

**Ministry of Education and Science of Ukraine
Pavlo Tychyna Uman State Pedagogical University
English and Methodology Department**

**Qualification paper
Guidelines**

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Друкується згідно з ухвалою вченої ради факультету іноземних мов Уманського державного педагогічного університету імені Павла Тичини (протокол № 6 від 23 січня 2019 р.)

М 54 **Qualification Paper Guidelines** : методичні рекомендації до написання кваліфікаційної роботи з методики навчання англійської мови здобувачами вищої освіти факультету іноземних мов ОС «бакалавр» уклад.: Алла, Гембарук, Олена Бевз. – Умань : Візаві, 2019. – 46 с.

Методичні рекомендації окреслюють загальні вимоги до змісту та структури кваліфікаційної роботи, методичні вказівки й рекомендації щодо організації й здійснення наукового дослідження, написання й оформлення кваліфікаційної роботи, підготовки та порядку її захисту.

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Introduction

Qualification paper is a part of a final assessment on the Methodology course. It covers 30% of the whole assessment. It is aimed at evaluating how successfully a student achieved the learning outcomes for the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher.

The qualification paper demonstrates a student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the public defence of the qualification paper which is held in English.

The qualification paper is a kind of an action research. The research topic is chosen by the students and is based on their own actual experience. The research is done in Semester 8 at secondary schools during observed teaching.

The Guidelines provide the qualification paper template, sample timeline, technical requirements and the description of defence procedure. It includes phrasebank organised according to the main sections of a qualification paper.

Acknowledgement

We gratefully acknowledge the support of the following people in making the Guidelines a reality: Henadiy Prokofyev, Yana Bondaruk, Olha Sushkevych, Svitlana Derkach, Natalia Shulga for selecting commonly used phrases to different sections of a qualification paper.

Qualification paper template

Heading (paper section)	Content	Number of words
Title page	<ul style="list-style-type: none"> • May vary from university to university 	N/A
Table of Contents	<ul style="list-style-type: none"> • Include headings and relevant page numbers. 	N/A
Lead-in / Introduction	<ul style="list-style-type: none"> • Announce your research topic. • Describe the context, including a profile of the class or classes in focus 	400 – 500
Rationale	<ul style="list-style-type: none"> • Identify a classroom-based issue or problem. • Formulate a research question. • Put forward a hypothesis. • Relate the issue to relevant theory in the literature 	500 – 600
Methodology and Procedure	<ul style="list-style-type: none"> • Outline the stages of the action research. • Define the kind of data you need to collect. • Describe and justify the data collection methods and tools. • Describe your research participants. • Evaluate the effectiveness of research tools. • State any ethical issues. 	1300 – 1400
Findings	<ul style="list-style-type: none"> • Analyse the collected data. • Present the findings (e.g. description, table, chart, diagram, etc.). 	1400 – 1500

Interpretations and Conclusions	<ul style="list-style-type: none"> • Interpret the findings and draw conclusions responding to the research question. • Come up with recommendations for further actions. • Point out any areas which need further research (optional). 	1400 – 1500
References	<ul style="list-style-type: none"> • Provide a bibliography of resources referred to in your paper. 	N/A
Appendices	<ul style="list-style-type: none"> • Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper. • Put the appendices in the order they are mentioned in the paper. 	N/A
Literature review	<ul style="list-style-type: none"> • This is not a separate section of the paper. • Refer to reliable sources in the rationale and throughout the paper wherever appropriate and justified. 	N/A
	Total	5000 – 5500

Assessment criteria

The qualification paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is

allocated to the public defence of the qualification paper which is held in English.

Criteria for the qualification paper

Criteria		Mark
Context	<ul style="list-style-type: none"> • Clear statement of context, including a profile of the class or classes in focus 	5%
Topic	<ul style="list-style-type: none"> • Clear, well-focussed research questions and/or hypotheses on a classroom-based issue or problem • Evidence of the ability to relate the issue to relevant theory in the literature. 	15%
Classroom investigation methodology	<ul style="list-style-type: none"> • Clear description of research methodology • Appropriate choice and justification of research methods and instruments 	15%
Findings	<ul style="list-style-type: none"> • Clear analysis and presentation of data and findings 	10%
Interpretations, implications and conclusions	<ul style="list-style-type: none"> • Valid interpretations, implications and conclusions, including any materials developed as a result of the investigation 	20%
Presentation of the written work	<ul style="list-style-type: none"> • Systematic and consistent referencing • Readability: style, organisation and signposting of writing • Length and format according to requirements 	5%
Total	70%	

Technical requirements

Sample of a cover page

**Ministry of Education and Science of Ukraine
Pavlo Tychyna Uman State Pedagogical University
Foreign Languages Faculty
Department of English Language and Methods of Teaching**

**Qualification Paper
Bachelor's Level**

Theme: _____

Done by: _____, **group**____
Scientific supervisor: _____
Reviewer: _____

Uman – 2019

Typing conventions

The paper should be written according to the following requirements:

- The text is written in Microsoft Word 97 for Windows.
- The page size is A4 (210x297mm)
- The margins are 20mm from top, left, right, and bottom.
- The Theme Font is Times New Roman.
- The Font Size is 14pt.

- Line Spacing is 1.5
- The indentation is first line, 1,25 mm.
- You should use “curly” quotes not «angle quotes»
- You should make difference between hyphen and dash (dash is separated on both sides with spacing and is longer than the hyphen).
- The Style of the text is Normal. No other styles should be used.
- All the parts and significant elements should be typed in **bold** or/ and *italic* type.
- The pages of your manuscript should be numbered consecutively in the upper right corner of each page, beginning with the title page, but use **Different First Page** option to keep it invisible. The number should appear by itself with no punctuation.
- Type all the **Headings** (with no quotation marks, underlining, etc.) **Bold and Centred**.

