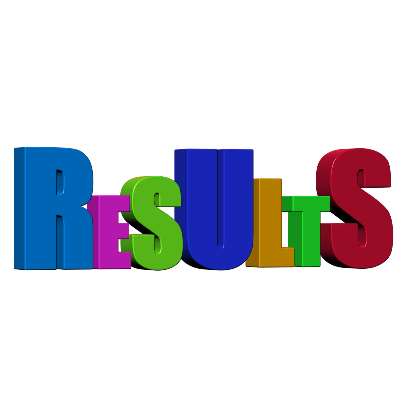
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| **THEME 20. REPORTING RESEARCH RESULTS AND SUMMING UP** |

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| Learning outcomes  This lesson offers you opportunities to:   * Gain an overview about reporting research results and summing up; * Learn about the sections of results, discussion and conclusion sections; * Develop note-taking skills while watching speech; * Develop knowledge on writing research report appropriately.   *Key-words: Reporting research results, summing up, results section, discussion section, conclusion section, writing a qualitative research report.* |

**Reporting research results** is the systematic presentation of findings from a research study in a clear and structured manner. This entails detailing the obtained data, doing an analysis, and presenting the findings in a manner that enables the reader to comprehend the relevance and ramifications of the results. A research report often includes both descriptive and inferential data (in quantitative research) or themes and patterns (in qualitative research), accompanied by supporting evidence such as tables, figures, and participant quotations.

**Summing up** denotes the process of deriving conclusions from research outcomes and encapsulating the principal findings, their importance, and the ramifications for the discipline or practice. The process includes summarizing the report's contents, highlighting essential insights, and examining how the results respond to the research questions or hypotheses. Summarizing also entails offering suggestions for future research or activities, where applicable, and emphasizing the study's shortcomings.

The **Results section** of a research report delineates the study's results devoid of interpretation or debate. It is exclusively focused on delivering a clear and impartial representation of the facts that was gathered and examined. The primary objective of this part is to provide the factual results of the investigation in a comprehensible way. Key elements typically included in the Results section are:

* **Data Presentation**: This encompasses both descriptive statistics (e.g., means, frequencies) and inferential statistics (e.g., p-values, correlations, regression outcomes) in quantitative research. In qualitative research, this may include synthesizing major themes or patterns observed from the data.
* **Tables and Figures**: Visual aids like as tables, charts, graphs, and diagrams are often used to elucidate results and enhance data accessibility.
* **Key Findings**: Only the most significant results are presented, often concentrating on addressing the study questions or evaluating hypotheses.
* **No Interpretation**: The Results section must exclude any interpretation or elucidation of the results. Interpretation is included inside the Discussion section of the report.

The Results section presents the raw data and statistical analysis, enabling readers to see the results of your research devoid of human interpretation.

The **Discussion section** of a research report is where the researcher evaluates and elucidates the significance of the findings reported in the Results section. This section of the report examines how the results respond to the study questions or hypotheses and explores their implications about current literature, ideas, and practices. The Discussion section often includes the following key elements:

* **Interpretation of Findings**: The researcher elucidates the implications of the findings, their relevance to the research objectives, and their contribution to comprehending the examined topic or phenomena.
* **Comparison with Previous Research**: The researcher copmpares their results with analogous studies or hypotheses, emphasizing similarities, disparities, and any novel insights the study offers.
* **Implications**: The researcher examines the wider ramifications of the results, including their potential impact on theory, practice, policy, or future study within the discipline.
* **Limitations**: The researcher recognizes any limits or deficiencies in the study's design, methodology, or data collecting, and examines how these may have impacted the findings.
* **Suggestions for Future Research**: The researcher suggests avenues for more inquiry, informed by the limits or deficiencies recognized in the present work.

The Discussion section entails the researcher interpreting the relevance of the data, linking them to the larger area of study, and evaluating their practical and theoretical consequences.

The **Conclusion section** of a research report provides a succinct review of the principal results and the overarching implications of the study. The paper concludes by highlighting the principal findings, their importance, and their possible implications for theory, practice, or policy. The Conclusion section often contains key aspects such as:

* **Summary of Key Findings**: A concise summary of the key findings and their relevance to the study questions or hypotheses.
* **Implications**: An examination of the wider ramifications of the results, particularly for theory, practice, or further study.
* **Final Thoughts**: A comprehensive assertion of the study's contribution to the discipline and its significance.

