



THESIS GUIDELINES

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Elements of a thesis proposal

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LIST OF ABBREVIATIONS (if any)

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INTRODUCTION

1.1. Background to the study

1.2. Problem statement

1.3. Review of related literature: a review of what is known about the research topic as far as it is relevant to the thesis

1.4. Thesis statement: The thesis could be made in a couple of sentences in the form of a hypothesis, research question (s), project statement or goal statement. It should capture the essence of the intended project and helps to put boundaries around it.

1.5. Purpose of the study

1.6. Scope of the study

1.7. Significance of the study

Elements of a thesis proposal

APPROACH/METHOD

2.1 . Research site

2.2 . Sample and sampling procedures

2.3 . Research instruments

2.4 . Data collection procedures

2.5 . Data analysis procedures

2.6. Work plan (including timeline)

LIST OF REFERENCES

- References are listed following APA
For APA, see <http://www.elearning.strathmore.edu/file.php/1204/APA.pdf> or
http://www.muhlenberg.edu/library/reshelp/apa_example.pdf
Source: American Psychological Association. (2010). *The Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- All cited sources in the text are included in the references.

APPENDIX (if any)
(Ex: questionnaire, ...)

Elements of a thesis

Cover page

Title page

Statement of authority/ Certificate of originality

Retention and use of the thesis

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Abstract

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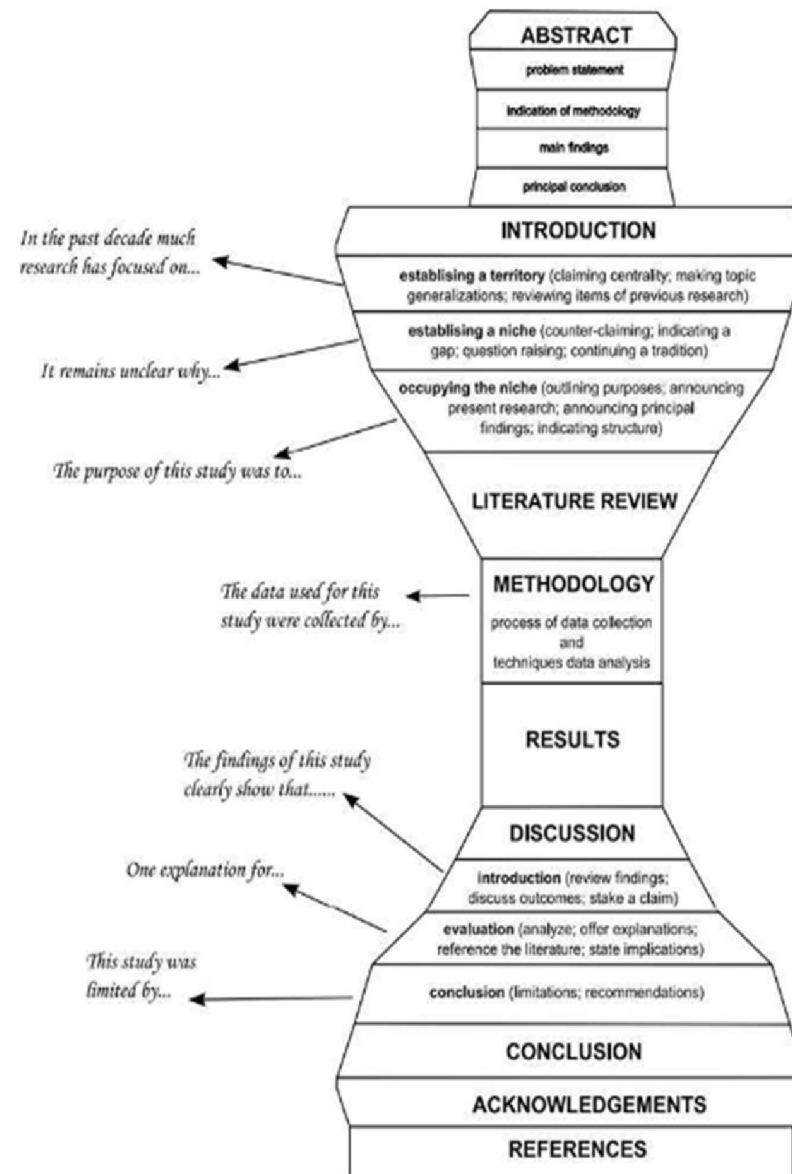
Chapter 4: Results and Discussions

