DE LA SALLE UNIVERSITY- DASMARIÑAS
College of Liberal Arts and Communication
Graduate Studies

HANDBOOK
FOR THESIS WRITERS

SY 2012-2015
FOREWORD

Research has always been a significant and challenging component of graduate education. It is a scholarly activity aimed at advancing knowledge by finding new truths about specific disciplines which, in turn, would open the door to the enhancement of the culture of research in the Philippines and other developing countries as well. Training graduate students in the methods, techniques and systematic management of research should be an integral part of the prevailing culture of research in Higher Education Institutions (HEIs) more so, in the Graduate Studies. Hence, central to the multifaceted concerns in graduate education today is the provision for systematic research experiences whereby graduate students may be assisted to craft, implement and defend their research interests, i.e., their thesis and dissertations, with utmost integrity and professionalism.

This These guidelines in thesis guidelines have been formulated to assist students in going through the rigors of graduate research and in producing a well-organized masterpiece based on empirical and verifiable facts within a legislative framework.

GRADUATE STUDIES RESEARCH THRUST

Research at the De La Salle University-Dasmariñas focuses on two areas: the Institutional Research Thrust (IRT) and the Cavite Development Research Program (CDRP). Specific areas include good governance, education, and cultural heritage analysis; ecotourism and enterprise development; agriculture, land use, and environmental impacts; and urban systems and applied technology. For the College of Liberal Arts and Communications Graduate Studies (CLACGS), research scope is basically confined to Cavite; however, it also allows its students to conduct studies in CALABARZON in general. Region IV-A is developing very fast and unforeseen issues and problems need to be addressed.

Students’ research topics may focus on specific areas indicated in the IRT and the CDRP, but they should be aligned with their area of specialization. Other research areas are cultural studies and community oriented researches which could be used as basis in policy formulation in CALABARZON. Cultural studies delve on language research, ethnicity, heritage preservation, beliefs and rituals, and folk literature. Community oriented studies focus on policy analysis, migration, urbanization,
acculturation, local governance, and local planning. Topics related to the teaching of social sciences, English, Filipino, and literature in the local level may also be conducted.

Utilizing various analyses and theories in social sciences, language, literature, and education, CLACGS envisions that the graduate students will become immersed in social issues which will allow them to become prepared holistically in responding to society’s needs. Such response will be translated to developing research projects which, in the end, will help the community to understand and recommend action for the betterment of the quality of life in the community.

Conduct of Research at the College of Liberal Arts and Communications Graduate Studies

The CLAC Graduate Studies expects that graduate students will be committed to high standards of professional conduct and that their outputs reflect the reputation and standing of the Graduate Studies of the University and the profession where they are affiliated.

The CLACGS Handbook for Thesis Writers provides guidelines for the responsible practice of research and clear directions of research policies and procedures. The University requires that all those involved in this formal undertaking adhere to the code of conduct of research of the graduate studies and observe the highest ethical standards by adopting the required standard research practice.

Research Misconduct

Research misconduct does not include honest error or honest differences in the interpretation or judgment of data. The following are examples of research misconduct:

1. Deliberate fabrication of research data,
2. Misinterpretation of data,
3. Plagiarism,
4. Violation of the rules of confidentiality and intellectual property, and
5. Dishonesty in publication.
# TABLE OF CONTENTS

## Foreword
1

## CLAC Graduate Studies Research Thrust
1

## Conduct of Research at CLACGS
2

## Research Misconduct
2

### Section 1: Thesis Writing Requirements and Guidelines

- **Introduction**
- **Thesis Enrollment**
- **Research Agenda**
- **Thesis Advising Guidelines**
- **Change of Thesis Adviser**
- **Thesis Review Panel Members**
- **Statistician**
- **Oral Presentations**
- **Revision of Thesis Manuscript**
- **Thesis Fees**
- **Post Defense Action**
- **Sample CD Case Label**

