

CHAPTER 8

PUTTING INFORMATION ON PAPER FOR EACH SECTION OF THE STUDY

Basic Sections of a Research Study

The writing process cannot start without a well-planned outline and notes arranged in accordance with the outline. The outline is based on the basic sections of a thesis or a dissertation (for the steps to be followed in conducting research see Vol. 1). Most dissertations and theses are composed of seven sections plus a title (see Appendix E).

- **Title:** A title is generally recommended to have a maximum length of 12-15 words. Within the title the scholar tries to include the major conceptual variables that are being researched by trying to avoid irrelevant phrases such as "A study of" or "An Investigation of" (see Vol. 1, Chapter 2 for ways of limiting the topic).
- **Introduction:** This section gives the thesis/purpose statement, identifies the problem directly or with some background information, gives the definitions of the major technical terms if there are any, and provides the hypothesis statement or research question(s) (see also Vol. 1, Chapters 2 and 3).
- **Review of the literature:** This section gives information on what has been done in this field.
- **Procedures: Instrumentation, data collection, and method of analysis:** This section describes how the related instrument(s) is/are designed, and how the data are collected and analyzed.
- **Results (data analysis and presentation):** The fourth section gives a detailed account of results illustrated by tables and graphs.
- **Discussion and conclusion:** In this section the obtained results are discussed in terms of the hypotheses or research question(s) stated in the introduction section by comparing and contrasting them with the results obtained in studies of similar nature.
- **References and appendices:** The bibliographical information about the sources referred to is given in the last section. In appendices, additional information is included.

Once the detailed outline is designed, the relevant notes taken from the literature and from the data collection procedure are put together in related sections within the framework of common syntactical patterns. Appendix F comprises some authentic sentences exemplifying the common phrases used for different sections of research designed in different methods.

Content and Syntactical Patterns Used in Each Section of a Research Study

Title

The title of a research study should include specific words to help identify the main point of discussion. Once the title expressing the topic is expressed clearly, it will be easy to control the content of the study (see Vol. 1, Chapter 2).

Since most people start with a general research topic, the following strategies are suggested to be adopted in writing a title (Lester, 1995, p. 139):

1. Name a general subject, followed by a colon, and followed by a phrase that names the subject.

Poor title : Saving the Software
Better title : Computer Control: Software Safeguards and Computer Theft

2. Name a general subject and narrow it with prepositional phrases.

Poor title : Gothic Madness
Better Title : Gothic Madness in Three Southern Writers

3. Name a general subject and cite a specific work that will illuminate the topic.

Poor title : Religious Imagery
Better title : Religious Imagery in Faulkner's The Sound and the Fury

4. Name a general subject, followed by a colon, and a phrase that describes the type of study.

Poor title : Black Dialect in Maya Angelou's Poetry
Better title : Black Dialect in Maya Angelou's Poetry: A Language Study

5. Name a general subject, followed by a colon, and a question.

Poor title : AIDS
Better title : AIDS: Where Did It Come From?

6. Establish a specific comparison.

Poor title : A comparison of Momaday and Storm
Better title : Religious Imagery in Momaday's: The Names and Storm's Seven Arrows

Introduction

Content

In the introduction section, the **purpose** of the research within the context of the topic area is indicated. In other words, the specific topic to be researched is defined and identified so that the focus is narrowed down to a specific **problem** within the range of details in a general topic. This is done in one sentence or a very short paragraph (if it is an essay).

The researcher makes sure that the purpose statement

- is not too redundant with the hypothesis.
- does not include information on the method of study.
- is not overstated.
- is given in the past tense rather than the present.
- avoids the use of the verb "demonstrate" because the purpose is not to demonstrate but to investigate, to determine, to study, etc. The verb "demonstrate" is used only if the researcher aims to indicate the function or the process of a new invention. This is done only in an article not in a thesis or dissertation.