Sample timeline

This is a typical timeline. It may vary from university to university. Students may adjust the timeline to their own pace and needs except for the deadlines for submitting and defending the paper. Students need to explore the requirements and guidelines for writing the qualification paper well in advance.

September	<ul style="list-style-type: none"> • Identifying a classroom-based issue or problem (based on school experience) • Formulating a research question/s
October	<ul style="list-style-type: none"> • Analysing and describing the context of your question (Why is it important to you?) • Starting to read (and take notes) about your issue
November	<ul style="list-style-type: none"> • Planning the intervention
December	<ul style="list-style-type: none"> • Choosing data collection tools and methods • Adapt/design the necessary materials for data collection
January	<ul style="list-style-type: none"> • Documenting procedures

February	<ul style="list-style-type: none"> • Collecting data
March	<ul style="list-style-type: none"> • Analysing and organising collected data • Interpreting the findings • Drawing conclusions to respond to the research question
April	<ul style="list-style-type: none"> • Producing recommendations for further action • Compiling bibliography • Putting together appendices • Writing the first draft of the qualification paper and submitting it to the supervisor for review
May	<ul style="list-style-type: none"> • Editing and finalising the qualification paper • Submitting the final version of the qualification paper
June	<ul style="list-style-type: none"> • Public defence of the qualification paper

Defence procedure

The qualification paper is defended publicly during the final examination on the Methodology course. The public defence is held in English.

The defence procedure includes the following stages:

1. The presentation stage: the student briefly presents the key results of his/her research in a clear and logical way (up to 10 minutes) highlighting the problem under investigation, research questions, methodology and the findings. The report is visually supported by multimedia presentation.
2. The discussion stage: the student answers the questions on the content of his/her research.
3. The evaluation stage: the examining board assesses the qualification paper against the agreed criteria.

Criteria for the public defence

Criteria		Mark
Content of the presentation	The student: <ul style="list-style-type: none"> • gives due consideration to key results of the research • provides argumentation to 	15%

	support the most important conclusions <ul style="list-style-type: none"> • demonstrates the ability to reflect on research experience 	
Dealing with questions	The student: <ul style="list-style-type: none"> • addresses the questions directly and clearly • clarifies the fundamental aspects of the research • links answers to different aspects of the paper 	10%
Form of the presentation	<ul style="list-style-type: none"> • The presentation is clear, structured, comprehensible to listeners and within a time limit 	5%
Total		30%

The results are announced by the head of the examining board at the end of the final exam.

Phrasebank

Lead-in

Lead in is a kind of introduction to your research. In this section you announce your research topic justifying the reasons for your choice; establish the context, background and/or importance of the topic; describe the educational context, including a profile of the class or classes in focus; provide an overview of the coverage and/or structure of the writing. Introduction to the research tend to be relatively short but quite complex.

Useful phrases

Establishing the importance of the topic for the world or society

- X is a fundamental property of
- X is fast becoming a key instrument in
- X plays an important role in

- Xs are the most potent anti-inflammatory agents known.
- X has become a central issue for
- X is one of the most aspects of ...
- X is increasingly recognised as a serious, worldwide public health concern.
- X is an important component in,.. and plays a key role in ...
- X has many uses / roles / applications in the field of ...
- A striking / useful / remarkable feature of ...
- The main / principal / fundamental characteristics of X are:
- X accounts / is responsible for

Giving reasons for personal Interest

- My main reason for choosing this topic is personal interest.
- *The criteria / reasons for selecting this problem were ...*
- I became interested in Xs after reading
- During school experience I have noticed
- As a trainee student, I witnessed ...
- I have observed many lessons and
- It is my experience of working with X that has driven this research.

Describing context

- Data collection followed the appropriate ethical procedures and received approval from *Uman Secondary School # 3*.
- The research was done at *Uman Secondary School # 3* /took place in *the Language Learning Lab / the English Classroom*.
- Data collection *with the child L2 learners* took place on the school's premises.
- The equipment was set up in *a quiet room specifically dedicated for the experiment for the duration of the study*.

Rationale

A rationale typically consists of a line of reasoning that performs two principal functions. It describes a context within which to locate the intended project and suggests why doing such a study is worthwhile. A further function can be that of justifying the methods you plan to use for solving your research problem. In this section you identify a classroom-based issue or problem; formulate a research question(s); put forward a hypothesis; relate the issue to relevant theory in the literature.

Useful phrases

Identify a classroom-based issue or problem

- The study focuses on...
- In this paper we target at ...
- *You can enrich your formulations with a range of other verbs: argue, assert, claim, state, assume, hypothesize, suggest, find, discover, demonstrate, prove, test, examine.*

Put forward a hypothesis

- *In our study we develop, propose, formulate, advance, put forward, introduce the hypothesis...*

Literature review

One of the distinguishing features of academic writing is that it is informed by what is already known, what work has been done before, and/or what ideas and models have already been developed. Thus, the purpose of the literature review is to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. For general reference to the literature, the present perfect tense (have/has +verb + ed) tends to be used. For reference to specific studies

carried out in the past, the simple past tense is most commonly used. This is always the case where a specific date or time in the past forms a part of the sentence. When referring to the words or ideas of writers, the present tense is often used if the ideas are still relevant, even if the author is no longer alive.