### Section 2: Parts of the Thesis Manuscript

- **Title Page**
- **Thesis Abstract**
- **Approval Sheet**
- **Acknowledgments**
- **Table of Contents**
- **List of Tables**
- **Background of the Study**
- **Statement of the Problem**
- **Theoretical/Conceptual Framework**
- **Research Design**
- **Population and Sampling**
- **Respondents/Participants/Subjects of the Study**
- **Research Instrument**
- **Data Gathering Procedure**
- **Analysis of Data**
- **Statistical Treatment of Data**
- **Results and Discussion**
- **References**

### Appendix

- **Research Proposal Matrix**

---

4
Section 1:
Thesis Writing Requirements and Guidelines

Introduction

Thesis writing is a six-unit course enrolled by students in the master’s degree programs. Only those who have completed all academic requirements and passed the comprehensive examinations are allowed to enroll. The students are given direction and assistance by thesis advisers officially assigned by the CLACGS Director and CLAC Dean during their enrollment in Thesis Writing.

The student must be aware of the Maximum Residency Rule (MRR) that the master’s degree program should be completed in a span of seven years, which includes academic course requirements and thesis writing. A leave of absence is counted against the MRR.

Thesis Enrollment

First enrollment in Thesis Writing is valid for one school year (two semesters and one summer). However, students have to enroll for residency on the second and third terms (semester and summer). Students who are unable to defend orally their thesis within the three-term period have to enroll thesis writing again if they wish to have their proposal or final defense. No enrollment means no thesis advising and oral defense. An additional 50% advising fee is charged if the student is not able to finish his/her research within the first school year of enrollment.

Students enrolled in Seminar in Thesis Writing/Thesis Writing are required to attend a seminar on such topics as choosing a research topic, writing the introduction, reviewing related literature, documenting sources and other related topics.

Research Agenda

Research topics are anchored on the CLAC Graduate Studies research agenda. Students may also work on topics included in the DLSU-D Research Thrust and the Cavite Development Research Program (CDRP) provided that they are in line with their specialization.

Thesis Advising Guidelines

The CLAC Graduate Studies acknowledges the importance of developing its students to their fullest potential. It also recognizes the significant role of the faculty and administrators in assisting them in their pursuit of a graduate degree.

As an integral part of graduate education, research training requires clear direction in order to equip CLACGS students with skills necessary for the completion of their final academic requirement, the Master’s Thesis. Consistent with the thrust of the College, the guidelines in the Handbook for Thesis Writers aim to improve the quality of research output and interactions among students, faculty, and administrators.
Guidelines:

1. An adviser is assigned after a successful Topic Defense during his/her enrollment in Seminar in Thesis Writing (MAT-English) or Thesis Writing (MA in ESL, MA in Filipino and MAT-SS).

2. Assignment of adviser is decided on by the CLACGS Director and CLAC Dean based on the following criteria:
   2.1 academic qualifications,
   2.2 expertise of the faculty in the chosen thesis/dissertation topic, and
   2.3 willingness of the faculty to accept the assignment.

3. Advising may be done face-to-face or through e-mail.

4. Proofreading is not part of the adviser’s task. An editor is assigned after the final oral defense.

5. Consultation time (face-to-face) is prepared by the adviser taking into consideration the availability of the student.

6. Administrative concerns like defense fees, editing, and other related matters (e.g. change of adviser) are directed to the CLACGS Director.

7. Responsibilities of the adviser include:
   7.1 Providing direction to student for writing the paper;
   7.2 Guiding the student in areas where the student finds difficulty and giving, encouragement to boost the student’s confidence;
   7.3 Evaluating student's work objectively, explaining the strengths and weaknesses of the paper;
   7.4 Knowing the student’s research needs, 
   7.5 Making oneself available during advising appointments;
   7.6 Keeping a record of all meetings related to advising;
   7.7 Monitoring the advisee’s progress;
   7.8 Determining the readiness of the student for proposal and final defense;
   7.9 Helping the student during decision making on related academic matters; and
   7.10 Making the advisee aware of his/her expectations.

