

# Understanding research philosophy and approaches to theory development



The role of theory,  
epistemology, ontology and  
axiology in shaping and  
interpreting research

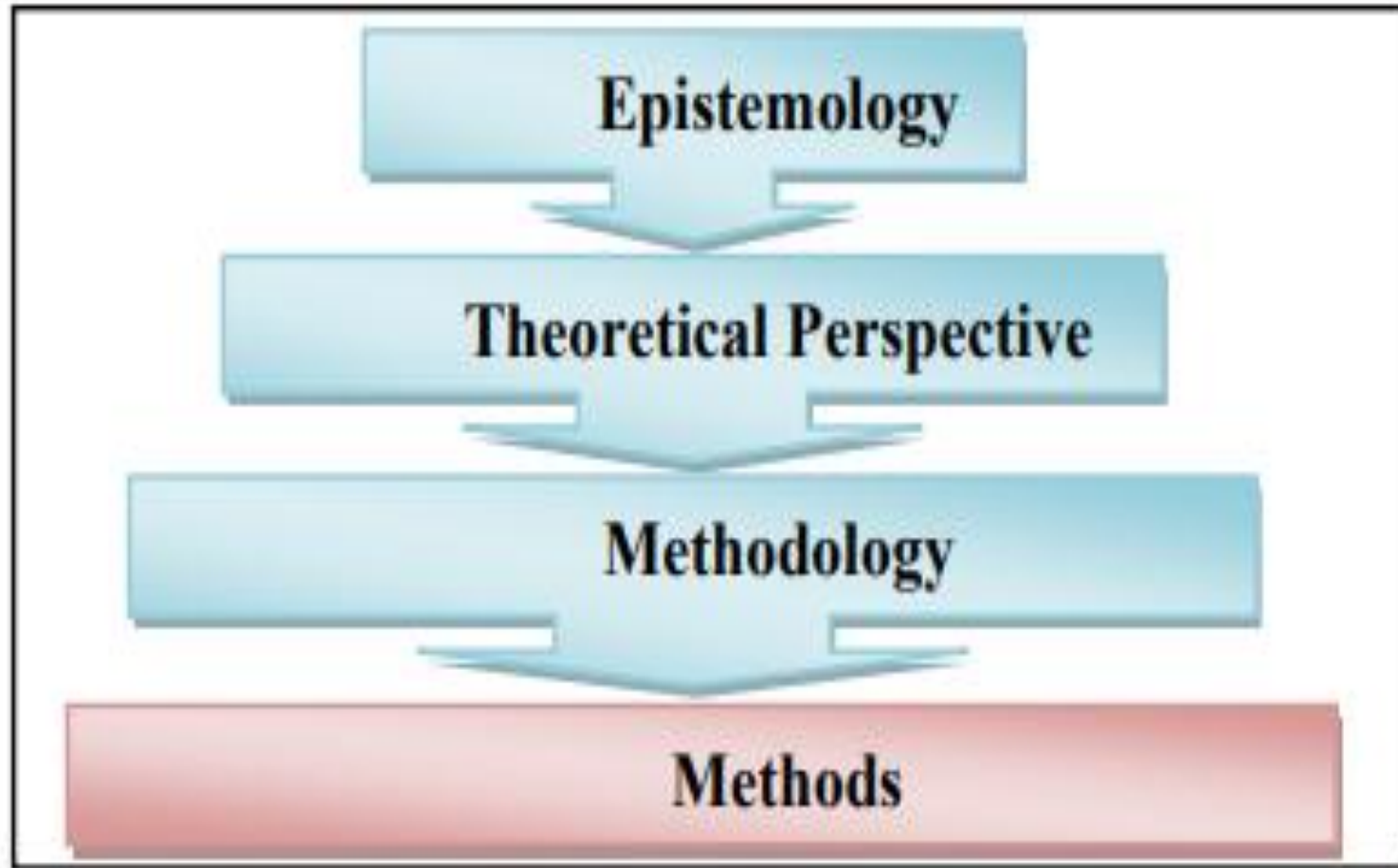


# Classification of Research Paradigms

Three fundamental questions:

- The *ontological* question i.e. what is the form and nature of reality
- The *epistemological* question i.e. what is the basic belief about knowledge (i.e. what can be known)
- The *methodological* question i.e. how can the researcher go about finding out whatever s/he believes can be known

# The Basic Elements of Research Process



(Crotty, 1998, p.4)

# The Basic Elements of Research Process

## **Epistemology:**

- The theory of knowledge embedded in the theoretical perspective and thereby in the methodology

## **Theoretical Perspective:**

- The philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria

## **Methodology:**

- The strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes

## **Methods:**

- The techniques or procedures used to gather and analyze data related to some research question or hypothesis

(Crotty, 1998, p.4)