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Elements of a thesis



Abstract

An abstract which is an obligatory for a thesis is a succinct summary of the thesis. The abstract must:

- **Background information**
- **Research problem(s)**
- **Aims / purposes**
- **Research design (sampling, methods for data collection and analysis)**
- **Results**
- **Conclusions**
- **Implications (if)**

The word length is no more 350 words. Furthermore, there should be at least five key words following right after the abstract.

Abstract

Abstract

Move 1 – Background information

Move 2 – Research problem(s)

Move 3 – Aims

Move 4 – Research design (sampling, methods for data collection and analysis)

Move 5 – Results

Move 6 – Conclusions

Move 7 – Implications

Abstract

Order of information elements in reduced abstracts

P + M = Purpose and method of the study

R = Results

C = Conclusions and recommendations *

(*): optional

Abstract

The common tenses used in the Abstract

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Giving background details	present tense	The industry <u>is</u> already well known for its efforts to improve the eco-efficiency of its processes

Abstract

The common tenses used in the Abstract

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Describing the research activity	simple past tense, present perfect tense	The study <u>focused</u> on 2 main areas The framework for life cycle analysis <u>has been developed</u>

Abstract

The common tenses used in the Abstract

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Describing the methods	simple past tense (active or passive)	We <u>carried out</u> a series of field tests A large number of samples <u>were tested</u> for fracturing

Abstract

The common tenses used in the Abstract

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Reporting results	simple past tense	Results <u>indicated</u> that the problem is even more serious than previously predicted

Abstract

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Stating conclusions	present tense verbs indicating tentativeness : • is possible • is likely • appears • seems • might modal auxiliary verbs • can • may • could • might	<i>This indicates that there <u>are</u>, in fact, several factors contributing to the decrease</i> <i>It <u>appears</u> that the incidence of human error cannot be eliminated at any stage</i> <i>There <u>might</u> be a need for revising the list of criteria within the next 5-10 years</i>

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. The present study, therefore, endeavored to integrate intercultural content into an English communicative language training (ICLT) program in order to explore EFL learners' attitudes towards intercultural communication (ICLT) and their ICC development in the Vietnamese context. It involved 30 learners who were learning an intercultural communicative language course at a foreign language center in Ho Chi Minh City, Vietnam. Three research instruments, namely questionnaire, language test, intercultural competence test and semi-structured group interview were employed to garner data. The preliminary findings revealed that EFL learners' attitudes towards intercultural communicative language learning were positively changed, and their ICC (both language competence and intercultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

*Background
information*

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. This empirical study, therefore, endeavored to integrate intercultural content into an English communicative language course in order to explore EFL learners' attitudes towards intercultural communicative language teaching (ICLT) and their ICC development in the Vietnamese context. It involved 30 learners who were learning an intercultural communicative language course in Ho Chi Minh City, Vietnam. Three research instruments, namely, attitude test, intercultural competence test and semi-structured group interview were employed to garner data. The preliminary findings revealed that EFL learners' attitudes towards intercultural communicative language learning were positively changed, and their ICC (both language competence and intercultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

**Research
problem**

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. This empirical study, therefore, endeavored to integrate intercultural content into an English communicative language course in order to explore EFL learners' attitudes towards intercultural communicative language teaching (ICLT) and their ICC development in the Vietnamese context. It involved forty-seven EFL learners who were learning an intercultural communicative language course at a foreign language center in Ho Chi Minh City, Vietnam. Three research instruments were used: questionnaire, language test, intercultural competence test and semi-structured group interviews to gather data. The preliminary findings revealed that EFL learners' attitudes towards intercultural communicative language learning were positively changed, and their ICC (both intercultural knowledge and intercultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