8. Responsibilities of the student include:
   8.1 Understanding his research needs and doing his own initiatives to meet them;
   8.2 Knowing and meeting the expectations of the adviser;
   8.3 Being on time during advising appointments;
   8.4 Keeping in mind that the adviser has other responsibilities and time commitments; hence, seeing the adviser only at the appointed time must be observed;
   8.5 Keeping the adviser informed of his/her progress;
   8.6 Keeping with/Following adviser’s recommendations;
   8.7 Being open to critique on the written work and other matters related to advising;
   8.8 Maintaining professionalism at all times as reflected in one’s language and actions; and
   8.9 Understanding fully that the adviser’s task is simply to guide/advise/set direction that it is the student’s task to write the paper; and
   8.10 Knowing fully that that thesis writing is his/her own responsibility.
While the adviser willingly extends help during the process, the success of advising relies to a great extent on the student’s awareness of his/her role as advisee on his/her and strong desire to meet one’s personal goals.

**Change of Thesis Adviser**

Though change of thesis adviser is not a common practice, in extreme cases this may be allowed. The following procedures are observed:

1. The candidate writes a formal letter addressed to the CLAC Director of the Graduate Studies requesting for a change of adviser and stating the reasons or justifications for the said request. If the reasons are deemed valid, the GS Director sends copy of the letter to the adviser.

2. The adviser receives and signs the copy of the letter and returns it to the Graduate Studies Office for confirmation.

3. The Graduate Studies Director, with the approval of the Dean, assigns a new adviser based on the guidelines. The GS Director sends a letter of appointment to the new adviser.

4. The new adviser signs the appointment form and returns it to the GS office.

**Note: Change of adviser automatically means change of research topic.**

**Thesis Review Panel**

The panel review members are chosen based on the following criteria:

1. academic qualification,
2. breadth and depth of knowledge and experience in the discipline, and
3. willingness to accept the responsibility.

The panel consists of the following:

1. Three faculty from the CLACGS (internal)
2. One faculty from other institutions (external), and
3. One CLACGS faculty to check format and encode comments and recommendations of the panel.

The role of the panel of examiners is to determine if the following are satisfactorily complied with:

- The problem raised is systematically investigated, observing the correct research methodology and relevant techniques in the field of research supported by empirical/verifiable information and thorough review of related literature.

- The output of the study yields relevant and functional outputs that would contribute to the wealth of experience of educators/readers.

- The researcher managed to demonstrate competence to defend his/her thesis on the basis of sound criteria.
**Statistician**

A statistician may be invited during the proposal defense in order to give direction to the statistical treatment of the data to be gathered. The thesis adviser determines the need for a statistician in the study. The CLACGS Director chooses from the pool of statisticians of the Mathematics Department of the University.

**Oral Presentations**

There are three oral presentations that a thesis writer undergoes:

1. **Topic Presentation**

   The purpose of the topic presentation is to determine the researchability of the research topic and to provide guidance to the thesis writer in the early stage of research writing.

   The student prepares and submits the Research Proposal Summary Matrix to the CLACGS director. The student may submit up to three topics. The research topic/s is/are evaluated by the faculty handling the research class, CLACGS director or faculty with expertise on the topic. A review of at least five related studies published within the last ten years is required for each topic.

   Upon approval of the topic, the student prepares for the topic presentation. The paper contains the following parts: Introduction (Background of the Study, Statement of the Problem, Theoretical/Conceptual Framework) and Methodology. Four copies of the paper are submitted to the CLACGS Office at least a week before the defense.

   Three members sit in the panel during the topic defense.

