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## **Evaluating Iraqi 4th Year University Students' Graduation Research Papers**

**Key words : Evaluation ; University students ; Research papers**

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### **Abstract**

The present study aims at evaluating Iraqi 4th year university students' graduation research paper. An evaluation questionnaire has been adopted and adapted, which is distributed into sixteen domains that include a number of items to evaluate 4th year graduation papers. . Face validity has been ensured by exposing the test to a group of experts in the field of TEFL, who have been asked to decide the suitability of the instrument. As a result, the experts agreed on the validity of the test with 100% of agreement. The questionnaire has been applied on a group of (100) 4th year Iraqi university students. Weighted means and weighted percentiles have been calculated. Final results reveal that graduation research papers of the 4th year do suffer from serious problems, weaknesses, and difficulties in different domains. Finally, suitable conclusions and suggestions have been put forward.

### **Introduction**

Research paper is a fundamental element in graduate's instruction. Writing a research paper is a procedure of cooperation between the materials in essential sources and the thoughts that the author create. Markman et al., (2001:25) define research paper as a specific type of scholarly written work, in which the essayist's own particular understanding, assessment, or contention on a particular issue is given noticeable quality. Booth et al., (1995:6) defines research paper as gathering the information needed to answer a question and thereby help to solve a problem. Research goes past depiction and requires investigation. It searches for clarifications, connections, correlations, expectations, speculations and hypotheses (Phillips and Pugh,2009:48). Research is a procedure of steps used to gather and dissect data to expand comprehension of a subject or issue. At a general level, look into comprises of three stages: Suggest a

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conversation starter, gather information to answer the inquiry and present a response to the inquiry (Creswell, 2012:3). Moini (2008:2) argues that research is a systematic activity to study and understand phenomena and to answer questions. In Trost (2007:1) a research paper can be seen as a scholarly document dealing with a specific topic of scientific or practical interest.

Hubbuck (2005:3) ensures that a research paper is a report that an individual presents to others about the conclusion s/he has reached after investigating a subject and critically assessing the evidence he or she has gathered. Research is the central human learning action, including enquiry, critical thinking, decent variety, adaptability and basic leadership. It empowers the advancement of inventive considering, critical thinking procedures and capacities which thus help other people to approach regular day to day existence and also proficient, neighborhood, national and universal inquiries. (Wisker, 2005:5). The essential errands of research are portraying, clarifying and dissecting. Portraying addresses the 'who, what and how' addresses, and clarifying and breaking down the "why" questions. Balsley and Clover (1988:1) state that research is the process of systematically obtaining accurate answers to significant and pertinent questions.

According to a methodological guide for writing and formatting student's papers (2012:10), research paper takes care of a particular issue given or affirmed by boss by applying specific strategies for inquire about. Composing of an examination paper obtains abilities of figuring and characterizing an exploration issue, goal and undertaking setting, picking proper strategies and finding exact materials for accomplishing the targets, aptitudes of working with exceptional writing, and of dissecting and summing up inquires about outcomes. In Birjandi and Mosallanejad (2005:12) understanding research paper seems to be important in various domains, especially in linguistics , sociolinguistics , psycholinguistics, language learning and teaching .

Research paper enables students to apply ideas and information procured in their investigations through basic assessment of significant hypothesis and research discoveries, upgrading their examination aptitudes through the degree and profundity of their request. It likewise furnishes understudies with chances to show propelled levels of data sourcing, compressing and integrating, and an

abnormal state of organization and structure in the general introduction of the finished investigation. Wisker (2005:25) states that endeavor look into in any subject comprises of problematising whatever is given, placing enquiry without hesitation and figuring out how to build up a confirmation base for learning cases and commitment.

With respect to Iraqi EFL setting, unfortunately, most Iraqi EFL college students are not adequately prepared to meet the requirements of writing research papers. They are not qualified enough and not well trained to select a topic, formulate hypothesis, how to quote, paraphrase, summarize, how to document and, how to write a research paper scientifically and accurately. It has been noted that students at Iraqi EFL 4th year students make many mistakes in writing their research papers and it has not been given as much attention as it should have in terms of choosing the title ,the problem of the study , research questions , hypothesis ,aims , definitions of basic terms, research methodology, sampling, results and recommendation, documentations, and statistical tools. Several studies have noticed the problems of graduation papers. Haifaa's study (2014) has noted that Iraqi EFL 4th Year College students face difficulties and suffer from inaccuracies when writing their graduation projects. The present study is an attempt to evaluate the graduate's research paper at Iraqi colleges of education to figure out the problems, weaknesses and difficulties faced by the graduates in writing research papers.