# Research Approach

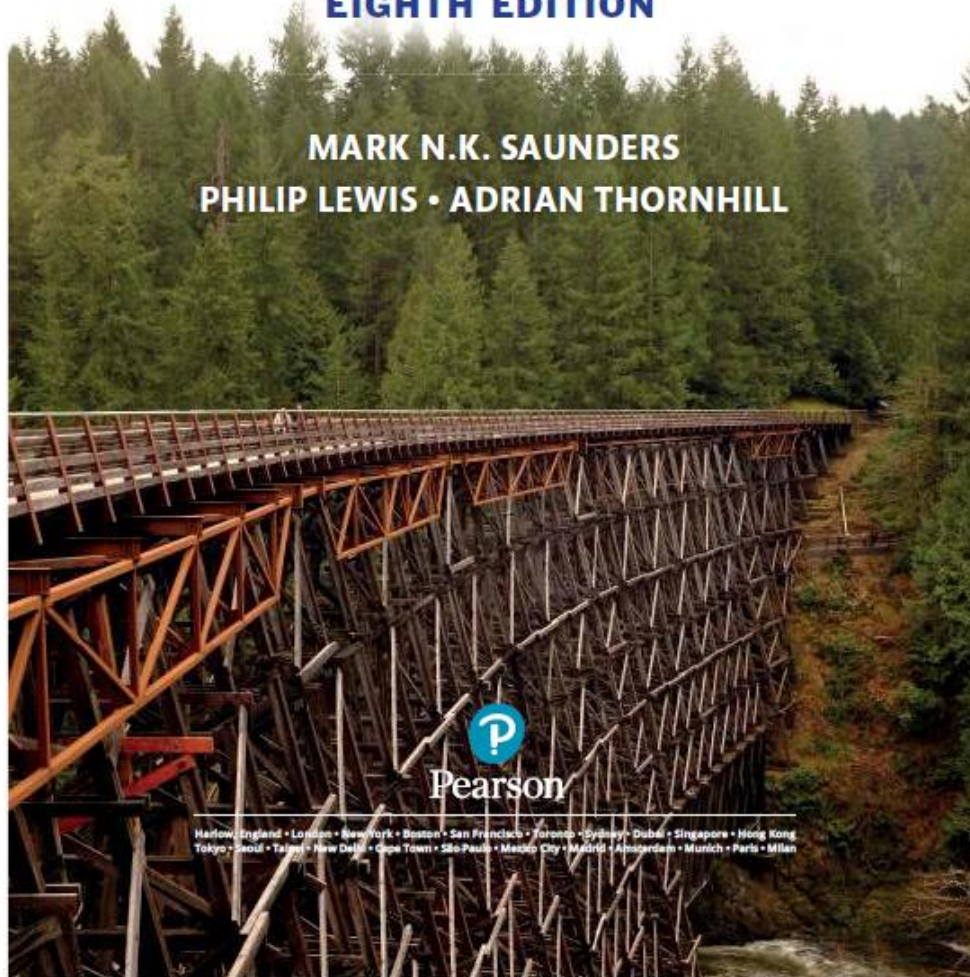
| Assumption                 | Question                                                       | Quantitative                                                                                                                                     | Qualitative                                                                                                                                                                           |
|----------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ontological Assumption     | What is the nature of reality?                                 | Reality is objective and singular, apart from the researcher.                                                                                    | Reality is subjective and multiple, as seen by participants in a study.                                                                                                               |
| Epistemological Assumption | What is the relationship of the researcher to that researched? | Researcher is independent from that being researched.                                                                                            | Researcher interacts with that being researched.                                                                                                                                      |
| Axiological Assumption     | What is the role of values?                                    | Value-free and unbiased.                                                                                                                         | Value-laden and biased.                                                                                                                                                               |
| Rhetorical Assumption      | What is the language of research?                              | Formal.<br>Based on set definitions.<br>Impersonal voice.<br>Use of accepted quantitative words.                                                 | Informal.<br>Evolving decisions.<br><br>Personal voice.<br>Accepted qualitative words.                                                                                                |
| Methodological Assumption  | What is the process of research?                               | Deductive process.<br>Cause and effect.<br><br>Static design-categories isolated before study.<br><br>Context-free.<br>Generalisation leading to | Inductive process.<br>Mutual simultaneous shaping of factors.<br>Emerging design-categories identified during research process.<br>Context-bound.<br>Patterns, theories developed for |
|                            |                                                                | prediction, explanation, and understanding.<br>Accurate and reliable through validity and reliability.                                           | understanding.<br><br>Accurate and reliable through verification.                                                                                                                     |

The Assumptions of Quantitative and Qualitative Paradigm (Creswell, 1994, p.5)

# RESEARCH METHODS FOR BUSINESS STUDENTS

EIGHTH EDITION

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PHILIP LEWIS • ADRIAN THORNHILL



Saunders, M., Lewis, P., & Thornhill, A. (2019). Understanding research philosophy and approaches to theory development. In *Research Methods for Business Students*. Pearson Education, Limited.