2. **Proposal Defense**

   The student gets endorsement from his/her thesis adviser. Soft copy and one hard copy of the paper are then submitted to the CLACGS director for checking of format and documentation. Upon approval, the student submits five hard copies to the CLACGS office at least ten days before the schedule. Each copy contains the following:

   - Cover page
   - Introduction (Background of the Study, Statement of the Problem, Theoretical/Conceptual Framework)
   - Methodology
   - References
   - Attachment (Result of pilot testing of the study- if applicable)

   After the defense, the student revises the paper based on the list of recommendations/comments given by the panel in consultation with his/her thesis adviser. The revised paper is submitted to each of the panel member for approval.
3. Final Defense

Upon endorsement of the final paper by the thesis adviser and approval of CLACGS director, the student submits five hard copies of the paper (not bound) to the CLACGS office at least two weeks before the scheduled defense. The panel approves the defense if there are no major issues or concerns raised regarding the paper by any one of the panel members, which warrants the postponement of the defense. Such issues must be raised to the chair of the panel at least two days before the oral defense.

Revision of Thesis Manuscript

The candidate is required to incorporate all the suggestions, recommendations, and corrections of the panel of examiners. Approval of each member is required before the final printing of the manuscript.

Thesis Fees

Before the scheduled topic/proposal/final oral defense, the student settles payments for the following at the Accounting Office:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Defense</td>
<td>Paneling fee</td>
<td>P900.00 (25%)</td>
</tr>
<tr>
<td></td>
<td>Advising fee</td>
<td>P1500 (25%)</td>
</tr>
<tr>
<td>Proposal Defense</td>
<td>Paneling fee</td>
<td>P6000 (P1500 x 4)</td>
</tr>
<tr>
<td></td>
<td>Advising fee</td>
<td>P1500 (25%)</td>
</tr>
<tr>
<td></td>
<td>Encoder’s fee</td>
<td>P700</td>
</tr>
<tr>
<td>Final Defense</td>
<td>Paneling fee</td>
<td>P8000 (P2000 x 4)</td>
</tr>
<tr>
<td></td>
<td>Advising fee</td>
<td>P3000 (50%)</td>
</tr>
<tr>
<td></td>
<td>Encoder’s fee</td>
<td>P700</td>
</tr>
<tr>
<td></td>
<td>Editing fee (depends on the</td>
<td>- 70 P2000</td>
</tr>
<tr>
<td></td>
<td>number of pages)</td>
<td>71-100 P2300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100-130 P2700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>131-160 P3100</td>
</tr>
<tr>
<td></td>
<td>NOTE: An increase of Php300.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for every 30-page range.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistician fee (if applicable)</td>
<td>P1500</td>
</tr>
<tr>
<td></td>
<td>Validator’s/Inter-rater’s fee</td>
<td>P 500 (minimum)</td>
</tr>
<tr>
<td></td>
<td>(depends on the nature of work)</td>
<td>P1000 (maximum)</td>
</tr>
</tbody>
</table>

Post Defense Action

After the Final Oral Defense, the candidate shall do the following:

1. Get a copy of the list of recommendations/suggestions from the CLACGS Director.

2. Revise the manuscript in compliance with the Panel Members’ comments and suggestions. Format of presentation is to be provided by the CLACGS Director.
3. Submit a copy of the revised manuscript to the Thesis Adviser for endorsement. Upon endorsement, give the copy to the panel members for approval.

4. If approved by the Panel Members, submit the revised manuscript to the CLACGS office; CLACGS director submits the manuscript to an editor chosen from its pool of editors.

5. Revise manuscript based on editor’s comments/corrections.

6. Have the thesis clearance signed by the Adviser, Panel Members and Editor after the final approval of the revised manuscript.

7. Submit the fully accomplished thesis clearance and the revised manuscript to the GS Office before its final printing and binding.

8. Submit three (3) hardbound copies and three (3) CD copies (adobe acrobat format) of the revised and edited manuscript (final copy) and three (3) copies of the Abstract (separate sheets – DLSU-D thesis paper) to the GS Office as final requirements for Graduation. These should be submitted on or before the first week of March to qualify for inclusion in the Graduation Rites.

**Notes:**

8.1 Only the copy of the thesis for hardbound is printed on DLSU-D thesis paper.

8.2 Only the copy of the approval sheet signed by the adviser and members of the panel printed on DLSU-D thesis paper is scanned for the CD copy. The other pages of the thesis for the CD copy are not scanned from the printed copy on DLSU-D thesis paper. They are burned from the soft copy of the thesis in adobe acrobat format.