Useful Phrases

General descriptions of the relevant literature

- A large and growing body of literature has investigated
- More recent attention has focused on the provision of
- Much of the current literature on X pays particular attention to
- Over the past decade most research in X has emphasized the use of
- There is a large volume of published studies describing the role of
- In recent years, there has been an increasing amount of literature on
- A considerable amount of literature has been published on X. These studies
- The first serious discussions and analyses of X emerged during the 1970s with

Relate the issue to relevant theory in the literature

- According to X (e.g. Richards (2018))...
- That *issue* has *important* implications for the study of ...
- The study of ... goes along with the theory of...
- We can find similar research in the field of ...
- In her analysis / review / overview / critique of X, Bertram [2] questions the need for ...
- In his introduction to / seminal article on / investigation into X, Schneider [3] shows that ... Dee [4] developed / reported on a new method for X and concluded that ...
- Burgess [6], an authority on X, notes / mentions / highlights / states / affirms that ...

- She questions / wonders / considers / investigates whether [or not] X can ...
- They / He / She draw our attention to / focus on X.
- They make / draw a distinction between ...
- He claims / argues / maintains / suggests / points out / underlines that ...
- She concludes / comes to the conclusion / reaches the conclusion that ...
- She lists / outlines / describes / provides several reasons for ...
- Her theory / solution / proposal / method / approach is based on ...

Summarising the review or parts of the review

- Together, these studies outline that
- Overall, these studies highlight the need for
- Collectively, these studies outline a critical role for...
- The evidence presented in this section suggests that
- The studies presented thus far provide evidence that
- Overall, there seems to be some evidence to indicate that
- Together these studies provide important insights into the
- In view of all that has been mentioned so far, one may suppose that

Methodology and procedure

In this section writers give an account of how they carried out their research. The Methodology and procedure section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Note that for most of the functional categories in this section, the verbs are written in the simple past tense.

Useful Phrases

Outline the structure of the action research

- This paper is organized as follows / divided into two sections.
- The first section / Section 1 gives a brief overview of ...

- The second section examines / analyses ...
- In the second section a case study is presented / analyzed ...
- A new methodology is described / outlined in the fourth section ...
- We / I propose a new procedure in Section 2.
- Some / Our conclusions are drawn in the final section.
- This paper / chapter / section / subsection begins by examining ...
- The next chapter looks at / examines / investigates the question of ...
- Problems / Questions / Issues regarding X are discussed in later sections.

Outline the stages of the action research

- The present study took place at...
- Participants in the study were...
- The study took place during...
- The first (the next, second, final) step in the study was to...
- *The material was collected / used / tested / characterized / assessed during the first / initial step.*
- In the first step / During the first phase / In the initial stage of the research...
- *First we estimated / determined the value of ..., then / subsequently we studied / analyzed / evaluated*
- Once / As soon as / After ... *had been done, we then did ...*
- *Finally, independent / separate / further / additional tests were performed on the ...*

Define the kind of data you need to collect

- Data collection followed the appropriate ethical procedures and received approval from *Uman Secondary School # 3*.
- Data collected at *Uman Secondary School # 3* took place in *the Language Learning Lab / the English Classroom*.

- Data collection *with the child L2 learners* took place on the school's premises.
- The equipment was set up in *a quiet room specifically dedicated for the experiment for the duration of the study.*
- Participants were then given the task instructions orally.
- All participants completed the tasks *individually / in pairs / groups.*
- The learners first completed *a questionnaire to assess their L2 English proficiency and use.*
- The whole procedure lasted around *40 minutes.*

Describe and justify the data collection methods and tools.

- This was an evaluation study, a variety of qualitative and quantitative tools were used for measurement.
- The purpose of this questionnaire / interview / quiz was to ...
- Students' performances were measured on *quizzes / tests relating to difficult-to-grasp matter.*
- To ascertain / to find out / to make sure whether *the PowerPoints as a whole helped the students feel more comfortable with the reading and content*, the students *were given a questionnaire / were interviewed /* with the results to be displayed on a chart.
- The data were *collected or generated* in a way that is consistent with accepted practice in my field of study.
- The data were obtained with the help of the following tools....

Explaining why you chose your specific method, model, equipment, sample.

- The aim / purpose *of this tool is to do* . Consequently, we / As a result we / Therefore we / We thus ...

- *This tool was chosen because it is one of the most practical / feasible / economic / rapid ways to ...*
- *We chose this particular tool because / on account of the fact that / due to / since ...*
- *It was decided that the best tool for this investigation / study was to ...*
- *Such tool was chosen / selected in order to identify / understand / investigate / study / analyze / see / determine / check / verify / ...*
- *..... was done / We did in order to ...*

Describe your research participants and sampling

- *A total of 20 / 50 participants were recruited for this study / this survey / for interviews.*
- *At the beginning of the study, all of the participants / subjects / were aged*
- *In all cases / subjects' / participants' consent was obtained.*
- *At the beginning of the study, all of the participants / subjects / patients were aged / had the level of English / skills.....*
- *Interviews were performed / conducted / carried out informally.*
- *Data was collected from three participant groups: Elementary L2 learners, Pre-Intermediate L2 learners and Intermediate L2 learners.*
- *Altogether data from 50 participants was included in the analyses of the study.*
- *The sample was selected / subdivided on the basis of ... and*
- *The initial sample consisted of / was made up / was composed of ...*
- *Approximately / Just over / Slightly under a half / third / quarter of the sample were ...*
- *The interviewees were divided / split / broken down into two groups based on / on the basis of ...*
- *A sample of one of the ... is presented in Appendix A.*

Evaluate the effectiveness of research tools

- The purpose here was to give an overall *evaluation of the effectiveness of the PowerPoints within this specific course, and the multiple ways of studying and presenting the information* would add reliability and validity to such study.