After explaining the purpose of the study and the general framework of the problem to be investigated, the **problem** needs to be fully clarified by providing the reader with some background information about the theory or the theories that the study is based on. The importance of the issue can be stressed by mentioning the name of an eminent writer or even quoting or paraphrasing one or two authorities concerned with the problem. Personal experiences or training that are relevant to searching for the proposed topic are included in this section. In this section the researcher

- gives references to relevant literature if the research results are reported in the form of an essay.
- uses proper forms of citations.

Meanwhile, an attempt needs to be made to attract the attention of the readers so that they will continue reading to find out what procedures are used to attack this problem in order to arrive at a desired solution. For that reason, a hypothesis statement is formulated (see Vol. 1, Chapter 3) in order to enlighten the reader as to what results are expected to be arrived at the end of the research.

A **hypothesis** usually has the following characteristics:

- It is generally stated in a single sentence using the present tense to formulate in a more specific form the assumed results the study aims to obtain.
 - It does not involve any specific empirical measures to be used in investigating the variables.
 - It does not involve any statistical data.
 - does not refer to the method of study.
 - It is directly relevant to the data collected for the purpose of the study.
 - It involves the interpretation of the data to be analyzed. In other words, the hypothesis of a study is formulated in a way that allows the interpretation of the analyzed data either in the direction of providing support in favor of or against what is expected of the research.
- It serves as a bridge between the purpose statement and the method section in the sense that it relates the aim of the study with the method of the study.

It is important to remember that when writing theses and dissertations, the method of the study should be outlined at the end of the introduction (see also Vol. 1 Chapters 2 and 3). This is because, as Albaugh (1957) points out, the introduction chapter "should point backward and it should point forward In other words, Chapter 1 should establish quite early, the exact nature of the contribution the thesis proposes to make. Furthermore, Chapter 1 should, in its final pages, point forward to the chapters that follow" (pp. 23-24).

In order to create an effective introduction, some writers make use of the following strategies (Chapman & Waller, pp. 273-275) in order to attract the attention of the reader to the topic to be discussed:

- Vivid description
- Startling statements from different writers
- Quotations comprising more than one statement

Most of the guidelines related to the content of the introduction section are outlined in Lester's suggestions related to the application of the techniques in building up an introduction section (1984, pp. 118-120):

- Relate your topic to the well known
- Provide background information
- Use a brief quotation to support the significance of your topic
- State your thesis
- Challenge an assumption (formulate a hypothesis)
- Provide a brief summary
- Use data, statistics and startling evidence (to motivate the reader on the topic)
- Avoid critical views
- Combine your thesis with critical source materials
- Lay out the content of the following sections in the thesis or the dissertation.

Syntactic Patterns

The structures and phrases that would commonly appear in the introduction section are mainly related with the background of the problem, aim of the study, and the hypothesis/hypotheses regarding the expected result of the study. Some examples are provided below to raise awareness towards these patterns.

Problem statement: It is given either straightforwardly or with some background information:

Problem statement given straightforwardly:

- Recently, ... researchers have shown that ...
- In recent years, there has been considerable debate over ...
- Many researchers have been at work trying to understand ...
- There has traditionally been a bias ...
- Recently, claims regarding ... have been made.
- There has been a perceived change in focus on ...
- The last decade has seen growing dissatisfaction with ...
- Teachers continue to seek ways ...
- For many years language teachers have focused on ...
- Problems of have been widely discussed

- ...
- With the priority of recent studies ...
- It is important at the present age to ...
- have concerned themselves with ...
- Traditionally, it has been assumed that ...
- Evidence at present suggests that ...
- In most parts of the world today, there is a trend to ...
- The rapid methodological changes in ... have brought about some confusion
- ...
- No one has ever claimed that ...
- The main difficulty lies/ stems from/is ...