Aims

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. This empirical study, therefore, endeavored to integrate intercultural content into an English communicative language course in order to explore EFL learners' attitudes towards intercultural communicative language teaching (ICLT) and their ICC development in the Vietnamese context. It involved twenty-seven EFL learners who were learning an intercultural communicative language course at a foreign language center in Ho Chi Minh City, Vietnam. Three research instruments, namely a questionnaire, an intercultural competence test and semi-structured group interviews, were used to collect data. The preliminary findings revealed that EFL learners' attitudes towards intercultural language learning were positively changed, and their ICC (both language competence and cultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

Research design

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. This empirical study, therefore, endeavored to integrate intercultural content into an English communicative course to explore EFL learners' attitudes towards intercultural communication and their ICC development in the Vietnamese context. It involved 100 participants who were learning an intercultural communicative language course at a foreign language center in Ho Chi Minh City, Vietnam. Three research instruments, namely questionnaire, language test, intercultural competence test and semi-structured group interview were employed to garner data. The preliminary findings revealed that EFL learners' attitudes towards intercultural communicative language learning were positively changed, and their ICC (both language competence and intercultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

Results

Abstract

Intercultural communicative competence (ICC) is seen as one of the key competences in the 21st century, so one of the ultimate goals in English language training programs is to educate learners to become intercultural speakers who can deal with linguistic and cultural complexity and take part in multicultural situations. However, the integration of intercultural content into English language education is still ignored in the Vietnamese context. This empirical study, therefore, endeavored to integrate intercultural content into an English communicative language course in order to explore EFL learners' attitudes towards intercultural communicative language teaching (ICLT) and their ICC development in the Vietnamese context. It involved forty-seven learners who were learning an intercultural communicative language course at a university in Ho Chi Minh City, Vietnam. Three research instruments, namely questionnaire, intercultural competence test and semi-structured group interview were employed. Preliminary findings revealed that EFL learners' attitudes towards intercultural communicative language learning were positively changed, and their ICC (both language competence and intercultural competence) developed in similar patterns. This study is hoped to shed light to the implementation of ICLT in the EFL context of Vietnam and other similar contexts.

Implications

Chapter 1: Introduction

The introduction may include an explanation of author's own background and motivation to undertake a particular piece of research. The introduction can include the following elements:

- Background to the study
- Statement of purpose/ Rationale of the study
- Aim and Objectives of the study
- Research questions / Hypotheses
- Scope of the study
- Significance of the study
- Definitions of key terms
- Overview of thesis chapters

Introduction

Purpose:

- Point out the link between **what has happened before** in the particular or related fields of the study and **what the present report has to offer or contribute to**.
- **Motivate** the reader to the study and **justify its academic value** for publication.

Introduction

Swales' (1981, 1990, 2004) model for research article introduction

Move 1: Establishing the field (citations required)

1): claiming centrality (by interest, importance, topic-prominence) *or*

2): making the topic generalization *and/or*

3): reviewing items of previous research

Introduction

Move 2: Establishing a niche

- 1): counter-claiming *or*
- 2): indicating a gap *or*
- 3): question-raising *or*
- 4): extending a finding

Move 3: Occupying a niche or introducing the present research

- 1): stating the aim of the research
- 2): describing briefly the work carried out
- 3): justifying the research
- 4): presenting research questions

Chapter 1: Introduction

Background to the study

This section is to provide readers with the background information for the research reported in the paper and to establish a framework for the research, so that readers can understand how it is related to other research. It should include the following ideas:

- Create an interest in the topic;
- Lay the broad foundation for the problem that leads to the study;
- Place the study within the larger context of the scholarly literature.

Chapter 1: Introduction

Statement of the problem

This section describes the context for the study and identifies the general analysis approach. In other words, the context for the study should be provided and briefly explained, including a discussion of the conceptual or theoretical framework in which it is embedded.

Chapter 1: Introduction

Aim and objectives of the study

The aim of the work, *i.e.* the overall purpose of the study, should be clearly and concisely defined.

- Aims should be broad statements of desired outcomes, or the general intentions of the research, which 'paint a picture' of your research.
- Emphasize what is to be accomplished (not how it is to be accomplished).

Once aims have been established, the next task is to formulate the objectives. Generally, a research should have no more than two or three aims statements, while it may include a number of objectives consistent with them.

Objectives are subsidiary to aims and they are usually headed by infinitive verbs.

