ইংরেজিতে প্রকাশিতব্য বৈজ্ঞানিক রচনাবলীর
লেখক আর অনুবাদকের পধনিদেশিকা

প্রধান্ত:
• পূর্ব সাধারণ আনুপাতিক বৈজ্ঞানিক প্রকাশনা এবং
  পরিচালনার বিষয়ে (উদাহরণস্বরূপ, Hengl et al.
  ২০১১) লেখা শুরু করবেন না যদিও আপনিই
  নিশ্চিত হন যে গবেষণার ফলাফল যথেষ্ট অগ্রল এবং
  সম্পূর্ণ (O’Connor, ১৯৯১), তাহলেই আপনি
  নির্দেশিত উপসংহার টানার পরিকল্পনা করবেন।
• লেখা শুরু করার আগেই, সঠিক পরিকল্পনা নির্দেশিত করা
  যাতে আপনার লেখা পাঠানো রয়েছে। নিশ্চিত রূপে নিন যে,
  ওই পরিকল্পনা পাঠকদের কাজকর্মে প্রবেশ পারে (Chipperfield
  et al. ২০১০)। পরিকল্পনার লেখকের নির্দেশিত উপসংহার নিত্য করার
  পরিকল্পনা করা যাতে লেখার নির্দিষ্ট দীর্ঘকাল, দুবর্ণ সংখ্যা, ইত্যাদি হয়।

পাতাটিতে অপ্রচারিত সম্পূর্ণ হতে হবে, অতীত কোন
  অপারাপিক তথ্যে বেশ কিছু পড়ে, মনে রাখান যে তথ্য নির্দিষ্ট হয় সহজেই যদি তা থাকে যেখানে
  পাঠকের মনে আঁকা হয় (Gopen & Swan ১৯৯০)।
• পাতাটিতে অপ্রচারিত সম্পূর্ণ হতে হবে, অতীত কোন
  অপারাপিক তথ্যে বেশ কিছু পড়ে, মনে রাখান যে তথ্য নির্দিষ্ট হয় সহজেই যদি তা থাকে যেখানে
  পাঠকের মনে আঁকা হয় (Gopen & Swan ১৯৯০)।
• শীর্ষক দৃষ্টিভঙ্গি নয়, অন্য বিষয়ের বিশ্লেষণটিও
  বুকার পারে এমন, এবং অপারাপুরুষ সম্পদে সংগঠিতপূর্ণ
  সাধারণ বা আবার না হয়ে তবে নিষিদ্ধ
  (O’Connor ১৯৯১)। যদি প্রয়োজনীয় মনে হয়, কাজটির মধ্যে এবং স্থান উল্লেখ করা শীর্ষকের কাজটি
  প্রস্তুত করার প্রাথমিক অন্তর্নিহিত নয় বা
  গবেষণার নির্দেশনা (যেমন “case study” বা
  “randomized controlled trial”)| শীর্ষকে দেওয়া
  তথ্যাদি সারংশ পুনরায় বলার দরকার হয়। (যেহেতু
  দুটি একসাথে প্রকাশিত হয়); যদিও নিষিদ্ধ পুনরাবৃত্তি
  অনিবার।
• লেখকের নাম, অর্থাৎ যতক্ষণ অবদান আছে
  কাজটির পরিকল্পনা, তথ্য সংগঠন বা ফলাফল বিশ্লেষণ
  করে এবং যারা লিখিতে প্রথমে সমালোচনা করে
  পাতাটিতে পরিবর্ধিত করেছেন এবং শেষ সমালোচিত
  করে অনুমোদন করেছেন এবং কাজটির সর্বোচ্চ উপসংহার
  রাজি (ICMJE ২০১৩)। যে সব লেখক সব চেয়ে বেশি
  অবদান রাখে; অবশ্যই সবই সেই সব লেখকের নামই
  সমালোচনা করে যাতে উপসংহার শেষে টাকায় নিতে
  নিতরেখা নিতাবলি।
• সারাংশ: সংক্ষেপে বোঝানো কেন কাজটি করেছেন
  (BACKGROUND), কে (WHO) প্রদর্শনী আমাদের
  লেখার চেষ্টা করেছেন (OBJECTIVES), কিভাবে কাজটি
  করেন (METHODS), কাজটি করে কি প্রয়োজন
  (RESULTS): মূল তথ্যের এবং তাদের কার্যকারিত্ব
  সম্পর্ক), এবং আনুমোদনের বিশ্লেষণ ও ফলাফলের
  উপাদানিত্ব (CONCLUSIONS)। সারাংশে অবশ্যই মূল
  লেখার প্রতিস্থাপন থাকতে হবে, যা বিশেষভাবে পাঠকের
  জন্যই মূল পাঠ্যে হতে আপনার কাজ চূড়ান্ত বার
  করার জন্য। প্রতিটি শর্ত চাই সারাংশের মধ্যে
  থাকতে হবে, যাতে অন-লাইন চূড়ান্তে পাঠান
  বিভিন্ন কাজে আগ্রহী হয় (অন্তর্ভুক্তকারী-
  অন্তর্ভুক্ত শীর্ষক এবং সারাংশ থাকে)। গবেষণামূলক
  প্রতিস্থাপন, সারাংশ অপ্রচারিত তালিকায় হতে হবে
  এবং তাতে ফলাফলগুলো উল্লেখ করতে হয়। (ইতিবাচক
  সমালোচনা, meta-analyses, এবং অন্যান্য বৈজ্ঞানিক
  সারাংশে হতে দিক নির্দেশিকা, আরো, আরো মূল বক্তব্যের লিপিবদ্ধ কিছু তাদের তৃতীয় বিশ্লেষণ