Ethics

- So that the participants in our research were fully protected and had confidence that we would not misuse the recordings, we explained the research to them thoroughly, answered their questions about it and *asked them to sign a consent form*.
- We also gave them full feedback on their *reading performance* so that they felt they were gaining something from the experience.
- On the first day of the study, and to each new student thereafter, I explained the reasons for doing *the writing* in class and explained that their work might be used anonymously.
- All students were given an opt-out option of the research if they felt its objectives were not relevant to them and what they wanted to achieve while in class. No student opted out.
- All students agreed I could contact them by email if I wanted to use their work, which they had provided to the school. I have received permission from those photographed to use these in anything related to the research.

Findings

The standard approach to this section of a research is to present and describe the finding / results in a systematic and detailed way. Qualitative results are generally presented in the form of the description. The researcher highlights and

comments on the themes that emerge from the analysis. In quantitative studies, the findings are presented in tables / charts / diagrams and figures, and writers comment on the significant data shown in these. This often takes the form of a summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data. All figures and tables should be numbered and given a title.

Useful phrases

Analysis of the collected data

- We decided that an action research project was appropriate for our topic of interest because it would allow us to ... \
- We were also attracted by
- We also wanted to make the questions that we were going to ask participants as valid as possible.
- Below, we will outline and discuss how
- The research question this study aimed to answer was:
- To answer this, I collected \ used
- The retrospective interview data suggested that
- Data was collected using the measurement tool of *pre-test /post-test*.
- Students were graded by
- Then the difference between *the post- test and the pre-test scores* was calculated, yielding a percentage indication of
- The *overwhelming majority* of students needed ..., while *less than half* wanted ..., and *just under a quarter*
- This led to an assumption that
- This also becomes apparent from the list of (*smth.*)
- Before the intervention, *half of the class* believed that
- After the study, *over two thirds* agreed that

- Moreover, *three out of four learners* claimed that ... , so I believe *a majority of students* in this class were ready for
- It was interesting to see that,
- Both of these approaches indicated that
- When asked to explain such change in timing during the one-to-one interviews, *some* said that because
- We also tested a class on
- Others admitted that
- The fact that both interviews and questionnaires revealed the same data confirms that
- The observations we made, based on the study outlined in the previous section, were as follows: 1...; 2 ... ; 3... ; 4.... .

Findings interpretation

Description

- The report and discussion of the main findings is organised around the three main research questions, which will be discussed in turn.
- Data was collected through several methods throughout the study.
- The study took place over *12 weeks* and was split into *three cycles* to allow for time for reflection and to make any changes necessary.
- As presented earlier in the methodology section,
- More detail about the task types will be given as each cycle is elaborated on.
- The next section will highlight the key findings of each cycle of the study and then will look across both cycles at a number of factors and trends.
- This study measured
- I started this study with the following research question:
- First of all, we looked at the percentage of
- One possible reason for this could be that
- On the other hand,

- Certain strategies, such as ... had some impressive consistency and were used by about half of the students throughout the intervention.
- It is even more impressive to see that
- There was a strong correlation between
- Although,
- In contrast, after the intervention, *the majority of learners* accepted that ...
- To support such an assumption about , it was important to analyse
- So, the students were asked to report on *smth*
- Thus, the differences that we observed in
- However, it is important to note that ... \ Importantly, ... \ In addition, ...
- On average,
- There were no significant differences between
- Interesting differences appear in
- In terms of the more widely distributed responses, there is only one of note
- The findings in the previous section have shown that ... \ This may suggest that ... \ This might be due to the fact that
- The findings above suggest that ... \ Specifically, our results suggest that ... \ We can assume that ... \ Moreover, the analysis reveals that
- To some extent the results corroborate previous research which shows that ...
- The following key findings emerged from the analyses:
- Conversely,\ Contrary to our expectations, results showed that
- We examined *the relationship between*
- Three main comparisons were conducted (see *Appendix B* for details of statistical analyses conducted)
- After gathering the data from the questionnaire, I analyzed it
- First, ... \ Second, ... \ Finally,

- The most important finding of this research study is directly related to the research question:
- At every stage of data collection we asked participants
- The results have been organised according to the research questions. \ We have focused on the highlights of the data.
- Our research has, perhaps unsurprisingly, led to more questions than answers. But we do need questions before answers are possible, so to that extent we feel we have been extremely successful.
- The interpreted results appear close to what I expected during my follow-up with the students.
- In summation, the results of this study support the formulated hypothesis.
- The results were *positive* \ *negative* but not overwhelming.

Table \ chart \ diagram

- (... *smth*) is demonstrated in Table 1.
- It is clear (*from Table*) that
- Table (5) shows ... \ *Table 5* presents the median and range of change for
- *Figure 1* provides an overview of ... \ *Figure 5* illustrates
- After the intervention, most students retained ..., however the overall balance shifted towards (*doing...*), with more learners (*doing smth*) .
- What becomes immediately apparent is that
- As the majority of students were ... , this suggests that
- Finally, ... \ Lastly, observing *Figure 2*, it is clear that
- There was a rough balance between
- From the results displayed in *Figure 1* and the statistical analyses conducted, the following key findings were identified:
- According to *Figure 4*, we can see that
- Most importantly, when looking at the patterns shown by
- Contrary to our expectations,

- No considerable differences are found in
- The results indicate that
- *Table 1* reports the per cent correct on
- The revised *table (Table 2)* shows a noticeable reduction in the difference between
- For the sake of clarity, ...
- The results when compared demonstrate that
- Once again, the results show that
- In *Table 5* the percentage of *smth* ranged from 50 % to 10%
- The results are shown on *Table 1* below, ... \ Looking at *Figure 1*, it can be seen that
- Taking this into account, the data show that,
- To analyze the data collected through the questionnaire, a pie chart was created to represent the result for each question by itself.
- First question was
- Apart from the oral feedback they gave on *smth*
- As presented above, not all of the data was normally distributed and there were some outliers.
- The *most diverse* responses came from the statement ‘.... ’, where answers were spread quite evenly *across four of the groups*, but with *eight participants* still maintaining they neither agreed nor disagreed.

