6.1 Title Page

The title page of a research report should not be numbered. The pages of all other preliminary sections, however, should be numbered using Roman numerals, with the page immediately following the title page being numbered as 'ii'. The pages of the main body of the text are normally numbered with Arabic numerals (1,2,3,…….)

It should be brief and to the point, and contain the key words or concepts underlying the work.

> The Effects of Hillslope-Channel Coupling on Catchment Hydrological
> Response in Mediterranean Areas
>
> The Politics of Council Housing Decline:
> Divergent Responses in Rural England in the 1980s

Following are two reduced-size examples of thesis title pages designed to illustrate two types of layout traditionally used:

IMMIGRATION AND SOCIAL COHESION
IN CONTEMPORARY BRITAIN:
AN ASSESSMENT OF GOVERNMENT
STRATEGY FROM 1945-2000

Martina Lopez

2004

King's College London
University of London

A thesis submitted to the
Manonmaniam Sundaranar University for the
degree of Doctor of Philosophy

What Makes One Speaker 'Better' than Another:
An Inquiry into the Judgement Process in
Foreign Language Oral Proficiency Assessment

by

Neil L.Murray

A Dissertation Submitted
In Partial Fulfilment of
The Requirements
for the Degree of

M.PHIL IN ENGLISH AND APPLIED
LINGUISTICS

Research Centre for English and Applied
Linguistics University of Cambridge
August 1992

Section: 6.2

Abstract

Abstract should be a summary of the essential elements of your research project. It should serve as an overview, providing the reader with a good indication of what he or she will find in the pages that follow. This is important because the abstract is the most read part of any research report, for it is frequently on the basic of the abstract that people decide whether or not the report relevant to their own research interests and therefore worth reading .

Typically abstracts are between 250 and 300 word in length and should not beyond one side of A_4. An abstract will normally include.

- ➢ A statement of the main question or problem.
- ➢ The methods used to address it.
- ➢ The results obtained.
- ➢ The conclusion reached.

Sometimes the author may also give a brief account of any recommendations for future research made in the thesis and which drive from research and its finding as documented in the thesis.

6.3 Acknowledgements

The acknowledgements section is where you as the researcher and writer of the report thank those individuals and institutions that have assisted with or contributed to your research in some way. This may be through the provision of facilities, services or data, or less directly via discussion and consultation, advice, motivation, and simply empathy and friendship during what can be a challenging time in your academic career. The one person who will almost certainly feature in the acknowledgements is your supervisor. It is considered a matter of courtesy to recognize these people and institutions ... and to spell their names correctly.

Look at the following sample 'Acknowledgements' page.

Acknowledgements

This thesis would not have been possible without the generous support of the Rothemere Foundation. In 1986, I received the Rothermere Foundation Fellowship, which is awarded yearly to a graduate student of Memorial University. The Fellowship permits the receipient to study at any institution in the United Kingdom, and has supported many distinguished scholars in the years since it was first instituted in 1956 by Viscount Rothermere who was then the Chancellor of Memorial University.

At the time of my application, I was fortunate to come to the attention of Dr Deirdre Wilson, who agreed to act as my supervisor. In the years during which this research has wound its leisurely way to a conclusion, she has provided guidance, support, understanding and personal assistance of the most valuable kind. Through Dr Wilson I learned about relevance theory; and whatever contribution to relevance theory may be represented by this thesis, I have discovered in the theory itself the key to questions raised by my experiences as a student and teacher of literature – questions which had never been satisfactorily addressed before. For this alone I am immensely grateful.

I wish also to acknowledge my gratitude to the Department of Linguistics at University College London for the patience, courtesy, and support I have unfailingly encountered in the long course of completing this work.

To Dr Abbas and Mrs Shomais Afnan, and to Ms Sahba Akhavan, I owe a considerable debt. Their openhearted hospitality allowed me to return to the United Kingdom and complete the work on and the writing of this thesis.

Dr Peter Baehr was kind enough to share his own work with me. For the opportunity to read 'Founders, Classics, and the Concept of a Canon ' (Baehr and O'Brien 1994), and to discuss the connections between his research and my own, I am very grateful.

6.4 List of Contents

It is important that your list of contents is detailed and reflects accurately the structure of the research report. It should be arranged according to chapter/section numbers, incorporating an headings and sub-headings as they appear in the text, along with the page numbers on which they start. In order to indicate the status of different sections of the text, it is common practice to use a decimal numbering system:

Tables, figures and illustrations are normally numbered consecutively throughout the research report, and completely independently of the decimal numbering system used elsewhere. They will therefore follow a simple ′ Figure 1, Figure 2, Figure 3 . . . ' pattern, regardless of where they appear in the report. In the list of contents, however, it is important to indicate the page number on which table, figure or illustration appears.