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• **Abstracts:**

- **Table:** $CSE\_EFG\.p$ | table; 8
- **Reference:** *; :
- **Table:** 6
- **Reference:** –, )%,

- **Appendix:** Abstracts

- **Section:** 5
- **Table:** 6
- **Reference:** |

- **Section:** n
- **Table:** 

- **Appendix:** Abstracts

- **Reference:** (CSE\_EFG\_p)

- **Reference:** table; 8

- **Reference:** –, )%,

- **Appendix:** Abstracts

- **Reference:** $CSE\_EFG\.p$

- **Reference:** 5
- **Reference:** –, )%,

- **Appendix:** Abstracts

- **Reference:** (CSE\_EFG\_p)

- **Reference:** table; 8

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- **Appendix:** Abstracts

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- **Reference:** 5

- **Reference:** $CSE\_EFG\.p$

- **Reference:** table; 8

- **Reference:** –, )%,

- **Appendix:** Abstracts

- **Reference:** $CSE\_EFG\.p$

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- **Reference:** $CSE\_EFG\.p$

- **Reference:** table; 8

- **Reference:** –, )%,
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EFG

<table>
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<td>–</td>
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</table>

See the following guidelines for a detailed explanation of these symbols:

- **Table 1**: Example table
- **Figure 1**: Example figure
- **Reference 1**: Example reference
- **Caption 1**: Example caption
- **Footnote 1**: Example footnote

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Appendix: Ambiguity

- "correlations"

Système International (SI) and Celsius degrees:

- K

Kampinos Forest (Puszcza Kampinoska)

- Erigeron annuus

Stenactis annua

- Kampinos Forest

Ufnalska

Norris

Burrough-Boenisch

Kozak

Geercken

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(যেমন, সংখ্যাতলিক তাত্পর্য, উপসংহার) বা রচনার বর্ণনায়, বিশেষত table আর ছবিতে (Day & Gastel 2006)

- দূর্যোগের শব্দ ব্যাখ্যার কাল, নিশ্চিত হয়ে নিন যে কোনো মানুষী বোঝা যাচ্ছে দুর্যোগ সব কিছু তার সংখ্যা অনুযায়ী নির্দিষ্ট এবং নরমায়ন যথার্থভাবে প্রযুক্ত হয়েছে (এবারের এ কর্তৃত্ব অপরিসমিত) কোনো কোনো বিশেষায়িত বোঝার ধারণার হয়ে (যেমন, “calf – calves”)

- বানান এককরূপ রাখুন হয় বিশ্ব নয় আমেরিকান নিয়ম মানুষ বানান আর ভাষায় (যেমন, ‘‘21 Jan 2009’’ - বিশ্ব, বা ‘‘Jan 21, 2009’’ - আমেরিকান ভাষায়) দৃশ্য যে পূর্বাভাস পাঠাতেন তারা আমেরিকান না বিশ্ব বানান, আর সেটি বানান করলে বানানের শব্দ বানান দেখার মাধ্যমে