### **1.2 Aim**

The study aims at evaluating Iraqi EFL 4th Year University Students Graduation papers .

### **1.3 Limits**

The study is limited to Iraqi EFL 4th year college students at the department of English language at the college of education in ThiQar University.

### **1.4 Value**

It is hoped that this study is valuable in the following areas:

1. It is hoped that EFL university instructors will gain further understanding of the importance of writing research papers and their impact on the education process;

2. The study raises the awareness of the ELT colleges to the effectiveness of evaluation in considering the graduation research writing especially in the EFL teacher programmes,
3. It gives EFL instructor an opportunity to focus on the problematic areas, difficulties and weaknesses encountered by the graduates in writing their research papers.

## **2. The Notion of Research Paper**

Research is defined as a systematic approach to answering question. It can be considered as a formal, systematic, feasible logical, generative, and intensive process of carrying out a scientific activity (Birjandi and Mosallanejad, 2005:13).

According to Mohan, (2008:9) , a research is a procedure which has utility just to the degree that the class of request utilized as the examination action vehicle is equipped for including learning , of fortifying advancement and of helping society and man relate all the more productively and successfully to the issues that society and man propagate and make . The term research paper alludes to a specific type of scholarly composition, in which the author's own elucidation, assessment, or contention on a particular issue is given unmistakable quality (Markman et al., 2001:25). Composing a paper is an essential piece of the examination programme of any scholastic instructive establishment. Its point is to build up understudies' capacities of logical research and to encourage their inventiveness and free learning abilities (Sardiko,2004:7). The major goals of research are to develop a theory , incorporate new data into existing theories , describe a case , discover relationships between or among some variables , predict consequences , elaborate on a developed theory or to improve an established theory (Birjandi and Mosallanejad, 2005:10).

### **2.1 Criteria of a good research paper**

According to Litman (2012:2-3) great research mirrors a true yearning to figure out what is general valid, in view of accessible data. A decent research record enables readers to achieve their own particular decisions by including:

- A very much characterized inquiry.
- Portrayal of the specific situation and existing data around an issue.
- Thought of different points of view.

- Introduction of proof, with information and examination in a configuration that can be duplicated by others.
- Discourse of basic presumptions, opposite discoveries, and option elucidations.
- Careful conclusions and exchange of their suggestions.
- Satisfactory references, including unique sources, elective points of view, and feedback.

Great research requires judgment and genuineness. It deliberately assesses data sources. It recognizes conceivable mistakes, impediments and conflicting confirmation. It distinguishes avoided factors that might be critical. It portrays scratch choices specialists confronted while organizing their investigation and clarifies the decisions made. Great research is wary about reaching determinations, watchful to recognize vulnerabilities and stays away from overstated cases. It requests different sorts of proof to achieve a conclusion.

## **2.2 Types of research paper**

Research can be categorized into several types and sub-types based on the purpose, nature of research questions, techniques and methods used in, information gathering and investigation time scale of the research and amount of control and intervention. Accordingly, educational research can be classified as follows:

### **2.2.1 Descriptive Research**

Descriptive research is dealt with giving portrayals of wonders that happen normally without the mediation of an examination or a falsely invented treatment. It gives data about conditions, circumstances, and occasions that happen in the present. It includes field research, survey, correlation research, and casual – comparative research (Moini, 2012:7).

### **2.2.2 Historical Research**

Historical research is a methodology supplementary to perception in which the analyst tries to test the validness of the reports or perception made by others (Mohan, 2008:137). It is deliberate accumulation and target assessment of information identified with past events keeping in mind the end goal to test theory concerning causes impact, or patterns of those occasions which may clarify show occasions and expect future ones (Zohrabi and Farrokhi, 2006: 96).

### **2.2.3 Case study Research**

In Zohrabi and Farrokhi,( *ibid*:161-162) case study research is inside and outside empirical examination of a specific phenomenon in its real life context . It usually involves a detailed examination of a single case. It is basically used when the phenomenon under study is very complex and the researcher is interested in providing a detailed account of the phenomenon .The main aim of case study is exploring possible cases, factors, and processes that play an important role in the outcome.

### **2.2.4 Action Research**

Action research is a type of aggregate intelligent enquiry attempted by members in social circumstances keeping in mind the end goal to enhance the discernment and equity of their own social or instructive practices, and additionally their comprehension of these practices and the circumstances in which these practices are done (Kemmis & McTaggart,1988:6).