Questionnaire

- To collect data from the students (*We*) created (*three*) questionnaires – ...
- *We* then analysed the responses and identified the most frequent.
- As mentioned previously, initial questionnaires were completed, written comments on feedback forms were collected, a plenary discussion was recorded each week
- All the questions related to (*smth*) ... were discussed during the class interview, as it was quite hard for students ... (*to do smth*).

- As a qualitatively oriented study we were not aiming to speak to large numbers of people.
- In this first section I will outline the main findings of the *initial listening questionnaire*
- The first quiz, ... (*name it*), was taken before and after
- The *questionnaire* was designed for a number of reasons.
- The interviews were held in ... with
- The classroom observations were conducted at \ The focus group interviews were held at \ The fourth and final stage of data collection was ... held in
- The baseline interview schedule was developed using
- This made a considerable improvement to the quality of feedback
- This provided a better picture about ... and helped to establish a possible correlation between strategy use and achievement of aims.
- Some questions were changed in order to
- Other questions were turned into *a ranking task*, in which students were given ... (*smth.*).
- The interview with the control group revealed that
- The students were in agreement that
- However, when questioned about ... , one student added that
- Clearly,
- Also, the questionnaire's results illustrate
- *Question c* proved to be the only one that elicited any kind of negative response.
- To ensure more objectivity, before the interview, the learners were advised that their comments were not going to affect the way the teacher felt about them or their progress.
- This was deliberately emphasised,
- However, I tend to believe that

- The next question is whether
- We might expect that, if there were significant differences in ... , then this might lead to ...
- The quizzes reflected overall slightly higher achievement for
- To determine the answer to this question, it was necessary to issue

Stating what you found

- These tests revealed / showed / highlighted that ...
- Strong / Some / No evidence of X was found ...
- Interestingly / Surprisingly / Unexpectedly, for high values of X, Y was found ..
- On average / Generally speaking / Broadly speaking, we found values for X of ...
- Further analysis / analyses / tests / examinations / replications showed that ...

Stating what you did not find

- No significant difference / correlation was found / identified / revealed / detected / observed / highlighted between
- The analysis did not show / reveal / identify / confirm ...
- With a few exceptions, our results show ...

Highlighting significant results and achievements

- The most striking / remarkable result to emerge from the data is that ...
- It is interesting / crucial / important / fundamental to note that ...
- In our view the result emphasizes the *validity of our model*.
- This result has further strengthened our confidence in X / conviction that X is / hypothesis that X is ...
- Our technique shows a clear / clearly has an advantage over ...
- This underlines / highlights / stresses / proves / demonstrates *just how important X is*. This finding confirms / points to / highlights / reinforces / validates the usefulness of X as a ...

- Our study provides additional support for / further evidence for / considerable insight into X.
- These results extend / further / widen our knowledge of X.
- These results offer compelling / indisputable / crucial / overwhelming / powerful / invaluable / unprecedented / unique / vital evidence for ...

Conclusions

In conclusion section you summarize the results highlighting the achievements.

Useful Phrases

Announcing your conclusions and summarizing content

- In conclusion / In summary / In sum / To sum up, our work ...
- Our work has led us to conclude / the conclusion that ...
- We have presented / outlined / described ...
- In this paper / study / review we have ...
- This paper has investigated / explained / given an account of ...

Restating the results

- The results / findings of this study indicate / support the idea / suggest that ...
- In general, / Taken together, these results suggest / would seem to suggest that ...

Highlighting achievements

- Our research / This paper has highlighted / stressed / underlined the importance of ...
- We have managed to do / succeeded in doing / been able to do / found a way to do X.
- We have found an innovative / a new / a novel / a cutting-edge solution for ...
- We have obtained accurate / satisfactory / comprehensive results proving / demonstrating / showing that ...

- We have confirmed / provided further evidence / demonstrated that ...
- Considerable progress has been made / insight has been gained with regard to ...
- Taken together, these findings suggest / implicate / highlight a role for X
- The strength / strong point / value / impact / benefit / usefulness / significance / importance of our work / study / contribution lies in ... X provides a powerful tool / methodology for ...
- Our investigations into this area are still ongoing / in progress and seem likely to confirm our hypothesis.
- These findings add to a growing body of literature on / substantially to our understanding of X

Reference list

Your Reference List should be located on a separate page at the end of your paper and titled References. It should include the full details of all your in-text references (except for personal communications and newspaper articles without authors), **arranged alphabetically A-Z by author surname**, see sample Reference List below. The terms ‘Bibliography’ and ‘Reference List’ are often used interchangeably, however a Reference List only includes items you have referenced in your assignment whereas, a Bibliography also includes items used to prepare your assignment. Check with your lecturer or tutor which one they require.

Sample reference list

References

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The basics of a reference list entry for a qualification paper:

Basic format to reference a book

The basics of a Reference List entry for a book:

- Author or authors. The surname is followed by first initials.
- Year.
- Title (in italics).
- Edition.
- Publisher.
- Place of Publication.

Example:

Hasler, E 2018, *The built environment*, Liverpool University Press, Liverpool.