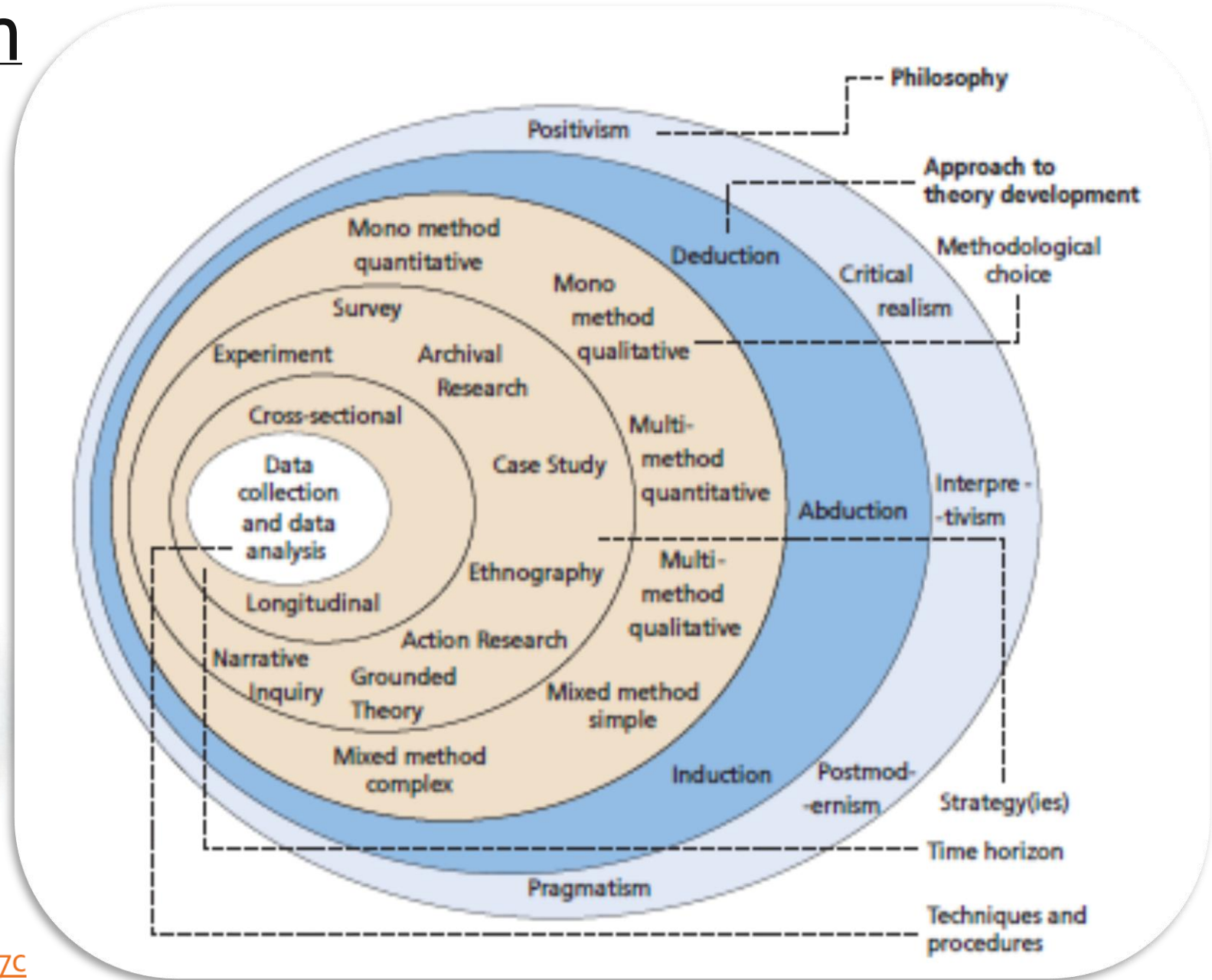
# Philosophical Assumptions in Research

**Table 4.1** Philosophical assumptions as a multidimensional set of continua

| Assumption type | Questions                                                                                                                                      | Continua with two sets of extremes         |        |                                                  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------|--------------------------------------------------|
|                 |                                                                                                                                                | Objectivism                                | ↔      | Subjectivism                                     |
| Ontology        | • What is the nature of reality?                                                                                                               | Real                                       | ↔      | Nominal/decided by convention                    |
|                 | • What is the world like?                                                                                                                      | External                                   | ↔      | Socially constructed                             |
|                 | • For example:                                                                                                                                 | One true reality (universalism)            | ↔      | Multiple realities (relativism)                  |
|                 | – What are organisations like?                                                                                                                 | Granular (things)                          | ↔      | Flowing (processes)                              |
|                 | – What is it like being in organisations?                                                                                                      | Order                                      | ↔      | Chaos                                            |
| Epistemology    | • How can we know what we know?                                                                                                                | Adopt assumptions of the natural scientist | ↔      | Adopt the assumptions of the arts and humanities |
|                 | • What is considered acceptable knowledge?                                                                                                     | Facts<br>Numbers                           | ↔<br>↔ | Opinions<br>Written, spoken and visual accounts  |
|                 | • What constitutes good-quality data?                                                                                                          | Observable phenomena                       | ↔      | Attributed meanings                              |
|                 | • What kinds of contribution to knowledge can be made?                                                                                         | Law-like generalisations                   | ↔      | Individuals and contexts, specifics              |
| Axiology        | • What is the role of values in research? Should we try to be morally-neutral when we do research, or should we let our values shape research? | Value-free                                 | ↔      | Value-bound                                      |
|                 | • How should we deal with the values of research participants?                                                                                 | Detachment                                 | ↔      | Integral and reflexive                           |

Source: Mark, S., Lewis, P., & Thornhill, A. (2019). Chapter 4: Understanding research philosophy and approaches to theory development. *Research Methods for Business Students*, 8.

# The Research Onion



<https://www.youtube.com/watch?v=bRwqnUSQ77c>

# Five management philosophies

- **Positivism**
- **Critical realism**
- **Interpretivism**
- **Postmodernism**
- **Pragmatism**

# Comparison of five research philosophical positions

| Ontology<br>(nature of reality or being)                                                                                                         | Epistemology<br>(what constitutes acceptable knowledge)                                                                                                        | Axiology<br>(role of values)                                                                                                                                                                      | Typical methods                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Positivism                                                                                                                                       |                                                                                                                                                                |                                                                                                                                                                                                   |                                                                                                                                                               |
| Real, external, independent<br>One true reality (universalism)<br>Granular (things)<br>Ordered                                                   | Scientific method<br>Observable and measurable facts<br>Law-like generalisations<br>Numbers<br>Causal explanation and prediction as contribution               | Value-free research<br>Researcher is detached, neutral and independent of what is researched<br>Researcher maintains objective stance                                                             | Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed           |
| Critical realism                                                                                                                                 |                                                                                                                                                                |                                                                                                                                                                                                   |                                                                                                                                                               |
| Stratified/layered (the empirical, the actual and the real)<br>External, independent<br>Intransient<br>Objective structures<br>Causal mechanisms | Epistemological relativism<br>Knowledge historically situated and transient<br>Facts are social constructions<br>Historical causal explanation as contribution | Value-laden research<br>Researcher acknowledges bias by world views, cultural experience and upbringing<br>Researcher tries to minimise bias and errors<br>Researcher is as objective as possible | Retroductive, in-depth historically situated analysis of pre-existing structures and emerging agency<br>Range of methods and data types to fit subject matter |

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# Comparison of five research philosophical positions

| Ontology<br>(nature of reality or<br>being)                                                                                                                                                                                | Epistemology<br>(what constitutes<br>acceptable knowledge)                                                                                                                                                                                                                        | Axiology<br>(role of values)                                                                                                                                                                                             | Typical methods                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpretivism                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                |
| Complex, rich<br>Socially constructed<br>through culture and<br>language<br>Multiple meanings,<br>interpretations, realities<br>Flux of processes, experi-<br>ences, practices                                             | Theories and concepts<br>too simplistic<br>Focus on narratives, sto-<br>ries, perceptions and<br>interpretations<br>New understandings and<br>worldviews as<br>contribution                                                                                                       | Value-bound research<br>Researchers are part of<br>what is researched,<br>subjective<br>Researcher interpreta-<br>tions key to contribution<br>Researcher reflexive                                                      | Typically inductive. Small<br>samples, in-depth inves-<br>tigations, qualitative<br>methods of analysis, but<br>a range of data can be<br>interpreted                                                                          |
| Postmodernism                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                |
| Nominal<br>Complex, rich<br>Socially constructed<br>through power relations<br>Some meanings, inter-<br>pretations, realities are<br>dominated and silenced<br>by others<br>Flux of processes, experi-<br>ences, practices | What counts as 'truth'<br>and 'knowledge' is<br>decided by dominant<br>ideologies<br>Focus on absences,<br>silences and oppressed/<br>repressed meanings,<br>interpretations and voices<br>Exposure of power rela-<br>tions and challenge of<br>dominant views as<br>contribution | Value-constituted<br>research<br>Researcher and research<br>embedded in power<br>relations<br>Some research narratives<br>are repressed and<br>silenced at the expense<br>of others<br>Researcher radically<br>reflexive | Typically deconstructive<br>– reading texts and reali-<br>ties against themselves<br>In-depth investigations<br>of anomalies, silences<br>and absences<br>Range of data types,<br>typically qualitative<br>methods of analysis |
| Pragmatism                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                |
| Complex, rich, external<br>'Reality' is the practical<br>consequences of ideas<br>Flux of processes, experi-<br>ences and practices                                                                                        | Practical meaning of<br>knowledge in specific<br>contexts<br>'True' theories and<br>knowledge are those<br>that enable successful<br>action<br>Focus on problems, prac-<br>tices and relevance<br>Problem solving and<br>informed future practice<br>as contribution              | Value-driven research<br>Research initiated and<br>sustained by researcher's<br>doubts and beliefs<br>Researcher reflexive                                                                                               | Following research prob-<br>lem and research<br>question<br>Range of methods:<br>mixed, multiple, qualita-<br>tive, quantitative, action<br>research<br>Emphasis on practical<br>solutions and outcomes                        |

Source: Mark, S., Lewis, P., & Thornhill, A. (2019).  
Chapter 4: Understanding research philosophy and  
approaches to theory development. *Research  
Methods for Business Students*, 8.