Chapter 1: Introduction

Research questions

The research question narrows the purpose statement to specific questions that researchers seek to answer.

The research questions should be specific, measurable, achievable, realistic, and time bound.

Chapter 1: Introduction

Scope of the study

This section addresses how a study will be narrowed and explains the things that you are not doing and why you have chosen not to do to them: the literature you not review (and why not), the population you are not studying (and why not), the methodological procedures you will not use (and why you will not use them).

Chapter 1: Introduction

Significance of the study

Indicate how your research will refine, revise, or extend the existing knowledge in the area under investigation. Such refinements, revisions, or extensions may have either substantive, theoretical, or methodological significance.

Show how results of the study may affect scholarly research, theory, practice, educational intervention, curricula, counseling, and policy.

Ask yourself the following questions:

- What will results mean to the theoretical framework that framed the study?
- What suggestions for subsequent research arise from the findings?
- What will the results mean to the practicing educators?
- Will results influence programs, methods, and/or interventions?
- Will results contribute to the solution of educational problems?
- Will results influence educational policy decisions?
- Will results be improved or changed as a result of the proposed research?
- How will results of the study be implemented, and what innovations will come about?

Chapter 1: Introduction

Definitions of key terms

- Provide the definitions of important terms and concepts that are usually stated in the objectives, hypothesis and research questions.
- Define subject-specific and technical terms. If you are using words that are different in meaning in the context of your experiment from traditionally accepted meanings, define the terms.
- Explain any operational definitions, the definitions that you have created just for your study
- Arrange your definitions page is to arrange terms in alphabetical order, with definitions stated in complete sentences.

Chapter 1: Introduction

Overview of thesis chapters

- Provide the outline of the chapters appeared in the thesis

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Facts	present tense	To stay ahead in their markets, manufacturers often <u>seek</u> to apply innovative design features and functions to their products.

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
General statements about the level of research activity	present perfect tense (active or passive)	Research <u>has led</u> to many accomplishments including a reduction in the use of energy. (active)

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Weak author citations (several authors mentioned and authors names given in brackets)	present perfect tense (active or passive)	Some authors (Mattila 1995, Loots and Wolfson 20022) <u>have suggested</u> that the non-linear effects in the screening procedures are important in the calculations

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Prominent author citations (the findings of authors in single studies)	simple past tense common verbs: • found • obtained • showed • introduced • reported • noted • suggested • proposed	Koskela et al <u>suggested</u> a slightly different model Very recently, Lönnkvist et al <u>introduced</u> a model which has already gained some standing

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Signaling the problem or our gap in knowledge	present tense (active or passive)	- There <u>are</u> still very few publications in the scientific literature based on this process. - There <u>is</u> an urgent need to define a suitable test method for these types of boilers.

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Purpose of the report	present tense common verbs: • discusses • outlines • describes • considers • deals with • presents • is concerned with • investigates • compares • determines	- The present paper <u>deals with</u> the possibilities for modifying the codes. - This work <u>compares</u> three bleaching processes which can be used for pulp manufacture from recycled paper.

Introduction

The common tenses used in the Introduction

type of information	verb form	example
purpose of the research	simple past tense or present tense	- The objective of this study <u>was</u> to compare the outcome of manual and automatic quality control procedures. - The objectives of this project <u>are</u> to develop a powerful framework for life cycle analysis

Introduction

The common tenses used in the Introduction

Type of information	Verb form	Example
Value of study	modal auxiliary verbs: (which signal that author's attitude is "tentative") • will (sure) • would • should • can • may • might • could (tentative)	- This project shows that the process <u>can</u> be significantly enhanced by incorporating two new technological developments. - Thus, it <u>can</u> perhaps be claimed as an innovation on a theoretical level.

Chapter 2: Literature Review

The role of the literature review in thesis is to provide a critical review and analysis of the literature relevant to a particular topic. The purposes of a literature review can be to:

- Summarize and evaluate past research
- Show similarities and differences in previous research
- Give an overview of controversies in past research
- Place your own research into context
- Show a gap in research
- Generate new research hypotheses

The literature review should meet certain requirements:

Most of the citations should be recent (preferable in the last five to seven years). Earlier studies should only be cited if they appear to be classic, landmark studies.