6.5 List of acronyms and abbreviations

It is quite common to find a list of acronyms and abbreviations at the start of a research report, usually following the List of Contents. Not surprisingly, researches will typically draw on many written sources during the course of their projects and will consequently find it necessary to make reference to these in their writing. For the sake of convenience, rather than repeatedly writing out in full the names of source materials it is quicker and easier to refer to those materials using shortened forms – acronyms and abbreviations. Although the meaning of each acronym and abbreviation should be made clear after its first mention in the main text of report, it is normal practice to provide a key to the meanings of these shortened forms in the first pages of the report. This allows for quick and easy reference on the part of the reader.

LIST OF ACRONYMS AND ABBREVIATIONS	
B.A	Bachelor of Arts
I.P.S	Indian Police Service
C.O	Colonial Office
F.O	Foreign Office
Exam	Examination

6.6 Introduction

The general principles underlying the writing of introducing were discussed in part 1 of this guide. Here we will look more specifically at what an introduction to a research report needs to achieve and therefore what elements it will typically include these are as follows.

The motivation of your research:

You need to explain why you decided to embark on your research project. As we have seen, your motivation could be an observation you have made directly during the course of your professional life, a "knowledge gap" which you have noticed in the literature of your subject, or some other source of inspiration.

The nature of the investigation:

This is where you should define clearly the research questions you intend to address in your investigation, the key constructs underpinning them, the variables that will be influential on your investigation and a statement of your hypothesis.

A brief description of how you approached your research questions:

This components should be a concise account of how you carried out your investigation. It should serve as preface to the main methodology section and as such the level of detail included should not go beyond what is necessary to give the reader a broad but clear overview of the approach you adopted in addressing you research questions.

It is often the case that the motivation for a research project lies in the researcher's personal experience or observations in the field and this leads him or her to investigate an issue further and ultimately to carry out formal research .As a result, part of the introduction may be anecdotal in nature. For example, a medical practitioner may have observed that under certain conditions his or her patients always behave in a particular kind of way; as a result she decides to investigate why this is the case.

LITERATURE REVIEW

Why have a literature review?

The literature review typically Follow the introduction to your research report and its importance cannot be overestiment .it is where you resent in summer form other work books article documents etc the content of which relates I some to your research the purpose of the review is to show where you study fits into the broades scheme of things how it connect with the exciting body of knowledge on the subject or on other realated isssues .along with the introduce it helps to contextualuize or' position your research by placing it within a braodes frame work.This also helps you avoid reinverting the wheel by needlessly repeating the work and miss of others.

*To help you locate information that may be relavant to your own research.

*To increase and display your knoeledge of the subject to the onvince them and and your press of the need relevance and importance of your research and the suitablitiy of the methodology you have adopted it shows the significanceand value of your own research .

*To identify seminal (key,influential) works in your area of study.

*T o identify methods approaches and techniques methods that could be relevant to your own research.

*To familiarize yourself with difference and/or opposing views and to demonstrate your ability to critique and evaluate the work of other scholars.

ORGANISING THE LITERTURE SEARCH

To ensure that you are fami with thee revalent work of scholoars your field you will need of scholors your field you will need to do a lit search .your supervisor will be able to advice on the best way to approach the task but here are a few tips help guide you.

*conduct a search for a limited number of key books and journel articles on your topic puplished over the last fews years.(Remember that many journels and now available on-line)

*As your read the articles summarist the main points (sec 4.4 recording information making video)

*Do not check only books and articles that are directely relevant to your own research work that may seem a little peripheral to your own research topic can often include information the is very relevant or which triggers ideas or directions o f thought.

*As you more backwords chronologing through the literature be sure to chech out any sources widely cited by auturs you have read and which relevant to your own search As you read try to organize the literature according to its importance or relevance of your topic area.

6.7.3 Structuring the literature review

We have seen that the literature review is not simply a chronological list of previously published work. It plays an important role in creating a structure or framework that will allow you to display not only your knowledge of the relevant literature, but also your ability to summarize and critique the information and ideas it contains coherently. You can demonstrate this ability by:

- Grouping texts (articles, chapters, books etc.) according to the similarity of their ideas or arguments;
- Grouping studies that focus on similar phenomena or share similar methodologies;
- Commenting on the main ideas that feature in each group of texts or studies, rather than simply quoting or paraphrasing them;
- Comparing and contrasting the different studies, viewpoints, methodologies and so on, and identifying for the reader those which have the greatest bearing on your own research;
- Indicating which articles, ideas, methodologies and so on will form the basis of your investigations;
- Some of the most important citations are those referring to articles in refereed journals and you should include these in your literature review.

6.7.4 The language of critiquing

Something you should consider when writing any section of your report is variety: you should try to use a range of vocabulary and grammatical structures in order to avoid monotony. Because you will probably be referring to numerous authors and viewpoints in your literature review, you will need to find different ways of introducing the authors you cite.

6.7.4.1 A note on the active and passive forms

Look at the following two examples. Although they share the same information content, their structures and the effects they have on the reader are different:

Peters (1992) discovered that… (active)

It was discovered by Peters (1992) that… (passive)

In the case of the active form, where the discoverer's name is placed at the beginning of the sentence, the discoverer himself is given more prominence. This is useful when you wish to emphasize the discoverer more than or as well as his discovery. However, if you wish to give more emphasis to the discovery (as opposed to the discoverer) you may choose to use the passive tense. The active is used more widely than the passive, partly because it is easier to read and often creates a feeling of greater fluency. Remember, as a general rule, whatever is placed at the beginning of a sentence or clause is given greater prominence and therefore receives greater emphasis.