Philosophical  
understanding of  
research approaches  
& implications for  
practice

| Elements                                                                                     | Positivism (Objectivism)                                                                       |   | Constructivism (Subjectivism)                                                                                            |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|
| Ontology<br>(What is the nature of reality)                                                  | <b>Singular reality</b><br>(e.g. reject or fail to reject hypotheses)                          | ↔ | <b>Multiple realities</b><br>(e.g. researchers provide quotes to illustrate different perspectives)                      |
| Epistemology<br>(What is the relationship between the researcher and that being researched?) | <b>Distance and impartiality</b><br>(e.g. researchers objectively collect data on instruments) | ↔ | <b>Closeness</b><br>(e.g. researchers visit/interview participants at their sites to collect data)                       |
| Axiology<br>(What is role of values?)                                                        | <b>Unbiased</b><br>(e.g. researchers use checks to eliminate bias)                             | ↔ | <b>Biased</b><br>(e.g. researchers actively talk about their biases and interpretations)                                 |
| Theoretical lens<br>(Which theory is going to use and why?)                                  | <b>Theory verification</b><br>(e.g. empirical observation and measurement)                     | ↔ | <b>Theory generation</b><br>(e.g. social and historical construction)                                                    |
| Methodology<br>(What is the process of research)                                             | <b>Deductive</b><br>(e.g. researcher test an a priori theory)                                  | ↔ | <b>Inductive</b><br>(e.g. researchers start with participants' views and build-up to patterns theories, and generations) |
| Rhetoric<br>(What is the language of research)                                               | <b>Formal style</b><br>(e.g. researchers use agreed-on definitions of variables)               | ↔ | <b>Informal style</b><br>(e.g. researchers write in a literary, informal style)                                          |

# Constructivism



## **Box 4.1 Focus on student research**

### **A management exodus at ChemCo**

As part of a major organisational change, all the managers in the marketing department of the chemical manufacturer ChemCo left the organisation. They were replaced by new managers who were thought to be more in tune with the more commercially aggressive new culture that the organisation was trying to create. The new managers entering the organisation filled the roles of the managers who had left and had essentially the same formal job duties and procedures as their predecessors.

John wanted to study the role of management in ChemCo and in particular the way in which managers liaised with external stakeholders. He decided to use the new managers in the marketing department as his research 'subjects'.

In his research proposal he outlined briefly his research philosophy. He defined his ontological position as that of the objectivist. His reasoning was that management in ChemCo had a reality that was

separate from the managers who inhabited that reality. He pointed to the fact that the formal management structure at ChemCo was largely unchanged from that which was practised by the managers who had left the organisation. The process of management would continue in largely the same way in spite of the change in personnel.

Emma also wanted to study the role of management in ChemCo; however, she wanted to approach her research from **a subjectivist perspective**. In her research proposal, Emma pointed out that even though the formal management structure at ChemCo remained the same, the demographics of the new management workforce were very different. Whereas the managers who had left the company had been mostly close to retirement age, male and white, the new managers were typically young and much more gender- and ethnically-diverse. Taken together with the ChemCo's emphasis on the new organisational culture, this led Emma to question whether the formal job descriptions and processes were still interpreted by the new managers in the same way. Emma therefore decided to focus her research on the old and new managers' interpretations of organisational and managerial practices.

# Positivism



## **Box 4.5** **Focus on student research**

### **The development of hypotheses**

Brett was conducting a piece of research for his project on the economic benefits of working from home for software developers. He studied the literature on home working and read two dissertations in his university's library that dealt with the same phenomenon, albeit that they did not relate specifically to software developers. As a result of his reading, Brett developed a number of theoretical propositions, each of which contained specific hypotheses. One of his propositions related to the potential increased costs associated with home working.