Literature reviews should cite works from journals, books or government document.

Chapter 2: Literature Review

2.1 Introduction

2.2...

2....

2.x Previous studies

2.Xx Summary

Literature Review

Citation techniques and styles

- Swales (1990) proposes two distinctive categories of referencing conventions: integral and non-integral forms of citations.
- An **integral citation**: “one in which the name of the research is included in the actual citing sentence as some sentence-element”
- A **non-integral citation**: “the researcher occurs either in parenthesis or is referred to elsewhere by a superscript number via some other device” (p. 148)

Literature Review

Citation techniques and styles

Integral	Non-integral
Brie (1988) showed that the moon is made of cheese.	Previous research has shown that the moon is made of cheese (Brie, 1988).
The moon's cheesy composition was established by Brie (1988).	It has been shown that the moon is made of cheese (Brie, 1988).
Brie's theory (1988) claims that the moon is made of cheese.	It has been established that the moon is made of cheese ¹ .

Literature Review

The literature review should focus on

- The key issues which underline the research project.
- The major findings of the research topic, by whom and when.
- The main points of view and controversies that surround the issue being investigated.
- A critical evaluation of these views, indicating strengths and weaknesses of previous studies on the topic.
- General conclusions about the state-of-the-art at the time writing, including what research still needs to be done; that is, the gap that remains in the research that the study will aim to fill.

(Paltridge & Starfield, 2007, p. 101)

Literature Review

The common tenses used in the literature review

- **Past tense** - When you use the **past tense**, the reporting verb often occurs as an **integral citation**. In other words, you give the researcher's name as the grammatical subject of the sentence.

Common verbs in the past tense are: investigated, studied, compared, analyzed, found, and examined.

- **Present tense** - Verbs showing your **opinion** on another person's research often occur in the present tense. However, the **simple past** and **present perfect** are also possible verb forms in this case.
- **Present perfect** - The present perfect tense can be used to **state** that the research results are recent.

Chapter 3: Methodology

The Methodology Chapter tells readers how the research has been conducted in order to answer research questions. It may have sections that explain:

WHERE the study was carried out

WHEN the study was carried out

WHAT materials, techniques, samples, data, approaches, theoretical frameworks were used in the study, and

HOW the study was carried out/ WHAT procedures were used.

Chapter 3: Methodology

The components of Chapter 3 can be as follows

- Research design
- Research site / Research context
- Sample and sampling procedures
- Research instruments
- Data collection procedures
- Data analysis procedures
- Validity and reliability

- Research design
- Materials (can be named in accordance with the nature of the research)
- Data collection procedures
- Data analysis framework
- Validity and reliability

Chapter 3: Methodology

3.1 Introduction

3.2 Research design

....

3.x Summary

Chapter 3: Methodology

Research design

- Indicate the research design used in the study and provide a rationale for using the selected research design.
- Indicate the methodological steps you will take to answer every question or to test every hypothesis.

Chapter 3: Methodology

Research site

Provide brief information of the research site where the research will be conducted.

Chapter 3: Methodology

Sample and sampling procedures

- Define the population and indicate the sampling plan in detail.
- Provide rationale and limitations of sampling
- Outline the characteristics of the sample (if available)
- Detail procedures to follow to obtain informed consent and ensure anonymity and/or confidentiality

Chapter 3: Methodology

Research instruments

- Outline the instruments you propose to use.
- If instruments have previously been used, identify previous studies and findings related to reliability and validity; if instruments have not previously been used, outline procedures you will follow to develop and test their reliability and validity.
- Provide a well thought-out rationale for using the selected research instruments.

Chapter 3: Methodology

Data collection procedures

- Outline the general plan for collecting the data.
- Provide data collection procedures explicitly.

Chapter 3: Methodology

Data analysis procedures

- Specify the procedures you will use, and label them accurately.
- Indicate any analytic tools you will use.
- Provide a well thought-out rationale for using the selected analytic tools.

