THE THESIS FORMAT

1. Title page: This should contain the full title of your thesis, your name and previous degrees or qualifications, the name of the university and school/faculty and the degree for which you are submitting the dissertation, and the month and year of submission.

   e.g.
   *The Problem of Plagiarism: A textual analysis of EFL Tertiary Students' Essays*
   Kazutoshi Toda
   A thesis submitted in partial fulfillment of the requirements of the degree of Bachelor of Education, Aichi University of Education.
   March 2007

2. Declaration of originality of research:

   e.g.
   I certify that the research described in this thesis has not already been submitted for any other degree.
   I certify that to the best of my knowledge all sources used and any help received in the preparation of this thesis have been acknowledged.

   ..............................................
   Signature

3. Table of Contents: This should clearly show the structure of your thesis. Include all page numbers, chapter titles, major sections within chapters, and appendices.

4. List of tables (if any): This includes the numbers of the tables (in sequence . . . Table 1, Table 2 etc.), titles, and page references.

5. List of figures (if any): This includes the numbers of the figures (in sequence . . . Figure 1, Figure 2 etc.), titles, and page references.

6. Acknowledgements (if any): You should acknowledge the participation of all individuals and organisations that have helped you with your research, indicating the kind of assistance given - for example, supervision of research, cooperation with data collection, advice on data collection, or help with proofreading or editing.

7. Glossary (if required). If you use a large number of special terms, abbreviations or acronyms which your readers may not be familiar with. (nb. The glossary can be placed at the end of the thesis before the references/bibliography.

8. Abstract: This section summarises your research project, giving brief information on: your objectives; hypothesis or question; research methodology, subjects and/or data; your conclusions, and; implications for future research.

9. Introductory chapter: This chapter should include background information on:
   - the context in which your research was conducted
   - your reasons for choosing your topic
   - other related research (or lack of it)
   - the scope of your research: what you set out to do or achieve
10. Literature review chapter/s:
This chapter is a comprehensive review of existing literature (knowledge) about your topic and on closely related topics. You must conduct searches in libraries and research databases about your topic, collecting source material of researchers in your field (i.e., original journal articles, book chapters, books), or any other published materials and data concerned with your topic (e.g., government documents etc). Do not rely on secondary sources (i.e. information, findings, or conclusions of researchers that appear in an article or book written by a second person). You must find and draw your own conclusions from the original source documents.

11. Research methodology chapter:
This chapter should set out in detail the methodology or procedures adopted for your project. It should:
- describe the scope of the research (what you set out to do or achieve) and your reasons for choosing this
- the steps followed in
  (a) collecting data - selection and recruitment of subjects;
      conditions of the data collection, such as time periods,
      instruments or materials used (e.g. questionnaires, interviews,
      tape/video recorders, etc.)
  (b) analyzing data - what and how you extracted the data you
      needed from the raw data that was collected. For example, the
      statistical analysis procedures you used such as sums, means,
      anova tests, chi square tests, etc, the method or process you
      used etc
  (c) interpreting the data - the steps you followed in doing so/

12. Data, analysis and interpretation chapter:
This chapter presents the results gained from the data you collected. If your data is quantitative (i.e. objective data in the form of numbers), it is best to present the results first (usually in tables of figures or diagrams), and then discuss and interpret them. If your data is qualitative (subjective data in the form of spoken or written material), it is best to discuss each particular result in order.

13. Summary, conclusions and implications or recommendations for future research
This chapter summarizes your research and indicates areas for future research. Your research project is not the end of the road. Many research results generate new or further questions, or have implications for what is currently happening in your field. What do your results mean for the current situation and for the future?

14. Bibliography / References:
This is an alphabetized list of all books, articles, conference papers, unpublished theses, teaching materials, audio-visual and other resources which you have quoted in your thesis, or have consulted or been influenced by in the course of your research.

15. Appendices (if required):
You should attach such information as:
- transcripts of data, interviews etc
- samples of questionnaires, correspondence or other instruments used to collect data
- other information that is relevant.
1. It should be printed on one side of white A4 paper.

2. Text should be double line-spacing, with margins of at least 3.5 cm on the left, 1.5 cm on the right, and 2 cm at the top and bottom.

3. Short quotations (less than 50 words) should appear in the main base text. The start of paragraphs should be indented. E.g.

   Morrison and Low (1983) argue that human language use depends on both creative and critical factors. "The creative faculty, dipping into the internal reservoir of stored rules and patterns, assembles strings of language for private consumption or for articulation as utterances" (Morrison and Low, 1983, p. 228).

4. Long quotations (more than 50 words) should be set apart from the main base text and indented from the margins by the same distance at both sides. Quotation marks are not used and the text size is usually a half or one point smaller than the base text. E.g.

   Harland (2004) argues that flexibility should not only be applied to the students' study and learning methods, but also to the teacher's approach to instruction.

   Finally, perhaps the most important thing for the teacher to remember is that, like your students, you need to experiment and learn from your mistakes. Sticking to safe, well-tried approaches is easy to do, but the teacher and students are likely to become stale. It is essential not only to try out new ideas and activities, but also to know when to abandon them if they do not work out, or how to change them to suit a particular class (Harland, 2004, p. 21).