The Conclusion section must be concise, encapsulating the general results without presenting new information or reiterating previously discussed topics in the report. It offers a feeling of resolution and underscores the importance of the study.

**Writing a Qualitative Research Report**

Qualitative research emphasizes an in-depth understanding of phenomena, often using techniques such as interviews, focus groups, observations, or case studies. A standard framework for a qualitative report is as follows:

**1.1. Title Page**

* Research title
* Your name
* Institutional information

**1.2. Abstract**

A concise summary (150-250 words) of the qualitative study, including:

* The research problem or objective
* Methodology (e.g., interviews, thematic analysis)
* Main findings (themes or categories)
* Implications or significance of the findings

**1.3. Introduction**

* **Context and Background**: Present the background and the specific issue being addressed.
* **Research Questions**: Clearly state the research questions or objectives guiding the study.
* **Significance of the Study**: Discuss why this research is important, and how it contributes to understanding the topic.
* **Literature Review**: Provide an overview of the literature to contextualize the research, showing gaps that your study addresses.

**1.4. Methodology**

This section explains how you conducted the qualitative study.

* **Participants**: Describe the sample (number, characteristics, selection process).
* **Data Collection**: Explain the methods used (e.g., semi-structured interviews, focus groups, observations). Include how data was recorded (e.g., transcriptions, audio recordings).
* **Data Analysis**: Detail the process for analyzing the data (e.g., thematic analysis, coding, constant comparative method). Explain how themes or patterns were identified and developed.
* **Ethical Considerations**: Discuss ethical issues, such as consent and confidentiality.

**1.5. Findings/Results**

* Present the major themes or categories identified during the analysis.
* Use quotes or excerpts from interviews or focus groups to illustrate key points.
* Describe the results without interpretation—this will come later in the discussion.

**1.6. Discussion**

* **Interpretation of Findings**: Discuss how the results answer the research questions. Relate the findings to the existing literature and theories.
* **Link to Theory**: Discuss how the findings contribute to theory or practice in the field.
* **Limitations**: Acknowledge limitations such as researcher bias, sample size, or context that may have influenced the results.
* **Implications for Practice**: Explain the practical implications of the findings.
* **Suggestions for Future Research**: Recommend areas for further investigation based on your findings.

**1.7. Conclusion**

* Summarize the main findings and their significance.
* Reaffirm the contribution of your study to the broader field.

**1.8. References**

* Include all sources cited in the report, following an appropriate citation style.

**1.9. Appendices (if needed)**

* Include raw data (e.g., interview guides, coding sheets) or supplementary material.

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| **Activity 1. Reading. Read the text and answer the following questions.** |

* 1. What is the primary purpose of the Results section in a research report?
  2. What type of information should be excluded from the Results section and reserved for the Discussion section?
  3. What is the key function of the Discussion section in a research report?
  4. In the Discussion section, why is it important to explain the implications of the findings for theory, practice, or policy?
  5. What should the Conclusion section summarize and why is it important for a research report?

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| **Activity 2. Watch the video about “10 Mistakes to Avoid When Defending Your Thesis”, take notes while watching.** |

You tube link: <https://www.youtube.com/watch?v=cRlRbu66Hy0&ab_channel=RanywayzRandom>

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| **Activity 3. Speaking. Answer the following questions.** |

1. How can you ask for clarification if the question is unclear for you?
2. Why should you let the questioner ask their questions fully without interrupting?
3. Why sometimes being honest help us in defending our thesis?
4. Why sometimes the candidate seems to be arrogant when answering?
5. How can you get rid of your nervousness while answering the questions?
6. Why structured and concise answer is essential while answering?
7. How can you keep the speed of your speech moderately when answering?
8. Why knowing protocols and procedures of the defence is essential?
9. How can you make mock defences before the actual defence?
10. How dress rehearsals help you ace before the actual defence?