8.3 Follow the format for the CD label indicated below. The CD case cover follows the format of the Title Page on the hardbound copy.
FANTASY THEME ANALYSIS OF POLITICAL INFOMERCIALS

KAROL VALINTON
Master of Arts in Teaching-English
(SIGNATURE of the Adviser)

CONSTANTINO T. BALLENA, PhD
Adviser
March 2012
Section 2:
Sample Parts of the Thesis Manuscript

Title Page

- The title appears like an inverted pyramid, written in upper case letters and single spaced.

- The full legal name of the candidate appears in bold upper case letters followed by the month and year when the manuscript is accomplished, in uppercase-lowercase letters and double space.

FANTASY THEME ANALYSIS OF POLITICAL INFOMERCIALS

A Master’s Thesis
Presented to
the Faculty of the College of Liberal Arts and Communications
Graduate Studies
De La Salle University - Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching - English

KAROL G. VALINTON
March 2012
The thesis abstract contains essential statements about the whole paper. It includes description of the study, methodology, major findings, conclusions and recommendations. This should be a one-page summary of the paper.

**ABSTRACT**

This study uncovered fantasy themes, fantasy types and rhetorical visions embedded in the political infomercials of the top five presidential candidates in the 2010 Philippine national elections. The fantasy theme analysis of Ernest Bormann was used as a tool in scrutinizing the messages. Fantasy chain was determined through the comments expressed by particular viewers of these infomercials in Youtube.com website. The study found that fantasy themes of the infomercials were optimistic in nature and were value-laden. The study recommends the use of FTA for language and literature teachers as a tool in examining and analyzing texts and other authentic artifacts. Future researchers should further investigate on the impact of political infomercials on the audience in an election campaign.
ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

Address: Dasmariñas, Cavite

Title of Research: **Fantasy Theme Analysis of Political Infomercials**

Author: Karol G. Valinton

Degree: Master of Arts in Teaching - English

Date of Completion: March, 2011

This study uncovered fantasy themes, fantasy types and rhetorical visions embedded in the political infomercials of the top five presidential candidates in the 2010 Philippine national elections. The fantasy theme analysis of Ernest Bormann was used as a tool in scrutinizing the messages. Fantasy chain was determined through the comments expressed by particular viewers of these infomercials in Youtube.com website. The study found that fantasy themes of the infomercials were optimistic in nature and were value-laden. The study recommends the use of FTA for language and literature teachers as a tool in examining and analyzing texts and other authentic artifacts. Future researchers should further investigate on the impact of political infomercials on the audience in an election campaign.
This master’s thesis entitled “Fantasy Theme Analysis of Political Infomercials”, prepared and submitted by Karol G. Valinton, in partial fulfillment of the requirements for the degree of Master of Arts in Teaching major in English, has been examined and is recommended for acceptance and approval for oral defense.

CONSTANTINO T. BALLENA, PhD
Adviser

THESIS REVIEW PANEL
Approved by the Committee on Oral Examination with a grade of ________________.

MERLYN V. LEE, DALL
Member

FELIXBERTO MERCADO, PhD
Member

IMELDA C. STUCKLE
Member

TERESITA P. PAREJA, PhD
Chair

Accepted and approved in partial fulfillment of the requirements for the degree of Master of Arts in Teaching major in English.

CHRISTIAN GEORGE C. FRANCISCO, PhD
Dean, College of Liberal Arts and Communication
Acknowledgments

This includes names of institutions or people who extended help and support in the course of making of the thesis. Designation/position of the person should be indicated. The author is free to decide on the order/hierarchy of persons to be acknowledged. It is suggested, however, that funding institutions, if there are, are mentioned first.

Table of Contents

This includes titles of sections in the manuscript. Not all parts may be present (e.g. Statistical Treatment, Validation of the Instrument).