- একজন মিশ্রশৈলী সহজকে পূর্বাভাস বলতে বলায় বোঝা যাচ্ছে দূর্যোগের ভাব আছে তিনি

References (রেফারেন্স)


BioMed Central policy on duplicate publication. Available from http://www.biomedcentral.com/about/duplicatepublication


Gasparyan AY, Ayvazyan L, Blackmore H, Kitas GD. 2011. Writing a narrative biomedical review: considerations for authors, peer reviewers, and editors. Rheumatology
Practical tips for junior researchers

- Consider publishing a review article once you have completed the first year of your PhD studies because:
  (1) you should already have a clear picture of the field and an up-to-date stock of references in your computer;
  (2) research results sometimes take a long time to get (in agronomy: 3 years of field experiments...); (3) journals love review articles (they tend to improve the impact factor); (4) the rejection rate of review articles is low (although some journals publish solicited reviews only, so you might want to contact the Editor first); (5) the non-specialist reader - such as a future employer - will understand a review article more easily than an original article with detailed results.

- Alternatively, publish meta-analyses or other database-based research articles.

- Each part/item of an article should preferably be “almost” understandable (and citable) without reading other parts. The average time spent reading an article is falling, so virtually no one reads from Title to References. This phenomenon is amplified by the “digital explosion”, whereby search engines identify individual items, such as abstracts or figures, rather than intact articles.

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For more advice, see EASE Toolkit for Authors
(www.ease.org.uk/publications/ease-toolkit-authors)
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 IMRaD 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 5 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 precise 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. Results should generally be reported in the past tense but the authors’ interpretation of the factual findings is in the present tense – it reports the authors’ belief of how the world IS. Of course, in a pilot study such as the following example, the authors cannot yet present definitive answers, which they indicate by using the words “suggest” and “may”.

Key element 5 (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.

Here is a fictitious example.

Predicting malaria epidemics in Ethiopia

Abstract

BACKGROUND Most deaths from malaria could be prevented if malaria epidemics could be predicted in local areas, allowing medical facilities to be mobilized early. OBJECTIVES As a first step toward constructing a predictive model, we determined correlations between meteorological factors and malaria epidemics in Ethiopia. METHODS In a retrospective study, we collected meteorological and epidemic data for 10 local areas, covering the years 1963-2006. Poisson regression was used to compare the data. RESULTS Factors AAA, BBB, and CCC correlated significantly (P<0.05) with subsequent epidemics in all 10 areas. A model based on these correlations would have a predictive power of about 30%. CONCLUSIONS Meteorological factors can be used to predict malaria epidemics. However, the predictive power of our model needs to be improved and validated in other areas.

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.

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(for more information, see Bless and Hull 2008)

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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.

*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 90/60.*

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 2 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 labile soil phosphorus. Our results suggest that, indeed, microbial activity immobilizes the labile 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...
Appendix: Ethics

Publication ethics checklist for authors

EXPLANATION: obligatory declarations applying to all manuscripts are printed in bold.

Original or acceptable secondary publication
☐ No part of this manuscript (MS) has been published, except for passages that are properly cited.
☐ An abstract/summary of this MS has been published in…………………………………………………………………………………
☐ This MS has already been published in ………………
but in…………………………language. A full citation to the primary publication is included, and the copyright owner has agreed to its publication in English.
☐ 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.

Authorship
☐ All people listed as authors of this MS meet the authorship criteria, ie they contributed substantially to study planning, data collection or interpretation of results and wrote or critically revised the MS and approved its final submitted version and agree to be accountable for all aspects of the work (ICMJE 2013).
☐ 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 2013). Data have been disaggregated by sex (and, whenever possible, by race).
☐ The study reported in this MS meets the Consensus Author Guidelines on Animal Ethics and Welfare for Veterinary Journals about humane treatment of animals and has been approved by an ethical review committee.
☐ The study reported in this MS meets 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 serious 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 valid data have been excluded. Images shown in figures have not been manipulated to make a false impression on readers.
☐ Results of this study have been interpreted objectively. Any findings that run contrary to our point of view are discussed in the MS.
☐ The article does not, to the best of our knowledge, contain anything that is libellous, illegal, infringes anyone's copyright or other rights, or poses a threat to public safety.

Acknowledgements
☐ All sources of funding for the study reported in this MS are stated.
☐ All people who are not listed as authors but contributed considerably to the study reported in this MS or assisted in its writing (eg author’s editors, translators, medical writers) 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 this MS.