Chapter 3: Methodology

Validity and reliability

- Indicate how to ensure the validity and reliability of the research.
- Validity refers to the accuracy or truthfulness of a measurement. Three types of validity are face validity, content validity, construct validity.
- Reliability is synonymous with repeatability or stability. A measurement that yields consistent results over time is said to be reliable. Three basic methods to test reliability: test-retest, equivalent form, and internal consistency.

Methodology

Common tenses used in the Methodology

Type of information	Verb form	Example
Describing procedure	simple past tense (passive voice)	It <u>took</u> a shorter time than expected to disassemble the goods More than seven different types of antennae <u>were investigated</u>

Methodology

Common tenses used in the Methodology

Type of information	Verb form	Example
Describing samples selected for this study or chosen instruments	simple past tense	- <i>Fifty English majors were conveniently sampled.</i> - <i>The questionnaire was employed to collect the data.</i>

Methodology

Common tenses used in the Methodology

Type of information	Verb form	Example
Describing general populations from which the samples were taken or conventional material	present tense	- More than 90% of all the computer appliances people use <u>are selected</u> by someone other than the user - These users <u>are</u> typically under the age of 50.

Chapter 4: Results and Discussions

RESULTS

The Results section is normally written in a descriptive and narrative style, presenting straightforwardly all the details observed and recorded that will make the focused experiment stand out from the previous studies. The moves and steps for this section can be as follows:

Moves	Steps
Move 1 – Preparatory information	
Move 2 – Reporting results	
Move 3 – Commenting on results	<i>Interpreting results</i> <i>Comparing results with literature</i> <i>Evaluating results</i> <i>Accounting for results</i>
Move 4 – Summarizing results	

Adapted from Yang and Allison’s Framework for the Results Section Analysis (2003, p. 374)

Results

The Results section consists of the three fundamental elements.

1. The first element is mostly statements in the **present tense** that **indicate** the **tables** and **figures** where the results can be found.
2. Element 2 is largely **past tense** statements that provide **comments** on the results.
3. Element 3 consists of statements that provide comments on the results, whose **three** main functions include: to **explain** the results, to **compare** them with other studies, and to **generalize** from them. **Past tense, modals, and tentative verbs** are found to be typical features.

Chapter 4: Results and Discussions

DISCUSSIONS

This section will indicate how the results can be reviewed, interpreted, evaluated, and made use of for specific implications, and applications. The focus is shifted to the specific findings from the present study where are foregrounded. The works of others are mentioned this time to **confirm, compare, or contradicted** with these findings. It explains differences and similarities, and makes claims for contributions to research.

Moves	Notes
Move 1 – Information move	<i>Background about theory, research aims or methodology</i>
Move 2 – Finding	<i>With or without a reference to a graph or a table</i>
Move 3 – Expected or unexpected outcome	<i>Comment on whether the result is expected or not</i>
Move 4 – Reference to previous research	
Move 5 – Explanation	<i>Reasons for expected or unexpected results</i>
Move 6 – Claim	<i>Contribution to research, sometimes with recommendations for action</i>

Adapted from Peacock’s Framework for the Discussion Section Analysis (2002, p. 492)

Chapter 4: Results and Discussions

4.1 Introduction

4.2 Results

4.2.1...

4.3 Discussions

4.3.2...

4.4 Summary

Discussion

- Linguistic features:

Statements indicating authorial comments, equal amount of the **Present** and **Past tenses**, and the **active** is favored.

Discussion

Moves	Notes
Move 1 – Information move	Background about theory, research aims or methodology
Move 2 – Finding	With or without a reference to a graph or a table
Move 3 – Expected or unexpected outcome	Comment on whether the result is expected or not
Move 4 – Reference to previous research	
Move 5 – Explanation	Reasons for expected or unexpected results
Move 6 – Claim	Contribution to research, sometimes with recommendations for action
Move 7 – Limitation	
Move 8 - Recommendation	Suggestions for further research

Discussion

Moves	Notes
Move 1 – Information move	Background about theory, research aims or methodology
Move 2 – Finding	With or without a reference to a graph or a table
Move 3 – Expected or unexpected outcome	Comment on whether the result is expected or not
Move 4 – Reference to previous research	
Move 5 – Explanation	Reasons for expected or unexpected results
Move 6 – Claim	Contribution to research, sometimes with recommendations for action
Move 7 – Limitation	
Move 8 - Recommendation	Suggestions for further research