<p>The main difficulty is One of the drawbacks is One of the urgent needs is</p> <hr/> <p>It has been experienced It has been observed It has been encountered It has been believed</p> <hr/> <p>They are unaware of the fact We fail to consider the fact We are faced with the problem There is a misconception</p>	<p>that</p>	<p>X</p>	<p>causes ... creates problems ... discourages ... fails to ... lacks ... needs ... overshadows ... prevents ... regards with ... suffers from ... tends to ...</p> <hr/> <p>has drawbacks ...</p>
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X	is/are (generally)	almost impossible ... beyond the reach of ... demanding ... difficult ... focused on ... but not on ... ignored ... impractical ... inadequate ... insufficient ... limited with ... mistaken by ... needed ... neglected ... not appropriate ... not available ... not emphasized ... not reliable ... not valid ... reduced due to ... reluctant to ... restrictive ... seen as an insufficient basis for ... time-consuming ... unable to... unaware of ... underestimated ... understated ... unstressed ...
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Problem statement with additional **background information**:

- Successive methods for ... have tried in one way or another to cater for the notion of However, this goal has rarely been achieved in ... situations.
- Unlike most findings, ...
- ... was, to a large extent, regarded as ... but ...
- Although there is a considerable evidence supporting the ...,
- Studies up to now mostly cover... : however, ... is neglected/ignored/needs additional ...
- Although this view is stated in many recent research, we still find ... but with more emphasis on ...
- This probably is partly due to the ... but still very limited amount of research is done ...
- One of the main drawbacks of ... is that ...
- The main problem seems to be whether ...
- Despite ... , there has been an ongoing misconception about the ...

The statement of the problem indicates the issue or the people affected by the problem (**X**) along with the content/ cause/source of the problem (**Y**).

The main difficulty in	X	is lies in stems from	Y
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However,	X	are not aware of the fact that ... are still faced with the problem of ... has been overtaken by Y . has rarely been achieved. has some drawbacks in the application of Y . lacks Y . still face ... tends to be ignored ... tends to be neglected ... tends to distort ... tends to ignore Y .
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One of the most urgent needs for One essential element of	X	is the risk of is	Y
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Although Despite	(information on the existing situation),	(the problem/the drawbacks).
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From the examples given above, the common words used in problem statements can be categorized in the following manner:

CONNECTORS	ACTIVE VERBS	PASSIVE VERBS	NOUNS	ADJECTIVES
although but despite however	distort fail lack suffer tend to etc.	assumed concerned focused neglected unstressed etc.	difficulty drawback failure inability lack of etc.	impossible insufficient misleading reluctant unaware etc.

Purpose statement:

- The purpose/goal of this study is (name of the scholar)'s theory.
- The issue that is dealt with here is
- Our major concern is ...
- This research presents ...
- The study is based on ...
- In the body of this paper, we will ...
- In what follows we intend to ...

The tables below offer more alternatives in four basic sentence structures:

The	basic central main major primary principal ultimate	aim aspect concern emphasis focus goal intent objective purpose target	of this	essay paper report research work study article thesis	is	to call attention to ... to compare ... to demonstrate ... to describe ... to discuss ... to examine ... to explain ... to explore ... to investigate ... to offer suggestions/ criticism ... to present ... to show ...
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The This	article memorandum paper research study thesis work	aims attempts is an attempt is designed intends _____ compares concentrates on constitutes deals with defines describes discusses focuses focuses on investigates measures the effect of presents re-examines claims reviews the influence of sets down shows how stresses suggests		to investigate ... to determine ... to compare ... to find out ... to explore ... _____ X
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In this	article paper thesis	we I	will would like to hope to intend to want to am/are going to	address argue consider demonstrate describe discuss exemplify explore focus on investigate look at replicate report review	X
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In this study	X	is are	described ... discussed ... explored ... investigated ... presented ... reviewed ...
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Hypothesis statement:

- In this study it was hypothesized that ...
- The hypothesis of this study is that ...
- The assumption is that ...
- On the basis of the assumption that ... , the following hypotheses are formed:
...
- In the light of the above statements, it is hypothesized that ...
- We believe that the problem of ... will be greatly diminished if ...
- This paper poses a set of hypothesis which can be enumerated as follows: ...
- We postulated that ...
- If ... , then we should ...
- We aim to test the following hypothesis: ...