Author	Year	Title (<i>in italics</i>)	Edition (where necessary)	Publisher	Place of Publication
↓	↓	↓		↓	↓
Hasler, E 2018, <i>The built environment</i> , Liverpool University Press, Liverpool.					

Referencing a book: Examples

Material type	In-text example	Reference List Examples
Direct Quote Book: Single Author Indirect Quote	‘I have enclosed a lake in lips, lapped it with crystal tongues’ (Hasler 2018, p. 39). OR In her prose, Emily Hasler talks about enclosing a lake in lips (2018, p.39). Paraphrasing often uses page numbers to locate the source.	Hasler, E 2018, <i>The built environment</i> , Liverpool University Press, Liverpool.
Book: 2 or more	According to Puccio, Cabra and	Puccio, GJ, Cabra, JF & Schwagler, N 2018, <i>Organizational creativity: a practical guide</i>

3 authors	Schwagler (2018) OR ... this is evident (Puccio, Cabra & Schwagler 2018)	<i>for innovators & entrepreneurs</i> , Sage, Thousand Oaks, CA.
Book: More Than 3 Authors	Crauder et al. (2018) have found... OR Mathematical tools are important (Crauder et al. 2018) Show only the name of the first author or body, followed by et al.	Crauder, B, Evans, B, Johnson, J & Noell, A 2018, <i>Quantitative literacy: thinking between the lines</i> , W.H. Freeman, New York, NY. Provide the names of all authors in the reference list.
Book: No Author	According to the Style manual for authors, editors and printers (2002, p. 197)... When there is no author, the title is used as the first element in the reference (Style manual for authors, editors and printers 2002, p. 197).	<i>Style manual for authors, editors and printers</i> 2002, 6th edn, AGPS, Canberra, ACT. If no author or editor, the title is used as the first element of the reference. Edition number is placed after the title (not necessary for first edition).
Book: Editor	(ed. Smith 2018) OR edited by Smith (2018)	Smith, KL (ed.) 2018, <i>Sociology of globalization: cultures, economies, and politics</i> , Routledge, Boulder, CO. When more than one editor, use (eds.).

<p>Chapter or part of a Book to which a number of authors have contributed</p>	<p>Wang (2018, p. 137) states that ‘Special economic zones were the earliest to be established in China’.</p> <p>OR</p> <p>‘Special economic zones were the earliest to be established in China’ (Wang 2018, p. 137).</p> <p>In the in-text reference, name the author of the chapter.</p>	<p>Wang, S 2018, ‘From special economic zones to special technological zones’, in C Hsieh & M Lu (eds), <i>Changing China: a geographic appraisal</i>, Taylor & Francis, Boulder, CO, pp.137-155.</p>
<p>Book: Translator & Author</p>	<p>(Jablonka 2018)</p>	<p>Jablonka, I 2018, <i>History is a contemporary literature: manifesto for the social sciences</i>, trans. N Bracher, Cornell University Press, Ithaca, NY.</p>
<p>Book: Organisation as Author</p>	<p>(Britannica Educational Publishing 2018)</p> <p>Abbreviations can be used for long organisational names but be consistent.</p>	<p>Britannica Educational Publishing 2018, <i>Statistics and probability</i>, Britannica Educational Publishing, Chicago, IL.</p>
<p>E-book: From a Library database</p>	<p>(Bowie et al. 2018)</p> <p>OR</p> <p>Bowie et al. (2018) regards...</p>	<p>Bowie, D, Buttle, F, Brookes, M & Mariussen, A 2016, <i>Hospitality marketing</i>, Routledge, London.</p> <p>E-books retrieved from a Library database are referenced in the same way</p>

		as print books.
E-book: From a Website	(Fetter 1904) OR Fetter (1904) stated...	Fetter, FA 1904, <i>The principles of economics: with applications to practical problems</i> , Century, viewed 21 January 2019, < https://www.gutenberg.org/files/40077/40077-h/40077-h.htm >. For e-books retrieved from a website, replace the place of publication with a 'viewed' date and the URL.
Book on eReader	'I decided to openly fight the machine, the manufacturers of myth...' (McGowan 2018, Author's note, Loc 236) For direct quotations of online material without pagination, name the major sections, chapter section, and paragraph number.	McGowan, R 2018, <i>Brave</i> , eReader version, accessed 18 May 2018 from Amazon.com.
Brochure, pamphlet, or exhibition catalogue	'Our services are culturally appropriate and delivered by caring and experienced multilingual workers' (Australian Multicultural Community Services 2018,	Brochure or Pamphlet Australian Multicultural Community Services 2018, <i>Multicultural home care & other support services</i> , brochure, Australian Multicultural Community Services, Maidstone, VIC. Exhibition Catalogue Bell, C 2017, <i>We die as we live</i> , exhibition catalogue, 1 November - 30 November, St

	<p>Home care packages and private care section).</p> <p>Note: If no page number is available, include the location of the quote using a section heading.</p> <p>Co-created with members of staff of the hospital these works offer personal insights and perspectives about life and death (Bell 2017).</p>	<p>Vincent's Private Hospital Foyer, East Melbourne.</p> <p>Note: the inclusion of the format 'brochure', 'pamphlet' or 'exhibition catalogue' following directly after the title.</p>
<p>Multiple works same author</p>	<p>Perceptions of an event have more impact than the event itself, so accurate perceptions are key (Fujishin 2016, 2018).</p> <p>OR</p> <p>Fujishin (2016, 2018) tells us gesture is critical to creating genuine interpersonal connections.</p>	<p>Fujishin, R 2016, <i>Natural bridges: a guide to interpersonal communication</i>, Routledge, Abbingdon, England.</p> <p>Fujishin, R 2018, <i>The natural speaker</i>, 9th edn, Routledge, New York.</p> <p>Note: Order multiple works by the same authors by year of publication, earliest first.</p>
<p>Multiple works same author, same year</p>	<p>The illustrations in Branford & Coutts (2015a, 2015b) highlight how line drawings add to</p>	<p>Branford, A & Coutts, L 2015a, <i>The precious ring</i>, Walker Books Australia, Newtown, NSW.</p> <p>Branford, A & Coutts, L 2015b, <i>The</i></p>