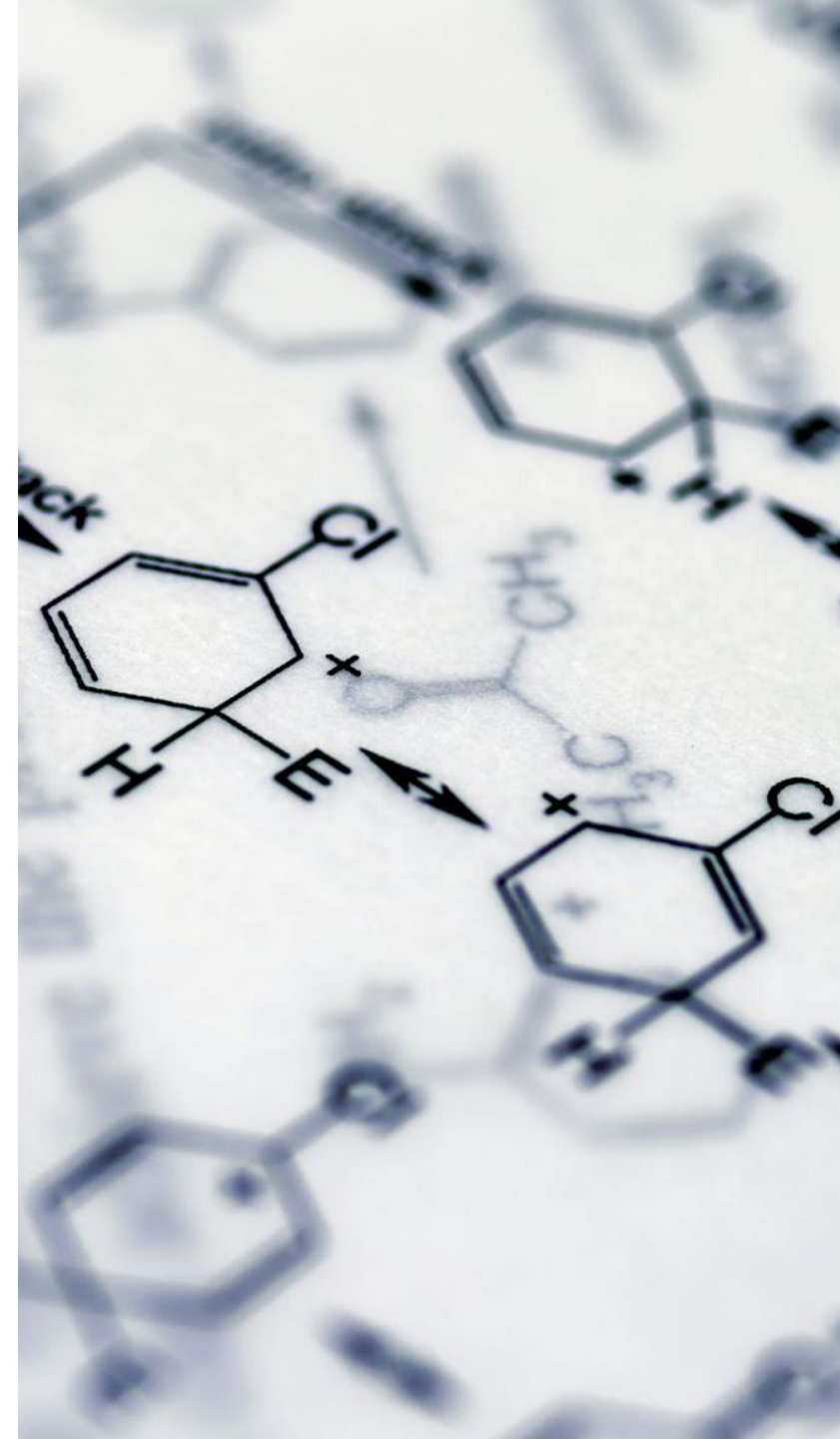
THEORETICAL PROPOSITION: Increased costs may negate the productivity gains from home working. From this he developed four SPECIFIC HYPOTHESES:

- 1 Increased costs for computer hardware, software and telecommunications equipment will negate the productivity gains from home working.
- 2 Home workers will require additional support from on-site employees, for example technicians, which will negate the productivity gains from home working.
- 3 Work displaced to other employees and/or increased supervisory requirements will negate the productivity gains from home working.
- 4 Reduced face-to-face access by home workers to colleagues will result in lost opportunities to increase efficiencies, which will negate the productivity gains from home working.

# Approach to Theory Development

**Deductive research** as a study in which a conceptual and theoretical structure is developed which is then tested by empirical observation; thus particular instances are deducted from general influences. The deductive method is referred to as moving from the general to the specific.

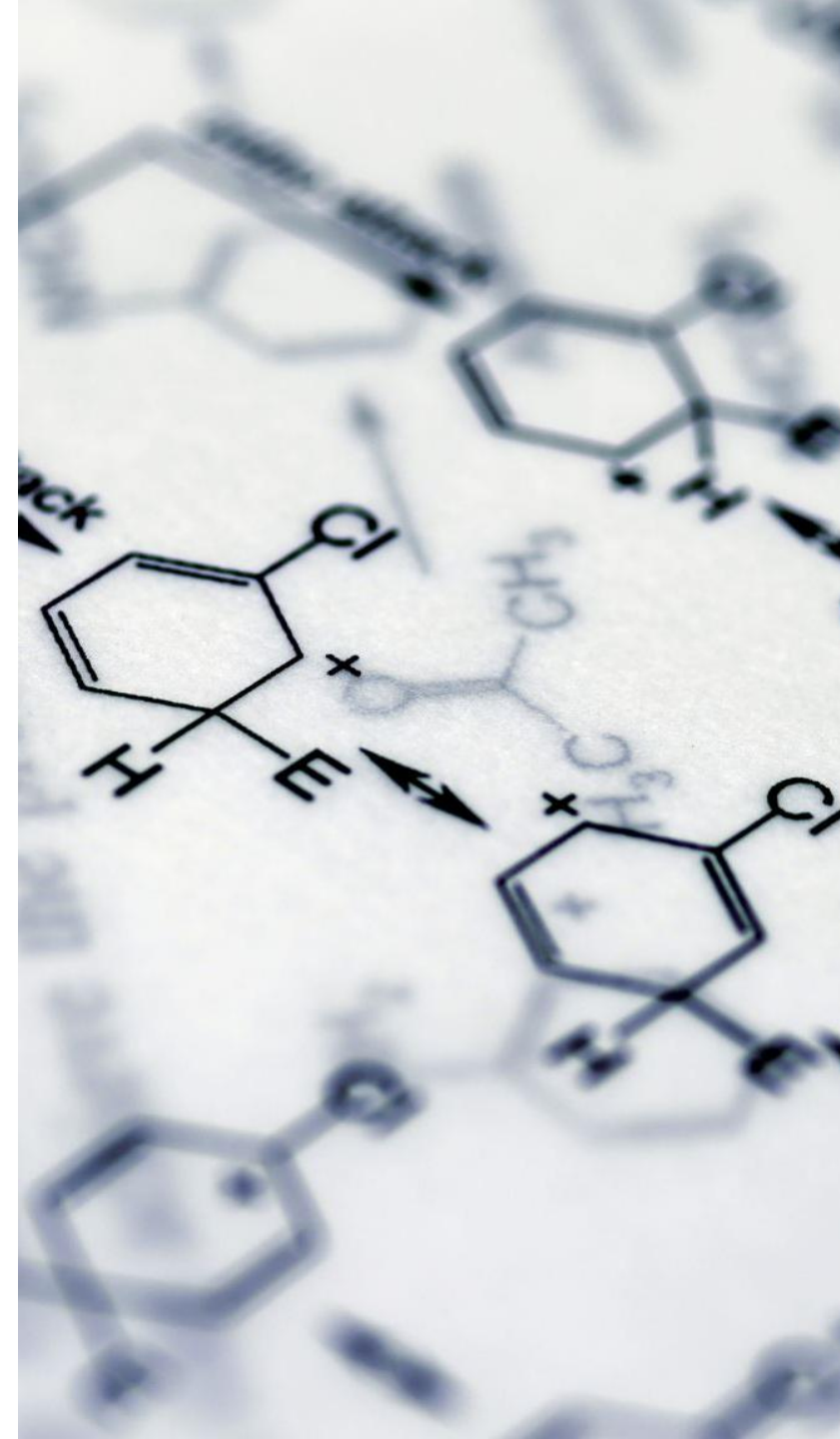
**Inductive research** is a study in which theory is developed from the observation of empirical reality; thus general inferences are induced from particular instances, which is the reverse of the deductive method since it involves moving from individual observation to statements of general patterns or laws (i.e. from the specific to the general).