Action research is applied to projects in which practitioners seek to effect transformations in their own practices. Action research tries to unite activity and reflection, hypothesis and practice, in support with others, in the quest for pragmatic answers for issues of squeezing worry to individuals, and all the more by and large the prospering of individual people and their groups (Brown and Dowling, 2001:152).

### **2.2.5 Correlation Research**

It includes the scan for connections between factors using different measures of factual affiliation. It is utilized to examine the degree to which varieties in one factor compare with varieties in at least one different element in view of relationship coefficient (Birjandi and Mosallanejad, 2005:188).

### **2.2.6 Experimental research**

In Richards and Shmidit, (2002: 191) the term experimental research refers to a way to deal with instructive research in which a thought or speculation is tried or checked by setting up circumstances in which the connection between various members can be resolved. Moini (2008: 96) argues that it is based on the idea that observing the phenomenon in a natural situation as it exists is the best way to examine and analyze the variables and factors that are associated with it.

### **2.2.7 Causal Research**

For Ross, (2005: 3) causal research expects to recommend causal linkage between factors by watching existing marvel and after that seeking back through accessible information with a specific end goal to take a stab at recognizing conceivable causal connections.

### **2.2.8 Ethnographic research**

Brewer,(2000:6) mentions that ethnography is the investigation of individuals in normally happening settings by techniques for information accumulation which catch their social implications and customary action including the scientist taking an interest specifically in a systematic manner but without meaning being imposed. According to Ross, (2005:4) ethnographic research comprises of a depiction of occasions that happen inside the life of a gathering with specific reference to the cooperation of people with regards to the sociocultural standards , customs and convictions shared by the group.

## **2.3 Steps of Writing Research Paper**

The stages of writing research paper are portrayed as follows:

### **2.3.1 Selecting a topic**

A good topic raises questions that have neither absolute nor simple answers. The topic can range from the traditional to the non-traditional. The key is to discover a point that you are energetic about and that you wish to inquire about, to contend, and to create in a paper.

### **2.3.2 Formulating Hypothesis**

To begin with, a hypothesis is recommendation that is exactly testable .it is an experimental explanation worried about the relationship among factors (Mohan, 2008:36). A hypothesis is a tentative, intelligent guess posited for the purpose of assisting the researcher in directing his / her thinking toward the solution of the problem ( Birjandi and Mosallanejad, 2005:78).

Enterline (2007:14) indicates that hypotheses recognize the essential connections that hypothesis predicts, or expects, will happen a given arrangement of conditions laid out in the hypothesis. It is basic that any theory contain reference to no less than one idea that speaks to a free, or indicator, variable and reference to one idea that speaks to a needy variable. Also, it is basic that every hypothesis reflects succinctness and lucidity hypothesis.

### **2.3.3 Collecting Data**

Data gathering centers around data securing that will endeavor to answer examine inquiries or bolster speculations. Information gathering incorporates thought about what factors to examine, the unit of investigation or members of the examination , human subject insurances, methodology utilized for choosing members, the strategies and systems utilized for information accumulation, and any dependability or legitimacy of accumulation techniques .

In this process, the writers should aim to obtain the most relevant, accurate and reliable information as possible as they could, within the limits imposed by time, cost and their own research ability (Payne and Whittaker, 2006:163).

### **2.3.4 Evaluating Sources**

After collecting a great deal of data from books, articles, and sites, it might be hard to decide if a source is suitable for research necessities. Most information sources can be critically evaluated according to these basic questions:

Gathering of people. For whom is this source expected?

- Exactness. Is the data in this source redress?
- Inclination. Does the data in the source bolster a specific motivation?
- Believability. Is the creator a specialist in this field?
- Money. Is the data breakthrough?

University of Calgary Writing Centre (2014:1) .

### **2.3.5 Taking Notes**

Baily et al., (1981:52) define notes as short buildups of a source material that are created by keeping in touch with them down while at the same time tuning in, considering, or watching. The goal of the note taking process is to end up with note cards that contain the essence of the materials the researcher reviewed.

### **2.3.6 Writing a Draft**

In Richards and Schmidt, (2002:97) drafting are exercises in which authors note down thoughts in rough frame .The successful research paper is usually the culmination of a series of drafts. The researcher should not be concerned if he found that writing the first draft is rushed and fairly rough (Gibaldi, 2009:46). The researcher should make a habit of writing at least two or three drafts, taking into account that rereading and rewriting are closely related and mutually reinforcing process. When rereading or rewriting a draft, the researcher may discover a word, a phrase or idea that can be stated



better; or he may come up with words and ideas he did not think of before (Ebest et al., 2003:11).