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Locating diagrams	present tense (active or passive) common verbs: • illustrate • show • present • give • summarise	- Figure 1 <u>illustrates</u> the variations of the temperature over time Figure 3 <u>shows</u> the experimental procedure The results <u>are shown</u> in figure 3

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Presenting the findings	simple past (active or passive)	<i>The study <u>showed</u> that a number of the samples <u>proved</u> too viscous for use. The second model <u>gave</u> a better fit Considerable changes <u>were noted</u> in the market after the introduction of the second generation technology</i>

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Commenting on the results: comparing with other studies	present tense	- The experiments <u>give</u> a value for <i>M</i> close to the values obtained in the simulation. - This last value <u>is</u> in good agreement with the results from on-site measurements.

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Commenting on the results: giving possible explanations	modal auxiliary verbs: • can • may • could • might	<i>It seems that our experimental results <u>can be explained</u> by the consistent irregularities in signal strength</i> <i>The value differences <u>may</u> originate from magnetic variability</i>

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Commenting on the results: generalising from the results	common verbs: • may • could • appears • seems • is likely	<i>From these preliminary results, it <u>appears</u> that the FGCprocess is the most cost-efficient of the three techniques.</i> <i>Therefore, investments in renewable energy sources <u>may never be made</u> on a sufficiently large scale</i>

Common tenses used in R&D

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Commenting on relationship between variables	common verbs: • was correlated (negatively) with • was associated with • was (not) (significantly) related to	<i>It appeared that the emission levels <u>were not apparently related to</u> the listed factors</i> <i>The tendency to fracture <u>was correlated positively with</u> the cooling time</i>

Chapter 5: Conclusion

This section is to wrap up the thesis by providing:

- A summary of the main findings of the thesis
- The implications of the research
- Limitations of the research
- Recommendations for further research

Chapter 5: Conclusion

5.1 Introduction

5.2 Conclusion

...

5.x Summary

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Referring to the purpose	simple past tense	In this study, we <u>concentrated</u> on showing the interdependence of the variables involved
Restating the findings	simple past tense	The main conclusion <u>was</u> that modifications to the model <u>were needed</u>

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Explaining the findings	present (general condition) simple past (restricted to your study)	<i>Filtration <u>produces</u> a satisfactory result (in general)</i> <i>Use of the web-based environment <u>provided</u> the greatest saving in staff time and cost to the company (in this study)</i>

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Limiting the findings	a variety of expression is used: • the findings are restricted to... • it cannot be determined from this data..	- This study aimed to assess the current procedures, not to develop new ones - Without further investigation, it is impossible to determine the cause of this with any degree of certainty.

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Comparing findings	present tense	- The results obtained in simulation <u>show</u> excellent agreement with the corresponding experimental data - This <u>is</u> in discrepancy with the earlier conclusions of Järvinen

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Implications / generalisations	verbs indicating tentativeness : • is possible • is likely • appears • seems • might	- It <u>is possible</u> that these differences in quality will show up during prolonged use - It <u>is highly likely</u> that this could occur again

Conclusion

Type of information	Verb form (tense or commonly occurring verbs)	Examples
Recommendations and applications	common constructions: • should be + -ed • could be + -ed • would be + -ed • must be + -ed • we recommend • X is recommended • it is hoped that.....X may...	- <i><u>It is hoped</u> <u>that</u> benchmarking <u>may</u> become a higher priority within the institution</i> - <i>Further study <u>is recommended</u> to compare results with types of plastics which were not included in this study</i>

References

References

A thesis must include a reference section in the APA format. References include only those works actually cited in the text. There must be a reference entry for every citation in the text, with spelling, dates, publishing information, etc., that are correct and presented consistently. For more information on the 6th APA Reference Style, please visit the website: <http://www.apastyle.org/>

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Appendices

Materials related to the text but not suitable to be included in it (raw data, tables, copies of documents, etc.) may be placed in an appendix. When there is more than one appendix, each should be given a letter, e.g.

Appendices

Appendix A

Appendix B

Etc.



Question & Answer