# Approach to Theory Development

## Abduction

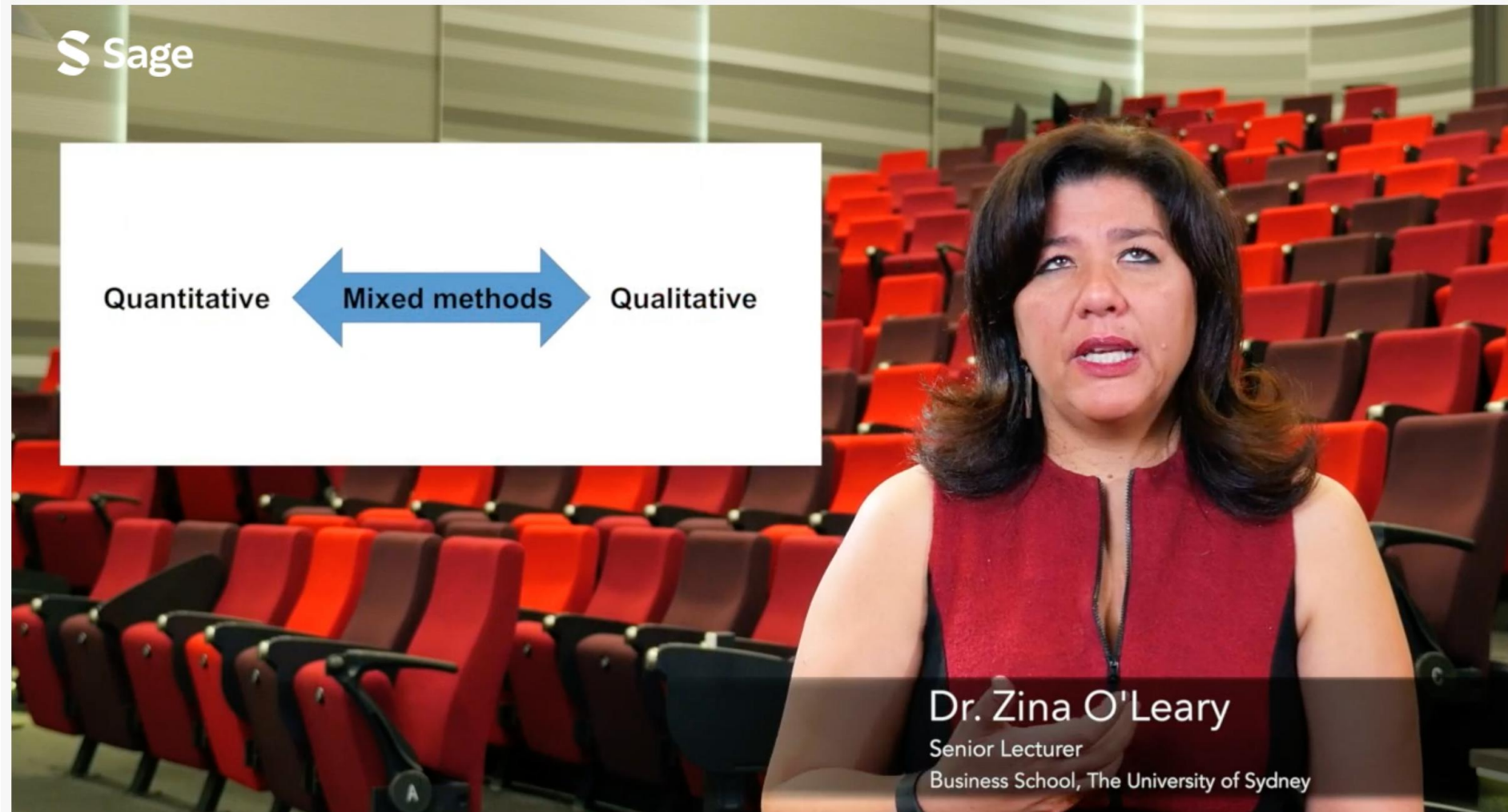
Instead of moving from theory to data or data to theory, an abductive approach moves back and forth, combining deduction and induction. Abduction begins with the observation of a 'surprising fact'; it then works out a plausible theory/model of how this could have occurred.



# Comparison of the 3 approaches

|                  | Deduction                                                                                    | Induction                                                                                                       | Abduction                                                                                                                                                                           |
|------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Logic            | In a deductive inference, when the premises are true, the conclusion must also be true       | In an inductive inference, known premises are used to generate untested conclusions                             | In an abductive inference, known premises are used to generate testable conclusions                                                                                                 |
| Generalisability | Generalising from the general to the specific                                                | Generalising from the specific to the general                                                                   | Generalising from the interactions between the specific and the general                                                                                                             |
| Use of data      | Data collection is used to evaluate propositions or hypotheses related to an existing theory | Data collection is used to explore a phenomenon, identify themes and patterns and create a conceptual framework | Data collection is used to explore a phenomenon, identify themes and patterns, locate these in a conceptual framework and test this through subsequent data collection and so forth |
| Theory           | Theory falsification or verification                                                         | Theory generation and building                                                                                  | Theory generation or modification; incorporating existing theory where appropriate, to build new theory or modify existing theory                                                   |

# What Is Best: Quantitative, Qualitative Or Mixed Approaches?



S Sage

Quantitative ← Mixed methods → Qualitative

Dr. Zina O'Leary  
Senior Lecturer  
Business School, The University of Sydney

<https://methods.sagepub.com/video/what-is-best-quantitative-qualitative-or-mixed-approaches>

Which do you prefer?

High tech  
Human touch

And why?





## Heightening your awareness of your research philosophy (HARP)

- HARP consists of six sections each comprising five statements (a total of 30 statements).
- Each section considers one aspect of philosophical beliefs (ie ontology, epistemology, axiology, purpose of research, meaningfulness of data and structure/agency).
- By indicating your agreement or disagreement with each statement you can discover your similarities and differences with different aspects of each research philosophy.
- Following the completion of HARP, refer to the scoring key to calculate your score and interpret your answer.