### **2.3.7 Outlining**

A plan a bit of composing which shows the primary focuses the writers will cover and the request in which they will be recalled. It ensures paragraph coherence and unity. An outline is a useful document between research and writing. It helps gaining an overview of the paper and keeps track of all-important aspects of the subject (Richards and Schmidtt, 2002:379). To achieve outlining, the researcher should follow the following:

- Jot down the ideas in a rough list.
- Organize a preliminary outline by categorizing the list of ideas.
- Expand the development of a preliminary outline into a format (Birjandi and Mosallanejad, 2005:201).

## **2.4 .The process of writing Research Paper**

Writing research paper comprises the following processes:

### **2.4.1 Pre-writing**

Baily et al., (1981:65) define pre -writing stage as the process by which the researcher comes up with an idea, gather information for support, and prepare a working outline. D'Aoust (1986:7) mentions that pre-writing are exercises produce thoughts; they empower a free stream of considerations and enable understudies to find both what they to need to state and how to state it on paper. pre-writing stage not only help students to find something to say but also improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence (Murray, 1988 :16).

### **2.4.2 Drafting**

Murray,(1978: 87) defines drafting stage as discovery drafts help learners discover what they want to say by writing down their ideas in the draft paper without paying attention to spelling, grammar or punctuation mistakes, s/he just write what s/he thinks about the topic freely, and he focuses only on the content rather than the form. Drafting is the real writing stage. It is the pouring of words on paper to catch ideas. Hedge (1988) refers to this stage as the crafting stage. She claims that it is the stage where the writer assembles the bits of

the content. Creating thoughts through sentences and passages inside a general structure (Hedge 1988:89).

Hedge (1988: 89) defines drafting as the stage where the writer puts together the pieces of the text through developing ideas [into] sentences and paragraphs within an overall structure. Also, (Johnson 2008:193) describes drafting as where students make the first attempt to capture their ideas on paper.

### **2.4.3 Reviewing / Revising**

Revising is the stage before the final stage in the writing process; it basically deals with feedback on form. It is at this moment when students/ writers check for formal inaccuracies. The ultimate objective in this phase is, besides further development of the students' techniques, to improve the collection of linguistic assets which are the fundamental apparatuses for composing (White and Arndt 1991:137). Reviewing or revising is the third stage after drafting which means revising what you have written to rearrange your writing by revising the content of what the learner means , also the structure if it is organized or not and the mechanics that includes spelling, grammar, punctuation.

### **2.4.5 Editing**

Editing is the stage where the draft is polished; it is the final step before handing out the final draft. In this stage, the student writer pays attention to correct spelling, grammar and punctuation and other mechanical errors. Editing involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order. According to Smith (1982:154) the aim of editing is not to change the text but to make what is there optimally readable.

### **2.4.6 Publishing**

Harmer, (2004:33) describes publication as final version in how students produce their final writing. Publishing can take many forms; publication may be oral by reading aloud what they write, or written by letters, report or visual by sharing data show. Publishing is the final stage in writing process which involves sharing or publishing the student's writing to the teacher. (Johnson, 2008: 199) states that publishing as having an audience responds to your writing makes it comes alive.

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## **2.5 Essential structure and Components of Research paper**

A paper generally contains three sections: front issue, fundamental body and end or back issue.

### **2.5.1 Front matter comprises of the following components:**

#### **2.5.1.1 Title page**

Day (1983:9) characterizes a decent title as the least conceivable words that satisfactorily depict the substance of the paper. At the point when the title is too long, it for the most part contains excessively numerous waste words, for example, Examinations on' from the start.

#### **2.5.1.2 Table of Contents**

In Hinckley, (2001:11), a table of contents usually indicates that the writer has thought about the organization of the paper. It is often advantageous to the student in terms of grading, and to the reader in term of locating quickly each section of the paper. The researcher should make sure that these terms exactly match the corresponding wording and numbering in the body of the paper. If, in the text, the researcher refers back or forward to other sections or chapters, s/he should make sure that the references are accurate (Turabian, 2007: 119).

#### **2.5.1.3 Acknowledgements**

The acknowledgements section names individuals who adds to the work however do not contribute adequately to acquire initiation. Such people may incorporate an in-house commentator, information gathering work force, measurable advisor, or typist. According to (Guidelines for Student Research Projects, 2009:6)The researcher records those people who materially contributed to the project in this section. It is required for good academic practice.

#### **2.5.1.4 Abstract**

Abstract is a rundown of propositions and substance of the paper which is set toward the start before the chapter by chapter guide. Its motivation is to give perusers a short see of the paper. (Sardiko, 2004:34). In Zoharabi and Farrokhi, (2006:1) an abstract should contain the following information : (1) a clear articulation of the topic , (2) a concise portrayal of the participants and materials used in the study , (3) an explanation of the procedures followed and statistical tools , and (4) a summary of the results and their implications for the field.

