I and all the other authors of this MS did our best to avoid errors in experimental design, data presentation, interpretation, etc. However, if we discover any error in the MS (before or after publication), we will alert the editor promptly.**
- None of our data presented in this MS has been fabricated or distorted, and no important data have been excluded.**
- Results of this study have been interpreted objectively. Any findings that run contrary to our point of view are discussed in the MS.**

Acknowledgements

- All sources of funding for the study reported in this MS are stated.**
- All people who are not listed as authors but contributed substantially to the study reported in this MS or assisted in its writing (e.g. language professionals) are mentioned in the acknowledgements.**
- All people named in the acknowledgements have agreed to this. However, they are not responsible for the final version of this MS.**
- Consent has been obtained from the author(s) of unpublished data cited in the MS.
- Copyright owners of previously published figures or tables have agreed to their inclusion in this MS.

Conflict of interest

- All authors of this study have signed a conflict of interest statement and disclosed any financial or personal links with people or organizations that have a financial interest in the submitted manuscript.**

Date:.....

Signature:.....

Compiled by Sylwia Ufnalska

Appendix: Plurals

Examples of irregular plural nouns deriving from Latin or Greek

Singular	Plural	Examples
-a	-ae rarely -ata	<i>alga – algae, larva – larvae</i> <i>stoma – stomata</i>
-ex	-ices	<i>index – indices (or indexes*)</i> <i>apex – apices (or apexes*)</i>
-ies	-ies	<i>species, series, facies</i>
-is	-es	<i>axis – axes, hypothesis – hypotheses</i>
-ix	-ices	<i>appendix – appendices (or appendixes*)</i> <i>matrix – matrices (or matrixes*)</i>
-on	-a	<i>phenomenon – phenomena, criterion – criteria</i>
-um	-a	<i>datum – data, bacterium – bacteria</i>
-us	-i rarely -uses or -era	<i>locus – loci, fungus – fungi (or funguses*)</i> <i>sinus – sinuses</i> <i>genus – genera</i>

* Acceptable anglicized plurals that are also listed in dictionaries.

It must be remembered that some nouns used in everyday English also have irregular plural forms (e.g. *woman – women, foot – feet, tooth – teeth, mouse – mice, leaf – leaves, life –*

lives, tomato – tomatoes) or have no plural form (e.g. *equipment, information, news*). For more examples, see CSE (2006). If in doubt, consult a dictionary.

Compiled by Sylwia Ufnalska

Appendix: Simplicity

Examples of expressions that can be simplified or deleted (∅)

Long or (sometimes) wrong	Better choice (often)
<i>accounted for by the fact that</i>	<i>because</i>
<i>as can be seen from Figure 1, substance Z reduces twitching</i>	<i>substance Z reduces twitching (Fig. 1)</i>
<i>at the present moment</i>	<i>now</i>
<i>bright yellow in colour</i>	<i>bright yellow</i>
<i>conducted inoculation experiments on</i>	<i>inoculated</i>
<i>considerable amount of</i>	<i>much</i>
<i>despite the fact that</i>	<i>although</i>
<i>due to the fact that</i>	<i>because</i>
<i>for the reason that</i>	<i>because</i>
<i>if conditions are such that</i>	<i>if</i>
<i>in a considerable number of cases</i>	<i>often</i>
<i>in view of the fact that</i>	<i>because</i>
<i>it is of interest to note that</i>	∅
<i>it may, however, be noted that</i>	<i>but</i>
<i>large numbers of</i>	<i>many</i>
<i>lazy in character</i>	<i>lazy</i>
<i>methodology</i>	<i>methods</i>
<i>owing to the fact that</i>	<i>because</i>
<i>oval in shape</i>	<i>oval</i>
<i>prior to</i>	<i>before</i>
<i>taken into consideration</i>	<i>considered</i>
<i>terminate</i>	<i>end</i>
<i>the test in question</i>	<i>this test</i>
<i>there can be little doubt that this is</i>	<i>this is probably</i>
<i>to an extent equal to that of X</i>	<i>as much as X</i>
<i>utilize</i>	<i>use</i>
<i>whether or not</i>	<i>whether</i>

Based on O'Connor (1991)