The following tables offer more alternatives:

In this study	it	is was	assumed hypothesized postulated thought	that ...
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We	hypothesize assume believe began to search by assuming	that ...
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Thus,	if since	(indication of fact),	it	is was may be can be	believed assumed	that ...
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The hypothesis of this study The assumption	is	that ...
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Review of Literature

Content

"The review of related literature describes and analyzes what has already been done related to your problem. The review of related literature is not a series of abstracts or annotations but rather an analysis of the relationships and differences among related studies and reports" (Gay 1987: 462). The review should start with the most general references and continue towards the most-related ones. The review should conclude with a summary and the implication of the studies mentioned in relation to the research in question. Any research cited in the research must be included in the references section at the back of the written work.

Structural Patterns

While reporting the studies and findings of other scholars about the topic of the research, there are certain expressions that are widely utilized. Some of them are given below: (The name of the scholar will be indicated as X throughout the examples.)

- As X has indicated ...
- X and others originally found that ...
- X demonstrates/has demonstrated that ...
- The most influential ... has been the approach of X.
- Coherence, or texture, according to X ...
- X's main point seems to be ...
- One source of criticism comes from people such as X, who argues that ...
- X provides some of the strongest criticism of ...
- X's criticism centers on ...
- X's supposition is that ...
- In the words of X ...
- X verifies this theory by stating ...
- This idea is accepted by X.

While reporting the opinions of scholars on certain views, we can indicate how much the scholar is in favor of, or against the view. Below are some examples, the terms in each column can be extended.

IN FAVOR
favors

AGAINST
is against

NEUTRAL
says

accepts	opposes	points out
claims	speculates	presents
declares	questions	reports
believes	argues against	states
argues for	disagrees	mentions
suggests	denies	observes
affirms	refutes	comments
admits	contradicts	notes
confirms	rejects	discusses
contends	repudiates	implies
demands	disputes	acknowledges
proposes	negates	emphasizes
reveals		exposes
relies		
thinks		
grants		
agrees		
asserts		
endorses		
insists		

Data Collection and Method of Analysis

Content

As Moore (1983, p. 107) puts it, in the method section, there are three main questions that need to be answered:

1. What sample from what population is analyzed in the present research?
2. What specific instruments are used to obtain the information?
3. What are the specific steps followed in the research process?

Thus, the method section includes an account of the subjects, instruments, design, procedure, assumptions, and limitations of the research. While describing the **subjects**, the researcher gives information about the population from which the subjects are chosen and describes the method applied in selecting the sample. In the description, major personal characteristics (of the subjects) such as age, sex, marital status, educational level, ability level, and environmental settings such as socioeconomic status, geographic region, classroom style, grade level, and urban/rural location are included.

The characteristics of the subjects mentioned above play an important role in the realization of the treatment. Suppose the researcher wants to compare effectiveness of two reading methods in increasing the reading comprehension of first-year students in high schools. In this case, the methods of reading to be applied to different groups are called the "independent variables" because these variables do not change. However, the reading comprehension scores of the subjects in two different groups are "dependent variables" because the scores the students get depend on the type of reading method they receive. Furthermore, if boys are observed to be slower than girls, then sex difference can be built into the research as a control variable. The method of research cannot be fully clear without providing all these details. For the above reasons, the following guidelines can be taken into consideration in giving information about the subjects of the study (see Vol. 1 Chapter 3):

- In describing the subjects, include all their important characteristics relevant to the study.
- Explain the method of selection of these subjects.
- Include any information that is directly pertinent to the external validity of the results.
- The way the subjects are assigned to the treatment group is related with the internal validity problem; therefore, the information related to this issue is given in the design section.
- Although, the term "subjects" is used to indicate the members of the sample of the population, generic terms such as patients, students, teachers, participants are widely utilized in order to specify the kind of subjects the study is involved in.