### **2.5.1.5 List of abbreviations**

It refers to a shortened form of a word or phrase used mainly in writing to represent the complete form.

### **2.5.2 The Main body**

It looks to give a top to bottom depiction of the issue proclamation through answers for conclusions and proposition. Exchange of issues in the primary body must be finished and precise. The principle body is separated into the following parts:

#### **2.5.2.1 Introduction**

In Zohrabi & Farrokhi, (2006:114) an introduction is the section in which the researcher discusses the nature of research. It contains the background to the research topic, the purpose of the research, the significance of the problem, and the questions to be addressed. The introduction starts by presenting the expansive general theme and giving fundamental foundation data. It at that point limits to the particular research question identifying with this topic. Wilde (2004:2).

Hubbuck (2005:138) in the introduction, the researcher accomplishes two things: the first is informing the reader about the theories that the paper is based on, the second is explaining to the reader where the paper fits in the general picture of the current theories and the work that has been done.

#### **2.5.2.2 Literature Review**

The reason for writing literature review is to portray past essential research and it relate it particularly to the examination issue. It ought to be a combination of the past writing and the new thought being explored. It must inspect the real speculations identified with the subject to date and their donors. It ought to incorporate every single pertinent finding from dependable sources; for example, scholarly books and associate looked into diary articles (Turner et al., 2009:20).

#### **2.5.2.3 Methodology and Procedures**

The method section portrays the path in which the examination was directed. It ought to be sufficiently careful that somebody could repeat the examination in view of the depiction given in the paper, however there ought to be no abundance data. According to Germania College Community (2008:4) methodology section consists of four parts:

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**2.5.2.3.1 Participants** This subsection ought to incorporate statistic data that relates to the present investigation. Data could be about members' age, sex, ethnicity, year in school, conjugal status, and so on.

#### **2.5.2.3.2. Design**

In this subsection, the design of the current study is detailed. Was the investigation an examination, a review, a meeting, or a conduct perception? On the off chance that it was a perception, would it say it was naturalistic or organized? Why was this specific plan picked? It is essential to answer these sorts of inquiries with the goal that the reader can completely comprehend and assess the exploration.

#### **2.5.2.3.3 Measures**

Information about the measures used to record perceptions and reactions is examined in this subsection. Cases of measures could be agendas utilized for conduct perception, meeting or study questions, or trial materials. For more detail, give cases of the things in the measure, for example, a specimen question from a survey or two or three things from an agenda.

#### **2.5.2.3.4 Procedure**

This subsection depicts the procedure of the examination precisely as it happened. The data ought to be point by point enough for somebody to duplicate the examination; however it ought to likewise be compact. Normally it is best to give the data in grouping. For instance, first give the testing system (how members were chosen), at that point how the measure was controlled. Results ought to never be talked about in this subsection—the following segment will be altogether devoted to giving the aftereffects of the investigation. Just give data with respect to how the investigation was completed here.

#### **2.5.2.4 Results**

In this area, the consequences of the investigation are exhibited. How the outcomes are introduced will rely on whether the examination think about was quantitative or subjective in nature. The results section is a straightforward description of the researcher statistical analysis and findings (Birjandi and Mosallanejad, 2005:238). Best and Kahn (2008:64), clarify that the results section may contain all the relevant findings even those that do not support the hypotheses of the study. This section should concentrate only on

the outcomes that are especially related to the research or the problem, but not tackle their importance .

### **2.5.2.5 Conclusion/ discussion**

This section reminds the reader of the research, and provides a sense of finality. Reminding the reader of the research does not mean repeating the words that are used in the introduction, but just imply the thesis. The sense of finality can be best done by returning to the introduction motivator to close the loop (Baily et al., 1981:71). This segment ought to be a discourse of the outcomes and the suggestions on the field, and in addition different fields. The hypothesis ought to be addressed and approved by the understanding of the outcomes. The Conclusion needs to aggregate up the sub-conclusions and set up them together with a specific end goal to answer the focal research question. It can likewise be utilized to think about the methodological and hypothetical ramifications of the exploration extend itself. In the Conclusion you can make proposals of different sorts: e.g., arrangement guidance in view of discoveries, or recommendations for extra studies .Wilde (2004:3).

The conclusions place the results in a broader and more general context and perspective, often generalization beyond the specific sample of the study (Zohraby and Farrokhi , 2006:30).