Date:…………………………………………………………
Signature:…………………………………………………………
MS title:…………………………………………………………

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2 See www.veteditors.org/ethicsconsensuлагuidelines.html
3 See www.icmje.org/coi_disclosure.html
Appendix: Plurals

Examples of irregular plurals deriving from Latin or Greek

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

* Acceptable anglicized plurals that are also listed in dictionaries.
** In non-scientific use, usually treated as a mass noun (like information, etc.)

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 (2014). If in doubt, consult a dictionary.

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## Appendix: Simplicity

### Examples of expressions that can be simplified or deleted (Ø)

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

*Based on O’Connor (1991)*
### Examples of differences between British and American spelling

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

*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 (2014). If in doubt, consult a dictionary. Obviously, American and British English slightly differ not only in spelling but also in word use, grammar, punctuation, etc. However, those differences are outside the scope of this document.

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### 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), 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 (Tufte 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 (± standard deviation) were as follows: 11.2±0.3 mg/dm$^3$ in sample A, 12.3±0.2 mg/dm$^3$ in sample B, and 11.4±0.9 mg/dm$^3$ in sample C.

**Modified:**
Iron concentration means (± standard deviation, in mg/dm$^3$) 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. 2011):**
“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 (Editera). Thus in 2012 we celebrated 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). 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 (AAESE), the Association of Learned and Professional Society Publishers (ALPSP), the European Medical Writers Association (EMWA), the Finnish Association of Science Editors and Journalists (FASE), Mediterranean Editors and Translators (MET), the Society of English-Native-Speaking Editors (SENSE), and the Society for Editors and Proofreaders (SfEP).

We have major conferences every 2-3 years in various countries. EASE also organizes occasional seminars, courses, and other events between the conferences.

Since 1986, we publish a journal, now entitled European Science Editing. It is 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, the EASE Journal Blog, and our website (www.ease.org.uk).

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 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 generalized 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 then save time.

EASE 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 document is updated annually and is already available in 21 languages: Arabic, Bangla, Bosnian, Bulgarian, Chinese, Croatian, Czech, English, Estonian, French, German, Hungarian, Italian, Japanese, Korean, Persian, Polish, Portuguese (Brazilian), Romanian, Russian, Spanish, and Turkish. The English original and its translations can be freely downloaded as PDFs from our website. We invite volunteers to translate the document into other languages.

Many institutions promote EASE Guidelines (e.g. see the European Commission Research & Innovation website), and many articles about this document have been published. Scientific journals also help in its popularization, by adding at the beginning of their instructions for authors a formula like:

Before submission, follow EASE Guidelines for Authors and Translators, freely available at www.ease.org.uk/publications/author-guidelines in many languages. Adherence should increase the chances of acceptance of submitted manuscripts.

In 2012 we launched the EASE Toolkit for Authors, freely available on our website. The Toolkit supplements EASE Guidelines and includes more detailed recommendations and resources on scientific writing and publishing for less experienced researchers. Besides, EASE participated in the sTANDEM project (www.standem.eu), concerning standardized tests of professional English for healthcare professionals worldwide. Our Association also supports the campaigns Healthcare Information For All by 2015 (www.hifa2015.org) and AllTrials (www.alltrials.net).

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- An electronic forum and EASE journal blog for exchanging ideas
- A major conference every 2-3 years
- Seminars and workshops on hot topics
- *Science Editors’ Handbook*, covering everything from on-screen editing to office management, peer review, and dealing with the media
- Advertising of your courses or services free of charge on the EASE website
- Discounts on job advertisements on the EASE website
- Opportunities to share problems and solutions with kindred spirits
- Good networking and contacts for freelancers
- Chances to meet international colleagues from a range of disciplines
- Leads for jobs, training, and employment options
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2014 Split, Croatia
2012 Tallinn, Estonia (30th Anniversary)
2009 Pisa, Italy
2006 Kraków, Poland
2003 Bath, UK
2003 Halifax, Nova Scotia, Canada (joint meeting with AESE)
2000 Tours, France
1998 Washington, DC, USA (joint meeting with CBE and AESE)
1997 Helsinki, Finland
1994 Budapest, Hungary
1991 Oxford, UK
1989 Ottawa, Canada (joint meeting with CBE and AESE)
1988 Basel, Switzerland
1985 Holmenkollen, Norway
1984 Cambridge, UK
1982 Pau, France