As for the **instruments**, a detailed description of tests, questionnaires, interview forms, or observation forms needs to be given so that the reader can see the function of each instrument used to collect data or measure the level of knowledge or information to be gathered for the purpose of the study. Thus, the reader can figure out what is expected to be measured. If the instrument is designed by the researcher, a full description needs to be given. In fact, if the instrument is a test or a questionnaire developed by the researcher, it is advised to be included in the thesis as one of the appendices.

For tests, basic information concerning time limits, number and type of items should be explicitly stated. If sufficient information is provided regarding the measures, it will be easier to tell how the given numbers are obtained and what they indicate. Therefore, how the test is developed, how it is administered, how it is scored, and how the scores are interpreted should be explained in this section.

In the **design** section, how subjects are assigned to groups are explained, and the levels of the independent variables are described. The names of levels are capitalized (e.g., Group 1 and Group 2 not group 1 and groups 2). The experimental conditions need to be described as well so that the independent variables manipulated by the experimenter should be clear to the reader.

The **procedure** applied in the study should be described step by step giving all the phases of the treatment in a chronological order. Treatment conditions may sometimes be given under a separate section when the researcher is manipulating a dependent variable. Under these circumstances, the training procedures, counseling techniques, or treatment groups are described.

The procedure varies depending on the type of research design. For instance, an experimental research design would be different from a historical or a descriptive research design. In an experimental research design, the time and conditions of treatment or the pretest administration, and the instructions used should be included. In the procedure section, the way in which the experimental group differs from the control group should be described in detail. Thus, the type of variables and their relation to each other should be very explicit. The confounding variables, in other words, the variables that cannot be controlled by the researcher during the experiment but influence the results obtained from the dependent measures, need to be cited in the research. As Gay (1987) suggests, any unforeseen event during the treatment should be mentioned so that other researchers would make use of the investigator's experience, and try to avoid going through the same undesired process.

In Moore's (1983) terms "as we control for the possible effect of confounding variables ... and thus minimize the operational errors, we can conclude that any observed change in our study is due to the independent variable- not to any extraneous variables that threaten the internal validity" (p. 145) (see also Vol. 1 Chapter 3).

Structural Patterns

In writing the method section of the research, there are common expressions that are widely used in describing the subjects and the experiment.

In describing the **subjects/population/sample**:

- The subjects were grouped on the basis of their scores ...
- Children were paired off according to their age and sex.
- Children ranged between five and nine years of age.
- ... volunteered to serve as subjects.
- Members of the matched pairs were randomly assigned to a treatment and a group.
- An experimental and a control group were formed ...
- The subjects involved in this research came from a variety of language backgrounds.

In giving details about the **instruments**:

- The experiment was carried out at ...
- The experimental group was exposed to the ...
- The variables included sex, university status, major field of study, and nationality.
- The analysis was conducted using standardized scores ...
- The rating of the pretest and posttest was done ...
- The test consisted of ...

In giving details about the **procedure**:

- The experiment spanned a five-week-period.
- The (main) idea/aim/ reason/ for DOING ...
- Only by DOING ... [CAN X DO] ...?
[will X be able to DO] ...?
- The tasks that subjects were asked to complete consisted of the following three steps:
First, subjects were asked to answer ...
Second, subjects were instructed to read ...
Third, the subjects were then asked to correct or edit ...
- The subjects were asked to observe the following instructions ...

Analysis of Results

Content

The result section describes the statistical techniques applied to the data and provides a description of the results for each analysis, and states how closely these results follow the

hypotheses that are formulated at the initial stage of the research. Thus, "for each hypothesis, the statistical test of significance selected and applied to the data is described, followed by a statement indicating whether the hypothesis was supported or not supported" (Gay 1987, p. 464).