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLe PAGE</td>
<td>1</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>APPROVAL SHEET</td>
<td>3</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>4</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>5</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>6</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>7</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>8</td>
</tr>
<tr>
<td>Background of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>12</td>
</tr>
<tr>
<td>Theoretical Framework/Conceptual Framework</td>
<td>13</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>18</td>
</tr>
<tr>
<td>Research Design</td>
<td>18</td>
</tr>
<tr>
<td>Population and Sampling</td>
<td>18</td>
</tr>
<tr>
<td>Respondents of the Study</td>
<td>19</td>
</tr>
<tr>
<td>Research Instrument</td>
<td>19</td>
</tr>
<tr>
<td>Data Gathering Procedure</td>
<td>21</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td>23</td>
</tr>
<tr>
<td>RESULTS AND DISCUSSION</td>
<td>27</td>
</tr>
<tr>
<td>Results and Discussion</td>
<td>27</td>
</tr>
<tr>
<td>Conclusions and Recommendations</td>
<td>90</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>93</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>98</td>
</tr>
</tbody>
</table>
# List of Tables

## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparative Grid (Different Steps in Conducting FTA) 20</td>
</tr>
<tr>
<td>2</td>
<td>FTA Studies vis-a-vis the Researcher’s Study 23</td>
</tr>
</tbody>
</table>
INTRODUCTION

Background of the Study

This part includes the background information about the problem at hand. The introduction of a thesis should show that the author is familiar with the literature by developing a comprehensive background of the study. CLAGS recommends the CARS Model (Creating a Research Space) by John Swales (1990). A seminar on writing the introduction based on the model is conducted among thesis writers during their first enrollment.

THE CARS MODEL

Move 1: Establishing a territory

Step 1: Claiming centrality and/or
Step 2: Making topic generalizations and/or
Step 3: Reviewing items of previous research

Move 2: Establishing a niche

Step 1a: Counter-claiming or
Step 1b: Indicating a gap or
Step 1c: Question-raising or
Step 1d: Continuing a tradition

Move 3: Occupying the niche

Step 1a: Outlining purposes or
Step 1b: Announcing present research
Step 2: Announcing principal findings
Step 3: Indicating research article structure

Statement of the Problem

The major problem is stated in declarative form. This usually bears the title of the thesis or the main objective in conducting the study.

For quantitative research, the specific problems are in question form.

For thesis on instructional materials development, the problem may come out as the discussion of the presentation progresses. Statement of the Problem should be written as Statement of Objectives and the specific objectives are written in the imperative form.

The researcher should consider the following guidelines in evaluating the statement of the problem:
1. Is the problem part of the college research agenda and significant enough to add to the existing knowledge?
2. Is the problem testable, that is, is it possible to collect data to answer the questions asked?
3. Are the sub-problems completely researchable units?

**Theoretical Framework/Conceptual Framework**

The researcher explains the theory (if using theoretical framework) or the concept (if using conceptual framework) that guided the study. Concepts from authorities and theories of notable educators/philosophers are used in the discussion.

The following guidelines in evaluating the theoretical/conceptual framework are used:

1. Does it show relationship of theories with the problem?
2. Is the theory/concept stated clearly and adequately in simple terms?
3. Are the concepts/terms defined in functional or operational terms?

This part may include the figure that represents the paradigm or model of the study.

After the presentation of the paradigm, the researcher has to discuss/explain the figure clearly and completely.

**METHODOLOGY**

This chapter presents the research method, population and sampling, respondents/participants of the study, research instruments, validation of the instrument, data gathering procedure, analysis of data, and statistical tools employed in the treatment.

**Research Design**

This part discusses the design used as defined by an authority and its importance in the study.

**Population and Sampling**

Population refers to the complete enumeration of the individuals that possess the characteristics which are of interest to the researcher for inferential purposes. Sampling or sample, on the other hand, is a proportion of the population chosen for the study which represents the entire population of interest.