### **2.5.3 Back Matters**

It contains the following elements:

#### **2.5.3.1 References**

Best & Kahn, (2008:65) define references as an ordered rundown of the considerable number of wellsprings of data that are utilized and referred to in the content of the paper .References comprise of all records, including diary articles, books, parts, specialized reports, PC programs and unpublished works specified in the content. Gibaldi (1995:106) clarifies that rundown of References shows up at the end of the paper, and the passages are recorded in order arrange by the surname of the creator. It encourages documentation by enabling authors to make just concise references to these works in the running content. The rundown of references contains some required components, which may shift in references as far as their grouping, accentuation and accentuation of individual components.

### 2.5.3.2 Appendixes

An Appendix section contains data that is trivial to comprehension of the paper, however may show data that further clears up a point without loading the body of the introduction.

### III Procedures and Methodology

1. The Population of the present study involves all fourth year Iraqi EFL University Students at the 4th year level during the academic year 2015-2016 at the colleges of education in the southern part of Iraq as shown in table (1) below The sample of the present study includes (100) male and female university 4th year college students at Thiqrar University as illustrated in table (1):

**Table (1)**  
**Population and Sample**

| University   | Population |            | Sample    |           |
|--------------|------------|------------|-----------|-----------|
|              | Male       | Female     | Male      | Female    |
| Thiqrar      | 26         | 85         | 18        | 20        |
| Maysan       | 9          | 58         | 8         | 20        |
| Basrah       | 113        | 20         | 19        | 15        |
| <b>Total</b> | <b>148</b> | <b>163</b> | <b>45</b> | <b>55</b> |

### The Construction of the Questionnaire

A questionnaire has been constructed, by adapting its items to suit the Iraqi University EFL students .The questionnaire includes sixteen domains with (69) items in total and scale of Five rating as shown in table (2) bellow and appendix (1):

**Table (2)**  
**The Table of Specification of the Questionnaire**

| Domain                           | Total Number of Items |
|----------------------------------|-----------------------|
| Title of the Research            | 7                     |
| Choosing the Title               | 5                     |
| Introduction of the Research     | 6                     |
| The problem of the Study         | 8                     |
| Research Questions               | 4                     |
| Hypothesis                       | 4                     |
| The Significance of the Research | 4                     |
| Objective of the research        | 4                     |
| Research methodology             | 4                     |
| Limits of the Research           | 4                     |

|  |           |
|--|-----------|
| <b>Documentation</b>                   | <b>4</b>  |
| <b>Definitions of Basic Terms</b>      | <b>3</b>  |
| <b>Previous Studies</b>                | <b>2</b>  |
| <b>Statistics</b>                      | <b>3</b>  |
| <b>Sampling</b>                        | <b>3</b>  |
| <b>Recommendations and Suggestions</b> | <b>4</b>  |
| <b>Total</b>                           | <b>69</b> |

The Questionnaire should have appropriate psychometric features which includes face validity and Reliability. Face validity refers to the degree to which a test appear to gauge the knowledge or abilities it declares to quantify, based on the subjective judgment of a spectator (Richards and Schmidtt,2002: 196-7) .Face validity has been ensured by exposing the questionnaire to a group of experts in the field of TEFL , who have been asked to decide the suitability of the instrument . As a result, the experts agreed on the validity of the questionnaire with 100% of agreement.

Reliability indicates the stability of test scores, which just implies that a test would offer comparable outcomes, in the event that it were given at some other time (Coombe etal.,xxiii) As far as reliability is concerned ,the coefficient has been computed by using Pearson correlation coefficient. The procedure followed here is randomly selecting (30) male and female students from the department of English language, college of education, Basrah University, to represent the reliability sample. .The gathered data has been analyzed statistically by using the Pearson correlation coefficient. The reliability coefficient is 0.83 which is considered acceptable according to Mehrens and Lehman( 1991:255) .

After achieving face validity and computing reliability coefficient, the instrument has been applied on the sample of the present study which includes (100) male and female 4th year EFL college students at Thiqrar University.

### **Final Administration of the Questionnaire**

After approving face validity and computing the reliability coefficient of the instrument, the questionnaire procedures are as follows:

1. The researcher has collected Student's graduation research papers.



2. The researcher himself has evaluated student's graduation paper by ticking the items employed by them on the questionnaire sheet.
3. At the end, data has been gathered and tabulated, then treated statistically using weighted means and weighted percentiles formulas.