6.7.4.1: A note on the active and passive forms

Look at the following two examples. Although they share the same information content, their structures and the effects they have on the reader are different:

Peters (1992) discovered that ……….. (active)

It was discovered by peters (1992) that ……… (passive)

In the case of the active form, where the discoverer's name is placed at the beginning of the sentence, the discoverer himself is given more prominence. This is useful when you wish to emphasize the discoverer more than or as well as his discovery. However, if you wish to give more emphasis to the discovery (as opposed to the discoverer) you may choose to use the passive tense. The active is used more widely than the passive, partly because it is easier to read and often creates a feeling of greater fluency. Remember, as a general rule, whatever is placed at the beginning of a sentence or clause is given greater prominence and therefore receives greater emphasis.

6.8: Methodology

6.8.1: What is it and why is it important?

The methodology section of a research report describes how you conducted your study and the methods you used to collect and analyse the data. The term 'methodology' refers to the general approach taken to the research process. While 'methods' refers more specifically to the various ways in which data is collected and analysed. Regardless of the field in which you are conducting your research the overall aim of the methodology section is the same: to provide the reader with an overview of the methods employed so that a judgement can be made as to how appropriate they are given the objectives of the research, and how valid the data is that they have generated.

The following guidance notes are not intended to provide a comprehensive description and discussion of the various research methodologies, tools and techniques, but to alert you to a number to key issues you will need to consider details of individual methods and their suitability for your particular research with our tutor or supervisor.

The methodology you choose to use will serve as the underpinnings for your entire study, so your selection of the most suitable methodology is crucial. If you make bad choices at this early stage, they will have a ripple effect throughout your research, weakening its integrity and leading to questionable findings. Remember your research is only as valid (and therefore valuable) as factors that can affect the overall validity of your research- for example, how effectively you apply your methodology and how logical the deductions are that you make from your data; nevertheless, a study that is sound at the conceptual level is of primary importance. Implementing a poorly conceived study is like building a house on sand rather than on a firm foundation: it will never be secure and will eventually fail and collapse, and all the time and effort put into constructing it will be wasted.

In this section, then, you should present your methodology and rationale accurately and completely, but also as concisely as possible. You should also mention those methodological tools you considered but did not employ (particularly if they were used in related studies) and give the reason(s) why you decided not to use them your particular study.

6.9 Results/data:

Occasionally, the presentation of research results is incorporated into the "Discussion" chapter of a thesis which is then headed "Results and Discussion".

This will tend to happen where it is felt that the results are likely to raise immediate questions or concerns in the mind of the reader which can be more effectively dealt with within the immediate context of the presentation of the results themselves rather than later, where they may feel more dislocated. In a qualitative study, for example, it can sometimes be difficult to disentangle results from their analysis/interpretation, and having one section where you can deal with both simultaneously may therefore be preferable.

In general, however, the 'Results' section presents the findings of your research together with brief comments, particularly where statistical analysis is involved. More extensive comments appear later in the 'Discussion' section. Consult your supervisor for advice as to the best format to use for your particular research report.

6.9.1 Styles of presentation

The way in which you present your data will depend in part on whether that data is qualitative or quantitative. Quantitative data is usually presented using figures set out in form of tables, graphs, charts and diagrams. When you

present information in this way, you must of course make reference to it in your text, adding commentary to the highlight and explain key aspects of the data.

A qualitative study may also present statistical data and employ graphs, charts and so on, but other types of data will likely also feature in such studies data which, for example, record people's behaviour, attitudes, beliefs and opinions. This kind of data will often lend itself more to a fuller description written in normal prose, with figures being used to support and clarify points made in the text, as opposed to the text merely explaining the data presented in figures, such as in a quantitative study.

Any such description needs to be accurate, succinct and coherent.

6.11 Conclusions

Although this section will have much the same form as any other conclusion (see section 2.2), it will differ in some ways and will typically contain the following three closely connected elements:

- A discussion of those inferences that can be drawn from your research: any inferences you make must be supported by the evidence you have provided in previous sections through rational argument and /or the analysis of data.

- A statement of the contribution your research has made to the field of inquiry: the key requirement for a thesis is that it adds to the body of knowledge in a particular field by contributing something original. This section is therefore especially important, for in it you will be summarizing the contribution your own research has made, and it is essentially on that basis that will be judged by the examiners and other scholars who read it.

- Suggestions for future research: the most common way to end a dissertation or thesis is to suggest new avenues of investigation based on your own research as documented in your report. In other words, this is where you indicate how future research might build upon your own methods of investigation and the findings they have produced. Part

of this may involve highlighting problems that you had with your own approach and, based on your experience, suggesting alternatives to avoid similar such problems recurring.