	the textual message ...	<i>wishing seed</i> , Walker Books Australia, Newtown, NSW.
Secondary Sources: When you are referring to the ideas or words of an author who has been referenced in the book you are referencing	'...new forms of oversight and ethical review were integrated into growing bureaucracies of big bioscience' (Stark cited in Hurlbut 2017, p.3). Provide names of both authors.	Hurlbut, JB 2017, <i>Experiments in democracy: human embryo research and the politics of bioethics</i> , Columbia University Press, New York, NY. Provide the reference for the book that you actually read.
Classical Works	'Remain in me, and I will remain in you. No branch can bear fruit by itself' (John 15:4, New International Version). William Shakespeare, <i>Roméo and Juliet</i> , act 3, scene 2, line 74 illustrates the involvement of family ...	If you are quoting a verse or extract, you do not need to provide a reference entry. If you are referring to a particular edition for a significant reason, reference in the same way as a print book. You do not need to provide a Reference List entry.

Basic format to reference a journal article

The basics of a Reference List entry for a journal article:

- Author or authors. The surname is followed by first initials.
- Year of publication of the article.
- Article title (in single inverted commas).
- Journal title (in italics).

- Volume of journal.
- Issue number of journal.
- Page range of article.

Example:

Gray, L 2018, 'Exploring how and why young people use social networking sites', *Educational Psychology in Practice*, vol. 34, no. 2, pp. 175-194.

Author	Year	Article Title	Journal Title (<i>in italics</i>)	Volume
↓	↓	↓	↓	↓
Gray, L 2018, 'Exploring how and why young people use social networking sites', <i>Educational Psychology in Practice</i> , vol. 34, no. 2, pp. 175-194.				
↓	↓			
Issue	Page(s)			

Referencing journal articles: Examples

Material type	In-text example	Reference List Examples
Direct quote Journal Article: Print or Online Indirect quote	<p>According to Gray (2018, p. 175), there is 'significant gender and age differences related to how young people use SNS'.</p> <p>OR</p> <p>Gray (2018) suggests that young people's perception of Social Networking is related to their association with their offline lives.</p>	<p>Gray, L 2018, 'Exploring how and why young people use social networking sites', <i>Educational Psychology in Practice</i>, vol. 34, no. 2, pp. 175-194.</p> <p>An article obtained from a Database, from E-reserve or from VU Collaborate is referenced in the same way as a print article.</p>

Journal Article with two authors	(Blocker & Wahl-Alexander 2018) OR Blocker and Wahl-Alexander (2018) have found...	Blocker, D & Wahl-Alexander, Z 2018, 'Using sport education in a university physical activity course', <i>JOPERD: The Journal of Physical Education, Recreation & Dance</i> , vol. 89, no. 2, pp. 56-61.
Journal Article with three authors	(Wilmott, Fraser & Lammes 2018) OR Wilmott, Fraser and Lammes (2018) noted that...	Wilmott, C, Fraser, E & Lammes, S 2018, 'I am he. I am he. Siri rules: work and play with the Apple Watch', <i>European Journal of Cultural Studies</i> , vol. 21, no. 1, pp. 78-95.
Journal Article with more than three authors	(Battisti et al. 2018) OR Battisti et al. (2018) compared the ... Show only the name of the first author or body, followed by et al.	Battisti, C, Fanelli, G, Bertolino, S, Luiselli, L, Amori, G & Gippoliti, S 2018, 'Non-native invasive species as paradoxical ecosystem services in urban conservation education', <i>Web Ecology</i> , vol. 18, no. 1, pp. 37-40. Provide the names of all authors in the reference list.
Journal Article from a website	(Celume, Besançon & Zenasni 2019, Introduction section) OR Celume, Besançon and Zenasni (2019) suggest... If no page number is	Celume M-P, Besançon M & Zenasni F 2019, 'Fostering children and adolescents' creative thinking in education: theoretical model of drama pedagogy training', <i>Frontiers in Psychology</i> , vol. 9, viewed 11 February 2019, < https://www.frontiersin.org/article/10.3389/fpsyg.2018.02611 >. For journal articles retrieved from a website (other than Library databases), include a viewed date and URL.

	available, include the location of a quote using a paragraph number or section heading (for e.g. 'Introduction section', as above). The word paragraph can be abbreviated to para.	
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Basic format to reference a material from internet / websites

The basics of a Reference List entry for a Web page or Web document:

- Author or authors. The surname is followed by first initials.
- Year.
- Title (in italics).
- Publisher. Where there is a corporate author, the publisher and author may be the same.
- Date viewed.
- Web address <in angled brackets>.

Example:

Cancer Council 2017, *Causes of cancer*, Cancer Council, viewed 21 May 2018, <<https://www.cancer.org.au/about-cancer/causes-of-cancer/>>.

Author	Year	Title	Publisher	Date viewed
↓	↓	↓	↓	↓
Cancer Council 2017, <i>Causes of cancer</i> , Cancer Council, viewed 21 May 2018, < https://www.cancer.org.au/about-cancer/causes-of-cancer/ >.				
	↓			
	URL			

- Include author(s) name(s) for internet/website references where possible (an author may be a corporate body or organisation responsible for creating, producing or publishing a webpage or website).
- Where there is no identifiable author or authoring body, use the title of the webpage or website
- The year is the time of the last update of the web page or document.