## **I.V. Results, conclusions and recommendations**

### **4.1 Results**

Data has been analyzed by applying the weighted means and weighted percentiles formulas, then comparing the weighted means of the items with the theoretical mean which is 3.000. Results show the following (see table 3 )

1. In terms of the domain no.1, the weighted means ranges between 1.3 -2.25, and the weighted percentiles ranges between 26% - 42%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
2. In terms of the domain no.2, the weighted means ranges between 0.15 -3.7, and the weighted percentiles ranges between 83% - 74%. Consequently, only item no.5 has been achieved since its weighted means is more than the 3.000.
3. In terms of the domain no.3, the weighted means ranges between 1.35 -2.9, and the weighted percentiles ranges between 27% - 58%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
4. In terms of the domain no.4, the weighted means ranges between 1.5 -2.65, and the weighted percentiles ranges between 30% - 53%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
5. In terms of the domain no.5, the weighted means ranges between 1.4 -1.25, and the weighted percentiles ranges between 28% - 57.5%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
6. In terms of the domain no.6, the weighted means ranges between 1.3 -1.9, and the weighted percentiles ranges between 26% - 38%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
7. In terms of the domain no.7, the weighted means ranges between 1.7 -2.5, and the weighted percentiles ranges between 34% -

- 
- 50%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
8. In terms of the domain no.8, the weighted means ranges between 1.25 -1.6, and the weighted percentiles ranges between 25% - 32%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  9. In terms of the domain no.9, the weighted means ranges between 1.25 -1.9, and the weighted percentiles ranges between 25% - 38%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  10. In terms of the domain no.10, the weighted means ranges between 1.35 -2.75, and the weighted percentiles ranges between 27% -55%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  11. In terms of the domain no.11, the weighted means ranges between 1.35 -2.55, and the weighted percentiles ranges between 27% -51%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  12. In terms of the domain no.12, the weighted means ranges between 1.25 -1.4, and the weighted percentiles ranges between 25% -28%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  13. In terms of the domain no.13, the weighted means ranges between 1.1 -1.3, and the weighted percentiles ranges between 22% -26%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  14. In terms of the domain no.14, the weighted means ranges between 1.35 -1.5, and the weighted percentiles ranges between 27% -30%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  15. In terms of the domain no.15, the weighted means ranges between 1.3 -2.4, and the weighted percentiles ranges between 26% -48%. Consequently, all the items have not been achieved since their weighted means are below 3.000.
  16. In terms of the domain no.16, the weighted means ranges between 1.01 -1.8, and the weighted percentiles ranges between 20% -36%. Consequently, all the items have not been achieved since their weighted means are below 3.000.

From the results above, it is obvious that all the sixteen domains have not been achieved, except of item no.5 in Domain no.2. This shows that there are serious difficulties, problems, and defects in 4th year graduation papers. It has been noted that Iraqi 4th year graduates have a little experience in searching, selecting the topic, reviewing literature. They are not able to formulate hypothesis and collect data, they are not familiar with conceptualizing research variables, documentations and sampling. They fail to select research area or formulating research problem. Besides, they are not able to provide statistical processing of data results obtained during the research. All this indicate that 4th year students are not efficient in writing their graduation papers.

**Table (3) The Weighted Means and the Weighted Percentiles of all Domains**

| Domain                         | Item | Weighted Means | Weighted Percentiles |
|--------------------------------|------|----------------|----------------------|
| 1.Title of the Research        | 1.   | 1.3            | 26%                  |
|                                | 2.   | 2.1            | 42%                  |
|                                | 3.   | 1.75           | 35%                  |
|                                | 4.   | 1.35           | 27%                  |
|                                | 5.   | 2.25           | 45%                  |
|                                | 6.   | 1.45           | 29%                  |
|                                | 7.   | 2.1            | 42%                  |
| 2.Choosing the title           | 1.   | 1.5            | 23%                  |
|                                | 2.   | 1.95           | 39%                  |
|                                | 3.   | 1.65           | 33%                  |
|                                | 4.   | 1.15           | 23%                  |
|                                | 5.   | 3.7            | 74%                  |
| 3.Introduction of the Research | 1.   | 1.35           | 27%                  |
|                                | 2.   | 1.75           | 35%                  |
|                                | 3.   | 1.5            | 30%                  |
|                                | 4.   | 1.6            | 32%                  |
|                                | 5.   | 2.5            | 50%                  |
|                                | 6.   | 2.9            | 58%                  |
| 4.The problem of the Study     | 1.   | 1.5            | 30%                  |
|                                | 2.   | 2.25           | 45%                  |
|                                | 3.   | 1.8            | 36%                  |
|                                | 4.   | 2.65           | 53%                  |
|                                | 5.   | 1.65           | 33%                  |
|                                | 6.   | 1.65           | 33%                  |
|                                | 7.   | 1.75           | 35%                  |
|                                | 8.   | 2.4            | 48%                  |
| 5.Research Questions           | 1.   | 1.4            | 28%                  |
|                                | 2.   | 1.25           | 25%                  |
|                                | 3.   | 1.15           | 57%                  |
|                                | 4.   | 1.4            | 28%                  |