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| **Activity 4. Listening. Complete the notes below. Write ONE WORD ONLY for each answer.** |

**10 Mistakes to Avoid When Defending Your Thesis**

1. ***Asking for clarifications:***

* In my own experience, the question was not completely clear to me, but because I was a bit 1\_\_\_\_\_\_\_\_\_\_\_\_ by the seriousness and the formality of the situation, I didn't ask for clarifications.
* If the questioner’s question is not completely clear to you, 2\_\_\_\_\_\_\_\_\_\_ ask for clarifications.

1. ***Interrupting the questioner.***

* Don't cut off and 3\_\_\_\_\_\_\_\_\_\_ the questioner. Let him finish their question.
* The more time they spent talking, the better it is, because they're using up all the time, so you get fewer questions to do with.

1. ***Pretending to know***

* If the question is indeed unexpected, it is a difficult question. Don't pretend to know the answer when you don't. Be honest. Honesty can be impressive, as it shows 4\_\_\_\_\_\_\_\_\_\_\_.

1. ***Being arrogant.***

* In trying to be confident, in trying to suppress once nervousness, they somehow become 5\_\_\_\_\_\_\_\_\_\_ to the point of being arrogant and unpleasant.
* It is bit of a scary situation, the candidate is a little bit nervous, tense, perhaps a little bit intimidated as well.
* Don't let your nervousness somehow 6\_\_\_\_\_\_\_\_\_\_\_\_\_ you into being arrogant or disrespectful. Be serious and formal.

1. ***Rambling on.***

* Have a clear structure in your answer and try to be 7\_\_\_\_\_\_\_\_\_\_\_.
* There are three aspects that come to mind. Firstly, secondly, finally.

1. ***Talking too fast or too slow.***

* I don't know which one is worse. Too fast or too slow.
* In my own performance, I talked so fast. I was tense, I was been nervous.

1. ***Rushing yourself before the defence.***

* Give yourself plenty of time prior to the defence to get ready. Don't rush yourself, take some time to just relax, calm down and put yourself in the right state of 8\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. ***Not knowing the protocols, the format, and the panel.***

* Most universities publish some kind of protocol for thesis defences, outlining and describing what's going to happen in the defence.
* Read the protocols, attend a few thesis defences, prior to your own and research the background of the professors on your 9\_\_\_\_\_\_\_\_\_\_\_.

1. ***Assuming that you know everything.***

* We might know some aspects of our thesis really well. But some other aspects of a thesis we might have forgotten already.
* Give your thesis a very thorough read before the defence.
* Do a couple of mock defences with your friends, see what questions they might come up with concerning your thesis.

1. ***Thinking you will be unnatural at this.***

* Practice makes perfect. So, preparation is important, doing some mock defences and dress 10\_\_\_\_\_\_\_\_\_\_\_\_ is important.
* Don't assume I'll be unnatural at this and I don't need to prepare.

**Listening. Key:**

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| 1. Intimidated 2. Politely 3. Interrupt 4. Courage 5. Overconfident | 1. Propel 2. Concise 3. Mind 4. Panel 5. Rehearsals |

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| **Activity 5. Vocabulary. Match the words with an appropriate definition.** |

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|  | **Words** | **Definitions** |
| 1 | Arrogant | a) a feeling of lacking confidence and not being sure of your own abilities or of whether people like you |
| 2 | Clarification | b) a small group of people chosen to give advice, decide, or publicly discuss their opinions as entertainment |
| 3 | Insecurity | c) to talk or write in a confused way, often for a long time |
| 4 | Intimidated | d) unpleasantly proud and behaving as if you are more important than, or know more than, other people |
| 5 | Panel | e) known to be honest and to do good work |
| 6 | Propel | f) to prevent something from being seen or expressed or from operating |
| 7 | Protocol | g) an explanation or more details that makes something clear or easier to understand |
| 8 | Ramble on | h) frightened or nervous because you are not confident in a situation |
| 9 | Reputable | i) the rules to be followed when doing a scientific study |
| 10 | Suppress | j) to cause someone to do an activity or be in a situation |

**Activity 5. Vocabulary. Key:** 1.d, 2.g, 3.a, 4.h, 5.b, 6.j, 7.i, 8.c, 9.e, 10.f

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| **Public Domain Images** |

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