In order to add clarity to the presentations, the results are given in the form of illustrations such as tables, figures, and graphs. "Good tables and figures are uncluttered and self-explanatory; it is better to use two tables (or figures) than one that is crowded" (Gay 1987, p. 464). This is because these tables and figures should be interpretable without the aid of any other written text. In referring to these texts within the text, only numbers should be used, as in the instruction (see Table 1).

Structural Patterns

Common expressions in giving the results of a research study are the following:

In explaining the **procedure** applied in the analysis:

- From a total of ... participants, a sample of ... with complete pre-test and experimental results was used in the final analysis.
- The significance of the means obtained from the two scoring systems for corrections was examined utilizing three way ANOVA and are reported in Table 1.
- These items were then organized into categories which emerged from the pooled data and displayed in Table 9.
- Pearson r correlations were calculated to assess the degree of association among the personality and other variables.
- The hypothesis that ... was evaluated with multivariate analysis of variance (MANOVA), in which X and Y were the factors. MANOVA was used because it permitted easier evaluation of interactions and allowed us to determine whether certain ranges of values for these scales were associated with stronger and weaker differences.
- We tested our hypotheses, using covariance structure modeling with X. This method allowed us to identify latent variables and structural equation coefficients simultaneously.
- We performed the analyses in two stages: first, ... ; then ...

In **referenceto** the information in tables, graphs or figures:

- As shown in Table 2, ...
- It is evident from Table 4 that ...
- The data in Figure 3 demonstrate that ...
- They are presented in Table 2.
- ... can be presented schematically as in Figure 4 below.
- The components of the ... are presented/displayed in Table 1.
- A and B countries are reviewed in ...
- The chart compares/shows ...
- The amount of work that the students did is also reflected in the degree to which they used each type of discourse structure (see Table 2).

- Table 1, a descriptive presentation of L1 subjects' ratings of characteristics of regional accents, indicates some interesting patterns.

In giving the **interpretations** of the statistical figures indicated in tables or graphs:

- The results presented in Table 2, indicate no significant difference between ...
- The results support our hypothesis that there is a positive relationship between X and Y.
- The correlations among the scores for the two groups are ...
- An analysis of variance indicated a significant difference.
- The higher performance of ... may be due to various factors such as ...
- The results provide additional support for ...
- The experimental groups showed remarkable improvement, whereas the control group improved only slightly.
- The comparison reveals a steady (fall) ...
- The mean scores demonstrate that there was much variation across the students ...
- X has remained the same, while Y has grown rapidly.
- The graph shows X as second to Y.
- X has fallen steadily as Y has ...
- While X grew substantially, there was little growth in Y.
- Although less than half of the Xs were (situation in the past) about ten years ago, now almost every X has ...
- The resulting subject pool reflects the diversity of required courses across the curriculum.

In providing a **conclusion/recommendation** on the basis of the obtained results:

- There are positive conclusions to be drawn from these ...
- A great improvement has been observed ...
- The figures suggest/ show that X's situation is (serious)
- X needs to ...
- As a first step, they should ...
- In view of this, we recommend ...

Some of the expressions used in reporting the research analysis are categorized in the following tables:

There was a(n) very	abrupt brief dramatic gradual large marked minimal noticeable sustained rapid sharp slight slow small steady steep substantial sudden	decline ... decrease ... drop ... expansion ... fall ... fluctuation ... growth ... increase ... leap ... reduction ... rise ... trend ...
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We I	calculate estimate figure	that ...
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X	dips ... goes up / down ... levels out ... reaches a peak ... reaches a(n) upward/downward trend ... remains stable ... takes a plunge ...
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Twice Three times	as	high large many	as ...
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Discussion and Conclusion

Content

The fifth section comprises the discussion and the conclusion parts of the study. In this section, results are discussed and interpreted, conclusions and implications are drawn, and recommendations are made for future use or replications.