[illegible]



[illegible]

## Your answer scores

Give yourself the points as indicated below for each answer within each philosophical tradition. The different philosophies are represented by specific questions in the HARP as indicated below. Fill each philosophy table with your answer scores, then total up the numbers for each philosophy. (For your reference, in the tables below, the letters in brackets indicate whether the question tests your agreement with the ontological, epistemological, axiological, purpose of research, meaningfulness of data and structure and agency aspects of research philosophy.)

Each answer you gave is given a number of points as shown in the table below:

| Strongly agree | Agree | Slightly agree | Slightly disagree | Disagree | Strongly disagree |
|----------------|-------|----------------|-------------------|----------|-------------------|
| 3              | 2     | 1              | -1                | -2       | -3                |

# Heightening your Awareness of your Research Philosophy (HARP)

**Positivism:** Questions 1, 6, 11, 16, 21, 26

| Question     | 1 (ontology) | 6 (epistemology) | 11 (axiology) | 16 (purpose) | 21 (data) | 26 (structure/agency) | Total |
|--------------|--------------|------------------|---------------|--------------|-----------|-----------------------|-------|
| Answer score |              |                  |               |              |           |                       |       |

**Critical Realism:** Questions 2, 7, 12, 17, 22, 27

| Question     | 2 (ontology) | 7 (epistemology) | 12 (axiology) | 17 (purpose) | 22 (data) | 27 (structure/agency) | Total |
|--------------|--------------|------------------|---------------|--------------|-----------|-----------------------|-------|
| Answer score |              |                  |               |              |           |                       |       |

**Interpretivism:** Questions 3, 8, 13, 18, 23, 28

| Question     | 3 (ontology) | 8 (epistemology) | 13 (axiology) | 18 (purpose) | 23 (data) | 28 (structure/agency) | Total |
|--------------|--------------|------------------|---------------|--------------|-----------|-----------------------|-------|
| Answer score |              |                  |               |              |           |                       |       |

**Postmodernism:** Questions 4, 9, 14, 19, 24, 29

| Question     | 4 (ontology) | 9 (epistemology) | 14 (axiology) | 19 (purpose) | 24 (data) | 29 (structure/agency) | Total |
|--------------|--------------|------------------|---------------|--------------|-----------|-----------------------|-------|
| Answer score |              |                  |               |              |           |                       |       |

**Pragmatism:** Questions 5, 10, 15, 20, 25, 30

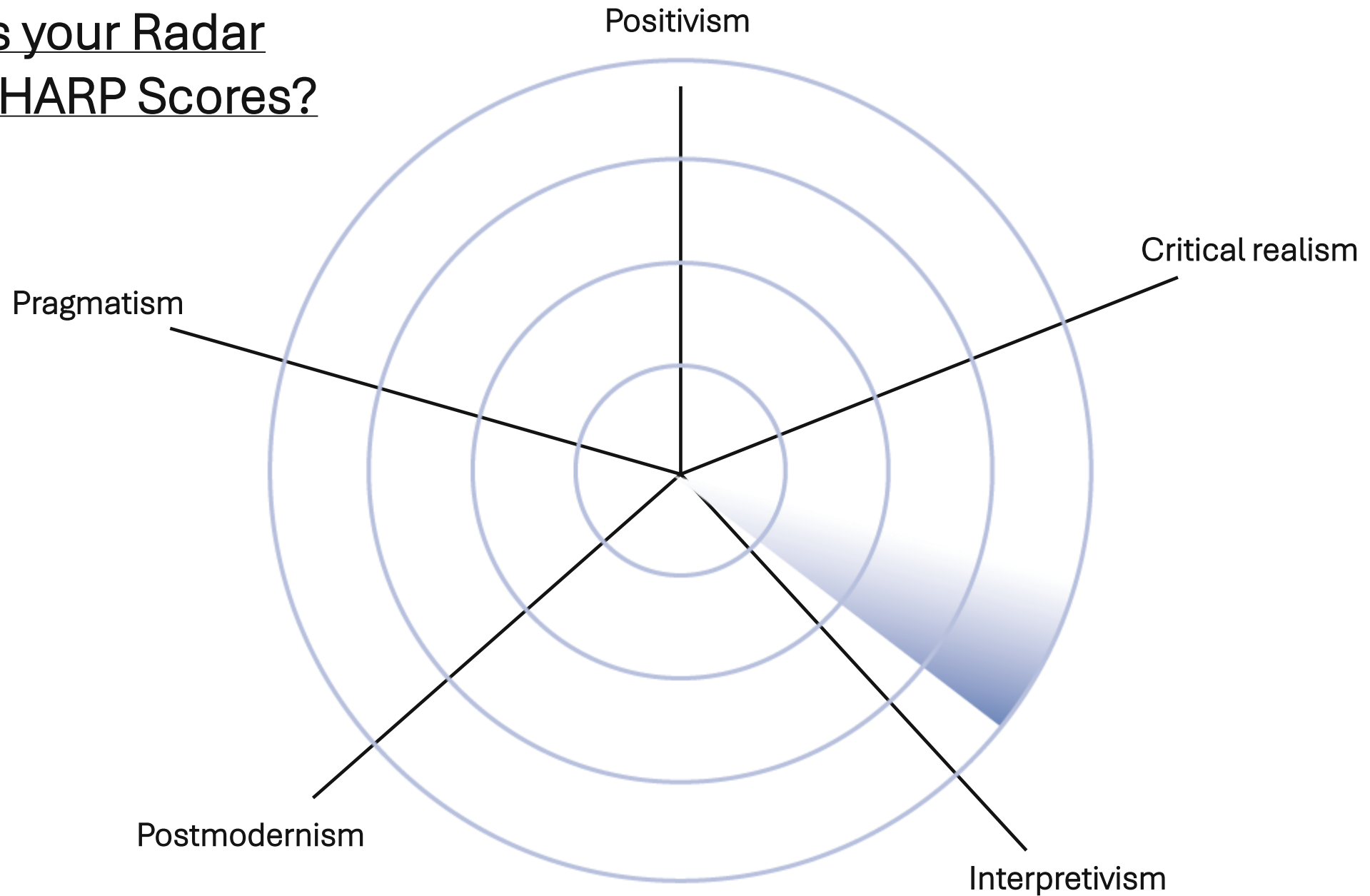
| Question     | 5 (ontology) | 10 (epistemology) | 15 (axiology) | 20 (purpose) | 25 (data) | 30 (structure/agency) | Total |
|--------------|--------------|-------------------|---------------|--------------|-----------|-----------------------|-------|
| Answer score |              |                   |               |              |           |                       |       |

## Reflection

Now, for the first of what will almost certainly be many philosophical reflections, consider the following questions regarding how you scored yourself.