Appendix: Spelling

Examples of differences between British and American spelling

British English	American English
-ae- e.g. <i>aetiology, anaemia, haematology</i>	-e- e.g. <i>etiology, anemia, hematology</i>
-ce in nouns, -se in verbs e.g. <i>defence, licence/license, practice/practise</i>	-se in nouns and verbs e.g. <i>defense, license</i> (but <i>practice</i> as both noun and verb)
-isation or -ization* e.g. <i>organisation/organization</i>	-ization e.g. <i>organization</i>
-ise or -ize* e.g. <i>organise/organize</i>	-ize e.g. <i>organize</i>
-lled, -lling, -llor, etc. e.g. <i>labelled, travelling, councillor</i> (but <i>fulfil, skillful</i>)	-led, -ling, -lor, etc. e.g. <i>labeled, traveling, councilor</i> (but <i>fulfill, skillful</i>)
-oe- e.g. <i>diarrhoea, oedema, oestrogen</i>	-e- e.g. <i>diarrhea, edema, estrogen</i>
-ogue e.g. <i>analogue, catalogue</i>	-og or -ogue e.g. <i>analog/analogue, catalog/catalogue</i>
-our e.g. <i>colour, behaviour, favour</i>	-or e.g. <i>color, behavior, favor</i>
-re e.g. <i>centre, fibre, metre, litre</i> (but <i>meter</i> for a measuring instrument)	-er e.g. <i>center, fiber, meter, liter</i>
-yse e.g. <i>analyse, dialyse</i>	-yze e.g. <i>analyze, dialyze</i>
<i>acknowledgement</i>	<i>acknowledgment</i>
<i>aluminium</i>	<i>aluminum</i> or <i>aluminium**</i>
<i>grey</i>	<i>gray</i>
<i>mould</i>	<i>mold</i>
<i>programme</i> (general) or <i>program</i> (computer)	<i>program</i>
<i>sulphur</i> or <i>sulfur**</i>	<i>sulfur</i>

* One ending should be used consistently.

** Recommended by the International Union of Pure and Applied Chemistry and the Royal Society of Chemistry.

For more examples, see CSE (2006). If in doubt, consult a dictionary.

Compiled by Sylwia Ufnalska

Appendix: Text-tables

Text tables – effective tools for presentation of small data sets

Arranging statistical information in a classic table and referring to it elsewhere means that readers do not access the information as immediately as they would when reading about it within the sentence. They have to find the table in the document (which may be on another page), at a cost of losing some time. This slightly decreases the strength of the information. Quicker access to the information can be achieved within a sentence, but this is not an effective structure if more than 2 numbers are to be compared. In such situations, a “text-table” appears to be ideal for communicating information to the reader quickly and comprehensibly (Tufté 2001). The text-table is a simple table with no graphic elements, such as grid lines, rules, shading or boxes. The text-table is embedded within a sentence, so no reference to it is needed. Keeping the power of tabular arrangements, text-tables immediately convey the message. Look at the following examples.

Original sentence:

Iron concentration means (\pm standard deviation) were as follows: 11.2 ± 0.3 mg/dm³ in sample A, 12.3 ± 0.2 mg/dm³ in sample B, and 11.4 ± 0.9 mg/dm³ in sample C.

Modified:

Iron concentration means (\pm standard deviation, in mg/dm³) were as follows:

sample B	12.3 ± 0.2
sample C	11.4 ± 0.9
sample A	11.2 ± 0.3

Original sentence (do Carmo et al. 2001):

“Prior to rotavirus vaccine introduction, there was a trend of declining diarrhea-related mortality among children younger than 1 y (relative reduction [RR] =

$0.87/y$; 95% CI 0.83-0.94; 1 to < 2 y of age (RR = $0.96/y$; 95% CI 0.91-1.02; $p = 0.23$) and 2 to 4 y of age (RR = $0.93/y$; 95% CI 0.87-1.00; $p = 0.06$).”

Modified:

Prior to rotavirus vaccine introduction, there was a trend of declining diarrhea-related mortality among children in all age groups (RR stands for relative reduction per year):

< 1 y	RR = 0.87	(95% CI 0.83-0.94; $p < 0.001$)
1 to < 2 y	RR = 0.96	(95% CI 0.91-1.02; $p = 0.23$)
2 to 4 y	RR = 0.93	(95% CI 0.87-1.00; $p = 0.06$)

Some rules for arranging text-tables

1. The larger a text-table is, the less power it has.
2. The sentence that precedes the text-table acts as a heading that introduces the information the text-table represents, and usually ends with a colon. Text-tables should have neither headings nor footnotes.
3. Indentation of text-tables should fit the document’s layout.
4. Occasional changes in font (such as italics, bold, a different typeface) may be used, but with caution. They can, however, put some emphasis on the tabular part.
5. Do not use too many text-tables in one document or on one page.
6. In addition to the above rules, apply rules for formatting regular tables. For example, numbers should be given in 2-3 effective digits; ordering rows by size and their correct alignment will facilitate reading and comparison of values; space between columns should be neither too wide nor too narrow.

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(for more information, see Kozak 2009)

About EASE

Background information about EASE and the EASE Guidelines

The European Association of Science Editors (EASE) was formed in May 1982 at Pau, France, from the European Life Science Editors' Association (ELSE) and the European Association of Earth Science Editors (Editerra). In 2012 we will celebrate the 30th anniversary of our association.

EASE is affiliated to the International Union of Biological Sciences (IUBS), the International Union of Geological Sciences (IUGS), the International Organization for Standardization (ISO), and is represented on committees of the British Standards Institution. Through its affiliation to IUBS and IUGS, our association is also affiliated to the International Council for Science (ICSU) and is thereby in formal associate relations with UNESCO.