The discussion section generally begins with a clear statement explaining how the results support or do not support the research hypothesis. Additionally, it enlightens the reader as to what degree the research question has been answered by the obtained results.

In this section, a discussion is developed to indicate how much the results support the predictions and to explain what the data mean with respect to the hypothesis or the purpose

of the study. While reminding the results of the study, the researcher does not refer to the statistical information very much. In the discussion section, effort is made

- to relate the obtained results with the hypotheses,
- to relate the results to the research conducted by others,
- to discuss the implications drawn from the study. This is reported in the present tense.

New information is not given in this section. Everything mentioned in the discussion section must have been introduced and discussed in the analysis section.

Since it is not possible to include every issue related to the topic, it is advised to indicate the drawbacks of the study. If the shortcomings of the study are not explicitly stated, the reader may assume that the researcher is unaware of these restrictions. Therefore, researchers reflect their awareness of the lack of perfect internal and external validity while making generalizations to apply for the population undertaken.

Suggestions as to how the findings can be followed up, or what other issues that are related to the topic can be investigated are also very useful for other researchers and scientists in the field. In a separate paragraph or within the concluding paragraph, a speculation can be made about the implications of the research.

Lester (1984) warns research writers not to handle their conclusion as a summary or a mere restatement of their theses. He says, "instead, it must go beyond the thesis to reach a judgment, to express your approval of one side of an issue, to discuss your findings, or to offer directives" (p. 12). While the first sentences summarize the study, the following sentences give information about the contribution of the study to knowledge, the implications of, and the recommendations regarding the study.

The discussion and conclusion section should not be too long either. It is usually suggested to keep the length of this section about half as long as the method or results sections.

Structural Patterns

Some expressions commonly encountered in the discussion and conclusion sections are given below.

In the **discussion** section:

- In this study, we have discussed the importance of ...
- Female students significantly outperformed male students.
- ... provides the best explanation for the data ...
- ... provides an indication of ...
- During pilot studies it became clear that ...
- These differences should be suggestive rather than descriptive because they could be due to ...
- The findings of previous research on ... suggested that ...
- The data in the present study were analyzed to either support or reject the validity of previous findings.
- Although the evidence reveals that ... is a factor, there is some overlap with both A and B.
- Research must be carried out by ... in this area.
- My own view is that ...
- This experiment, in so far as it can be generalized, is that ...
- Given these circumstances, one could argue that ...
- This suggests that it is a valid and reliable procedure.

- The data support/confirm the view/hypothesis that ...
- our results do not support some of the claims that have been made ...

In the **conclusion** section:

- The results of this study show that ...
- Further replication might focus on ...
- The suggestions in this study are a step in ...
- There are positive conclusions to be drawn about this study.
- We may conclude that ...
- We have tried to show ...
- The conclusion one might draw from ... is that ...
- TOEFL score was ... This conclusion is congruent with the findings of a number of previous studies of this kind.
- The results of the survey clearly demonstrate that ...
- All the evidence suggest that ...
- In this paper we have tried to describe/explain that ...
- In conclusion, I would maintain that ...
- The account covers a period of X ...
- From our discussion and analysis we can conclude that ...
- We, therefore, conclude that...
- The analysis/present study leads to the conclusion that ...
- The conclusions reached in this paper are based on three assumptions: ...
- I have attempted to show how ...
- In spite of X, this article contends that ...
- The overall conclusion from the present findings is that ...

Aside from the expressions, there are some concluding transitional devices that are frequently used in expressing one's conclusion:

In summary, ...
In sum, ...
In conclusion, ...
To conclude, ...
To summarize, ...
To sum up, ...
Ultimately, ...
Finally, ...

In indicating the scope of the study:

- The value of X discussed here cannot be generalized without further research within a wider context.
- X and Y are not considered/taken into consideration in this study unless ...
- The study was limited to ...
- The most important limitation of this study is ...
- The scope of this study is strictly confined to ...
- While X has been controlled by the researcher, Y has been ignored.
- Assessment types used in the study are limited to three measurement instruments.
- The study is restricted with the data gathered from ...