The sampling procedures are described in detail:

- sampling technique used in the choices of subjects/respondents
- how the sample/group is selected, whether it is representative of the population of interest
The following guidelines may be used in choosing the sampling techniques:

1. Is the research population clearly identified?
2. Does the sample clearly represent the population to which the results are to be generalized?
3. Are there adequate safeguards used to remove sampling bias?

Respondents/Participants/Subjects of the Study

This section describes the population. Reason/s why they were chosen are also indicated. A profile of the respondents may be shown in this section.

Research Instrument

This part indicates if the instrument is a self-made instrument, copyrighted or an adapted one. If it is an adapted one, proper documentation should be observed. Citation should appear both in this section and in the reference list. Details such as parts of the questionnaire, number of items, and kind of questions are included.

Guidelines in evaluating the research instrument:

1. Are the statements or questions stated clearly?
2. Are the responses to the questions/items verifiable and testable in terms of the hypothesis posed by the study?
3. Is the scale used appropriate to elicit the response needed?
4. Does the questionnaire answer a specific research question?

The procedures observed in the validation process are also explained. The designation of the people who validated the instrument is mentioned. At least two validators are required for this procedure. Changes done in the instrument after the validation should be explained well. If applicable, the result of the tests of reliability and validity of the instrument are also indicated.

Data Gathering Procedure

This section contains the procedure followed by the researcher from the time of the distribution of the instrument/questionnaire up to the time of retrieval. This part is explained in detail- how the interview was conducted, how the questionnaires were retrieved, or how the test was administered.

Analysis of Data

This part describes each step observed after retrieval of data. It includes procedures such as the counting of frequency counts, checking of questionnaires, using the Likert scale in the interpretation of data, coding of data, or transcribing audio-taped data. Two inter-raters may be required by the panel for certain studies. An inter-rater reliability test may also be required. The CLACGS assigns the inter-raters.
Statistical Treatment of Data

This part presents the statistical tools used in treating the data. Simple percentages and frequency counts are not consulted with a statistician as the researcher is expected to be able to do it by himself/herself.

RESULTS AND DISCUSSION

This part is introduced by the limitations of the study, which the researcher wishes to control or limit in order to delimit the broad coverage of the study, thereby permitting a thorough and a more in-depth investigation or discussion of the problem.

This chapter presents the answers to the specific problems earlier raised in the study. The headings are topics based on the questions raised in the study. Thus, instead of using questions, the topical form is used. Citations are required as support to the findings and interpretation.

Conclusion and recommendations are written as part of this section in a paragraph form.

REFERENCES

This part contains all sources cited in the study. Only works that appear in the text are included, which means that the in-text citations should match the reference list. There are no headings. All the sources are arranged in alphabetical order. The American Psychological Association (APA) format (6th edition) is used in the documentation of sources. This part is double-spaced.

Examples:

- one author

- two to six authors

- an edition of an author’s/authors’ work

- journal/periodical (continuous pagination)

- dissertation/thesis obtained from university

(For more information on APA Style, you may go to http://www.muhlenberg.edu/library/reshelp/apa_example.pdf/.)

**SAMPLE CITATIONS:**

- direct quotation
  Hyland (2005) argues that “interest in the interpersonal dimension of writing has, in fact, always been central to both systemic functional and social constructionist frameworks, which share the view that all language use is related to specific social, cultural and institutional contexts” (p. 174).

  “While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication” (Richards, 2006, p. 3)

- two authors
  Wigglesworth and Storch (2009) explain that writing could be a venue for enhancing students’ collaborative skills.

  Writing could be a venue for enhancing students’ collaborative skills (Wigglesworth & Storch, 2009).

- three to five authors
Van Boxtel, van der Linden and Kanselaar (2000) tried to find out if the amount of elaboration during collaboration was related to individual learning outcomes. (first citation)

Van Boxtel et al. (2000) found that ...

- six or more authors

Crowe et al. () refers to schema as "...a system of relationships between concepts; it is a body of information related to a specific concept." (p.96).

**References**


Retrieved October 2, 2012 from

http://www.muhlenberg.edu/library/reshelp/apa_example.pdf