EASE cooperates with the International Society for Addiction Journal Editors (ISAJE), International Association of Veterinary Editors (IAVE), International Society of Managing and Technical Editors (ISMTE), the Council of Science Editors (CSE), and the Association of Earth Science Editors (AESE) in North America. Our other links include the African Association of Science Editors (AASE), the European Medical Writers Association (EMWA), the Finnish Association of Science Editors and Journalists (FASEJ), the Society of English-Native-Speaking Editors (Netherlands) (SENSE), the Association of Learned and Professional Society Publishers (ALPSP), and the Society for Editors and Proofreaders (SfEP).

We have major conferences every 3 years. The next one, entitled *Editing in the Digital World*, will be held in Tallinn in 2012. We also organize occasional seminars and other events between the conferences.

Since 1986, we publish the journal *European Science Editing*, distributed to all members 4 times a year. It covers all aspects of editing and includes original articles and meeting reports, announces new developments and forthcoming events, reviews books, software and online resources, and highlights publications of interest to members. To facilitate the exchange of ideas between members, we also use an electronic EASE Forum and the EASE Journal Blog.

In 2007, we issued the *EASE statement on inappropriate use of impact factors*. Its major objective was to recommend that “journal impact factors are used only – and cautiously – for measuring and comparing the influence of entire

journals, but not for the assessment of single papers, and certainly not for the assessment of researchers or research programmes either directly or as a surrogate”.

In 2010, we published the *EASE Guidelines for Authors and Translators of Scientific Articles*. Our goal was to make international scientific communication more efficient and help prevent scientific misconduct. This document is a set of major editorial recommendations concerning scientific articles to be published in English. We believe that if authors and translators follow these recommendations before submission, their manuscripts will be more likely to be accepted for publication. Moreover, the editorial process will probably be faster, so authors, translators, reviewers and editors will save time.

Our guidelines are a result of long discussions on the EASE Forum and during our 2009 conference in Pisa, followed by consultations within the Council. The present, updated version is enriched with new appendices and we plan to review all the recommendations annually.

This document has already been translated into more than 10 languages, e.g. Arabic, Bangla, Chinese, Estonian, French, Italian, Japanese, Korean, Persian, Polish, Portuguese (Brazilian), Romanian, Russian, Spanish, and Turkish. The translations are available as PDFs on our website. Translations into several languages are in progress and we invite volunteers to translate the guidelines into other languages.

Our guidelines are promoted on many websites, including the European Commission Research & Innovation website. Scientific journals also help in their popularization, by including in their instructions to authors a standard formula:

Before submission, authors are encouraged to follow the "EASE Guidelines for Authors and Translators", which are freely available as PDFs in many languages at <http://www.ease.org.uk/guidelines/index.shtml>.

For more details about our association, member's benefits and major conferences, see the next page and our website.

European Association of Science Editors



EASE

Skills-Communication-Fellowship

EASE is an internationally oriented community of individuals from **diverse backgrounds**, linguistic traditions, and professional experience, who share an interest in science communication and editing. Our association offers the opportunity to **stay abreast** of trends in the rapidly changing environment of scientific publishing, whether traditional or electronic. As an EASE member, you can sharpen your editing, writing and thinking skills; **broaden your outlook** through encounters with people of different backgrounds and experience, or **deepen your understanding** of significant issues and specific working tools. Finally, in EASE we **have fun and enjoy learning** from each other while upholding the highest standards.

EASE membership offers the following benefits

- A quarterly journal, *European Science Editing*, featuring articles related to science and editing, book and web reviews, regional and country news, and resources
- An **electronic forum** and **EASE journal blog** for exchanging ideas
- A major **conference every 3 years**, in different countries
- **Seminars and workshops** on hot topics
- The *Science Editors' Handbook*, covering everything from on-screen editing to office management, peer review, and dealing with the media
- **Advertise your courses** or services free of charge on the EASE website
- You or your employer may **advertise jobs** free of charge on the EASE website
- An opportunity to share problems and solutions with kindred spirits
- Good networking and **contacts for freelancers**
- The chance to meet **international colleagues** from a range of disciplines
- A unique learning community and supportive environment
- Leads for jobs, training, and employment options
- **Discounts** on editorial software, courses, etc.

Our Members

EASE welcomes members **from every corner of the world**. They can be found in 50 countries - from Australia to Venezuela by way of China, Russia and many more. EASE membership cuts across **many disciplines and professions**. Members work as: commissioning editors, academics, translators, publishers, web and multi-media staff, indexers, graphic designers, statistical editors, science and technical writers, authors' editors, journalists, proofreaders, and production personnel.

Major conferences

2012 Tallinn , Estonia (30th Anniversary)	1997 Helsinki , Finland
2009 Pisa , Italy	1994 Budapest , Hungary
2006 Kraków , Poland	1991 Oxford , UK
2003 Bath , UK	1989 Ottawa , Canada (joint meeting with CBE and AESE)
2003 Halifax , Nova Scotia, Canada (joint meeting with AESE)	1988 Basel , Switzerland
2000 Tours , France	1985 Holmenkollen , Norway
1998 Washington , DC, USA (joint meeting with CBE and AESE)	1984 Cambridge , UK
	1982 Pau , France