- This study is limited to 5th grade students ...
- The research context is ...

Some of the expressions used in reporting the scope of the research are categorized in the following tables:

The study This study The research context This article <hr/> The results of the study <hr/> The scope of the study	is limited to is restricted with is limited by is concerned with is confined to has not covered covers only limits itself involves focuses only on <hr/> cannot be generalized to <hr/> is limited to	X
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X	have not be taken into consideration. have not been undertaken. have not considered. were the main concern of the researcher. have not been controlled. have been kept out of the scope of the study. have not been included. are not within the scope of the study.
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In expressing **recommendation**:

- I do not wish to imply that the X should not be used, only that it needs to be used in moderation.
- The factors discussed here should be of some help to teachers who ...
- X provides an effective language device We should teach our students how to use it.
- If we ... , we would be all advised to ...
- When planning any X, it is necessary to ...

References and Appendices

Content

In the references (bibliography) section, all the publications made use of for the research are listed alphabetically by authors' last names as indicated in the study. In other words, the entries in the reference list must correspond with the sources given in the text and must enable the reader to find each work.

Appendices include data that are not closely related to the topic of the study or too lengthy to be included in the text. Materials developed for the study, raw data, additional tables, graphs, figures, and keys to exercises are placed in the appendices. Some universities require a curriculum vitae to be included. In such a case, a short autobiography including information about educational training and degrees, professional work experience, membership in professional organizations, and publications, can be prepared.

Format

"The style manual being followed will determine the form which each reference must take. This form is usually different for the journal articles and books. It is important that whatever form is used be followed consistently" (Gay 1987, p. 467). Each publisher or university announces the required format for that institution (see Appendix A and B for APA and MLA formats).

In this chapter, after citing the basic sections of a research study, information has been given about the content and structural patterns used in each section. These patterns have been illustrated in the examples provided for each section. In order to obtain more information on the mechanics of an article see also Appendix F, which provides examples extracted from articles reflecting different research designs.

EXERCISES

- A. The following statements have been extracted from articles of different topics. After reading each statement, decide from which section of the study, it has been extracted from.
1. As a result of childhood training, learners of a foreign language already know how to be polite within their own language and culture, but during their attempts to transfer their native conventions to the target language they may run into unexpected problems.
 2. Six subjects participated in the study. they were all adult learners of L2 English enrolled in weekly-held conversational classes at Kanda Institute of Foreign Languages in Tokyo.
 3. The subjects formed two picture jigsaw communication tasks of the kind described in the previous section.
 4. The purpose of this article is twofold. It aims to report a small-scale study that provides some evidence to suggest that 'pushing' learners to produce more accurate output does indeed contribute to acquisition.
 5. This study provides some support for the claim that 'pushing' learners to improve the accuracy of their production results not only in immediate improved performance but also in gains in accuracy over time.
 6. The data from the study reported above indicate that focusing in this way need not disturb the communicativeness of a task.
 7. In recent years there has been renewed interest in self-access language learning or SALL.
- B. Choose an article from an international journal and criticize it bearing the following questions in mind:
1. Is the study successfully summarized in the abstract?
 2. Does the introduction clearly state the role of this study in the field?
 3. Is the methodology detailed enough to replicate the study?
 4. Is the research method chosen suitable for the available data?
 5. Are the results presented clearly?
 6. Does the discussion section answer the research questions?
 7. Are all of the references cited in the article included in the reference section?
- C. As you skim some scholarly articles, try to pick out sentences that include similar expressions expressing the following:
1. The problem
 2. The purpose
 3. the hypothesis
 4. The literature review
 5. The subjects
 6. The instruments if any
 7. The design of the study
 8. The procedure applied
 9. The results
 10. The discussion
 11. The conclusion
 12. Interpretation

13. The scope of the study
14. Recommendation