- 1 Do you have an outright philosophical winner? Or do you have a close contention between two or more philosophies?
- 2 Why do you think this is?
- 3 Which philosophy do you disagree with the most?
- 4 Why do you think this is?

# What is your Radar Graph of HARP Scores?





# Choosing an approach!

- Your decision on the choice of research approach is in fact the overall configuration of a piece of research involving questions about what kind of evidence is gathered and from where, and how such evidence is interpreted in order to provide good answers to your initial research question.
- Your decision will help you to think about those research strategies and methodological choice that will work for you and importantly those that will not.



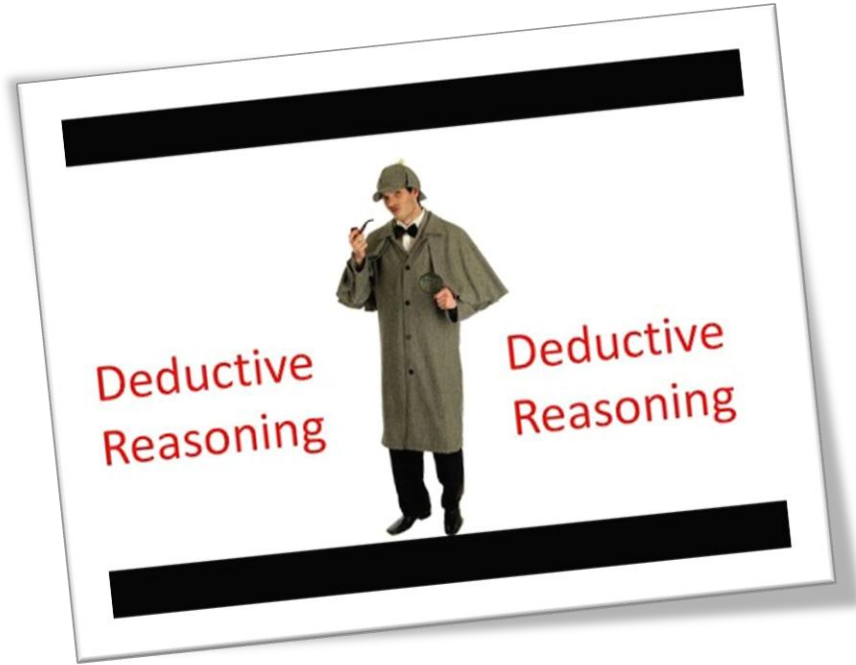
# The topic you choose is crucial

- A topic on which there is a wealth of literature from which you can define a theoretical framework and a hypothesis lends itself more readily to ***deduction***.
- With research into a topic that is new, is exciting much debate and on which there is little existing literature, it may be more appropriate to work ***inductively*** by generating data and analyzing and reflecting upon what theoretical themes the data are suggesting.
- A topic about which there is a wealth of information in one context but far less in the context in which you are researching may lend itself to an ***abductive*** approach, enabling you to modify and existing theory.



The time you have available is an issue!





## Discussion:

1. Which research approach might be quicker to complete? Why?
2. Which research approach might be a lower-risk strategy? Why?
3. Who are the audience of your research output? What is the preferred style and preferences of him/her?



## Assignment Follow up

Which part of your individual assignment in relation to this lesson?

# Task Description

## Individual Report

In this assignment, you will explore the complex realm of research design, philosophical underpinnings, and contemporary business challenges. Your task is to create a comprehensive report that demonstrates your advanced understanding of research methods, philosophical perspectives, and their application in the field of business and management studies.

The following suggestion is a generic structure of your work. You may follow a different structure if that suits your report better.

### **Part 1. Design a Research Project with Clarity and Precision:**

- Provide a title of the proposal that contains key constructs/variables of the study.
- Formulate clear research objectives (around 3 to 4) and specific research questions based on the identified key constructs/variables.
- Identify and provide a description of a contemporary business problem or challenge that is relevant and significant in the current business environment.
- Contextualize your research within a specific philosophical (theoretical) or epistemological (knowledge-based) framework.
- Discuss the potential impact of addressing the problem on the business and industry through your research design.

### **Part 2. Critically Assess Philosophical Presumptions:**

- Provide a literature review that supports the selection of the theory.
- Discuss how the theory underpins the research and influences the approach to the investigation.
- Reflect on the philosophical foundations that shape research inquiries.
- Consider the implications of different philosophical paradigms on research outcomes.
- Provide a critical literature review that covers what has been studied by far and what has *not* been adequately studied. Identify and discuss the research gap(s) that are related to your study.

### **Part 3. Develop a Comprehensive Understanding of Research Design and Methods:**

- Describe the research methods chosen for the study.
- Explain how the method you choose will align with the philosophical perspectives and the nature of the business problem.
- Discuss the rationale for selecting these methods and how they will be applied in the research.
- Explore diverse philosophical stances (e.g., positivism, interpretivism, critical theory) and explain clearly the research design including sampling method, selection of respondents, research time frame, sample size, data collection method, procedures of data collection and the associated method of analysis.

### **Part 4. Advance Your Philosophical Understanding of Research Approaches:**

- Discuss how your research framework is innovative and at the forefront of the discipline.
- Highlight the theoretical and practical contributions your study could make.
- Address any potential limitations and suggest areas for further research.

## 3. Develop a Comprehensive Understanding of Research Design and Methods:

- Describe the **research methods** chosen for the study.
- Explain how the method you choose will **align with the philosophical perspectives** and the nature of the business problem.
- Discuss the **rationale** for selecting these methods and **how they will be applied** in the research.
- Explore diverse philosophical stances (e.g., positivism, interpretivism, critical theory) and **explain clearly the research design** including sampling method, selection of respondents, research time frame, sample size, data collection method, procedures of data collection and the associated method of analysis.

More reference...

The Academic Phrasebank is a general resource for academic writers. It makes explicit the more common phraseological 'nuts and bolts' of academic writing.

# Academic Phrasebank

A compendium of commonly used phrasal elements in academic English in PDF format

2018 enhanced edition

Dr John Morley