Referencing material from the web: Examples

Material type	In-text example	Reference List Examples
Website Indirect quote	Cancer might be caused by smoking, alcohol consumption, dietary and other factors, but is not due to stress (Cancer Council 2017)	Cancer Council 2017, <i>Causes of cancer</i> , Cancer Council, viewed 21 May 2018, < https://www.cancer.org.au/about-cancer/causes-of-cancer/ >.
Webpage: No Author	(The Guardian view on Jeremy Corbyn and Ireland 2018) Only use the first few words of a page title if it is too long.	<i>The Guardian view on Jeremy Corbyn and Ireland: all about the border</i> 2018, The Guardian, viewed 24 May 2018, < https://www.theguardian.com/commentisfree/2018/may/24/the-guardian-view-on-jeremy-corbyn-and-ireland-all-about-the-border >.
Webpage: No Date	(Brown n.d.)	Brown, S n.d., <i>12 ways to save money by using what you've got on hand</i> , viewed 29 May 2018, < https://www.stayathomemum.com.au/my-money/money-saving-tips/dozen-hidden-ways-youre-saving-money-didnt-even-realise/ >. Use the abbreviation n.d. for "no date".

Web Document	(Dugdale et al. 2018).	Dugdale, S, HOLETON, R, FINKELSTEIN, A, JOHNSTON, J & SMITH, R 2018, <i>7 Things you should know about emerging classroom technologies</i> , Educause, viewed 29 June 2018, < https://library.educause.edu/resources/2018/4/7-things-you-should-know-about-emerging-classroom-technologies >.
Web Document Building Code	Australian Building Codes Board states that there are requirements to become accredited (2017, p.2). OR The requirements for WaterMark accreditation are set out in the Approved Certifier Agreement...(Australian Building Codes Board 2017, p. 2).	Australian Building Codes Board 2017, <i>Watermark Certification Scheme</i> , Department of Industry, Innovation and Science, Canberra, viewed 21 May 2018, < https://www.abcb.gov.au/Resources/Publications/Certification/WaterMark-Brochure >.
Web Document Australian Bureau of Statistics	Low wealth households have not experienced any real improvement in net worth in more than a decade (Australian Bureau of Statistics 2017).	Australian Bureau of Statistics 2017, <i>Household income and wealth, Australia, 2015-16</i> , cat. no. 6523.0, viewed 16 March 2018, < http://www.abs.gov.au/ausstats/abs@.nsf//0/5F4BB49C975C64C9CA256D6B00827ADB?Opendocument >.
Blog Post	(Sweeney	Sweeney, D 2018, 'Should entrepreneurs act as

	2018)	their own registered agent?', <i>She owns it</i> , weblog post, 16 May, viewed 21 May 2018, < http://sheownsit.com/entrepreneurs-act-registered-agent/ >.
Social Media Post (For eg. Twitter)	(Selvakumaran 2019)	Selvakumaran, Y 2019, <i>After 5 days at @ICSEIglobal i'm convinced ...</i> , Twitter, 12 January, viewed 12 February 2019, < https://twitter.com/yasodaiselva/status/1084217651625381895 >. Add the first few words (for example: up to ten words) of the social media entry (for example: a Tweet). Italicise the social media entry. Include the social media platform after the entry title.
Computer Software	(OpenOffice.org 2017)	<i>OpenOffice.org</i> 2017, computer software, downloaded 17 May 2018, < http://www.openoffice.org >.

Appendices

An appendix may include a reference section for the reader, a summary of the raw data or extra details on the method behind the work.

The following **tips** will help you to make appendices to your research:

- **Include raw data.** The appendix should be a space where you can include raw data that you collected during your research for your paper or essay. You should include any raw data that you feel will be relevant to your paper, especially if it will help to support your findings. Only include raw data on information that you refer to or discuss in your paper, as you want to make sure the data feels relevant for your reader. Raw data may include sample calculations that you refer to in the body of the paper as well as specialized data that expands on data or information you discuss in the paper. Raw statistical data can also be included in the appendix. You may also include contributory facts from other sources that will help to support

your findings in the paper. Make sure you properly cite any information you are pulling from other sources.

- **Put in supporting graphs, charts, or images.** The appendix should also include visual supporting documents, such as graphs, charts, images, maps, drawings or photographs. Only put in visuals that will support your findings in your paper. You may include graphs or charts you have created yourself or graphs or charts from another source. Make sure you properly cite any visuals that are not your own in the appendix.
- **Add in interview transcripts or surveys.** The appendix should also include transcripts of any interviews or surveys you conducted as part of your research. Make sure the transcripts cover the entire interview, including interview questions and answers. You may include photocopies of surveys written on by hand or saved copies of surveys completed online. You should also include any correspondences you had with subjects in your research, such as copies of emails, letters, or notes written to or from your research subjects.
- **Innumerate appendices** with the help of alphabet letters (e.g. Appendix **A**, appendix **B**, appendix **C**, etc.)

References

1. *Core Curriculum: Curriculum Guidelines* 2019, viewed 12 February 2019, <<https://ngschoolteacher.wixsite.com/ngscht/guidelines-and-supplements>>
2. *Harvard referencing* 2019, viewed 12 February 2019, <<https://libraryguides.vu.edu.au/harvard/>>
3. Morley J., 2014, *Academic Phrasebank*, The University of Manchester, viewed 12 February 2019, <<http://www.kfs.edu.eg/com/pdf/2082015294739.pdf>>