|   |    |      |     |
|---|----|------|-----|
| <b>6. Hypotheses</b>                      | 1. | 1.3  | 26% |
|   | 2. | 1.8  | 36% |
|   | 3. | 1.9  | 38% |
|   | 4. | 1.6  | 32% |
|   | 5. | 1.4  | 28% |
| <b>7.The Significance of the research</b> | 1. | 2.05 | 41% |
|   | 2. | 1.7  | 34% |
|   | 3. | 1.8  | 36% |
|   | 4. | 2.5  | 50% |
| <b>8. Objectives of the Research</b>      | 1. | 1.6  | 32% |
|   | 2. | 1.6  | 32% |
|   | 3. | 1.25 | 25% |
|   | 4  | 1.45 | 29% |
| <b>9. Research Methodology</b>            | 1. | 1.7  | 35% |
|   | 2. | 1.9  | 38% |
|   | 3. | 1.3  | 26% |
|   | 4  | 1.25 | 25% |
| <b>10. Limits of the Research</b>         | 1. | 1.35 | 27% |
|   | 2. | 2.75 | 55% |
|   | 3. | 2    | 40% |
|   | 4  | 1.6  | 32% |
| <b>11. Documentation</b>                  | 1. | 2    | 40% |
|   | 2. | 2.55 | 51% |
|   | 3. | 1.35 | 27% |
|   | 4  | 1.5  | 30% |
| <b>12.Definitions of Basic Terms</b>      | 1. | 1.25 | 25% |
|   | 2. | 1.4  | 28% |
|   | 3. | 1.4  | 28% |
| <b>13.Previous Studies</b>                | 1. | 1.1  | 22% |
|   | 2. | 1.3  | 26% |
| <b>14.Statistics</b>                      | 1. | 1.4  | 28% |
|   | 2. | 1.35 | 27% |
|   | 3. | 1.5  | 30% |
| <b>15. Sampling</b>                       | 1. | 2.4  | 48% |
|   | 2. | 1.4  | 28% |
|   | 3. | 1.3  | 26% |
| <b>16.Recommendationsand Suggestions</b>  | 1. | 1.35 | 27% |
|   | 2. | 1.5  | 30% |
|   | 3. | 1.01 | 20% |
|   | 4. | 1.8  | 36% |

## **4.2 Conclusions**

From the results obtained above, the following conclusions can be drawn:

1. Iraqi EFL 4th year graduates at the college of education in ThiQar University have serious difficulties in writing graduation research papers.

2. Writing Research paper is a daunting task for them because they have little experience in searching and doing research.
3. They are inefficient in selecting meaningful, researchable title, formulating hypotheses, choosing the sources, collecting and interpreting results, applying the appropriate statistics, and documenting the sources.

### **4.3 Recommendations**

Based on the findings of the present study, the following recommendations are proposed:

1. Iraqi 4th year college students should be familiar with the best new techniques, activities, and methods of teaching writing research papers.
2. Research clinic Room and workshops should be actively promoted by EFL college instructors to support those who need help or consultation when writing their graduation research papers.
3. It is recommended that more practice should be emphasized during teaching methods of research course in order to acquire more experiences.
4. It is highly important to develop students' knowledge and improve their skills in selecting topics, formulate research questions, collecting data, doing statistics, and interpreting the results.
5. Enough time and effort should be given to allow 4th year graduates to get more knowledge, and training during the writing process.

### **Appendix (1)**

**A questionnaire is adopted and adapted to evaluate 4th Year University Students Graduation papers.**

#### **1. Title of the Research**

| No. | Item  | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1   | Being scientifically formulated.  |   |   |   |   |   |
| 2   | Referring to the subject under study.   |   |   |   |   |   |
| 3   | Maintaining comprehensively all the study items.                                |   |   |   |   |   |
| 4   | Containing the dependent and in dependant variables.                            |   |   |   |   |   |
| 5   | Giving precise and accurate description to the nature and scope of the subject. |   |   |   |   |   |
| 6   | Showing clear terminologies.  |   |   |   |   |   |
| 7   | Expressing the nature of the subject.   |   |   |   |   |   |

## 2. Choosing the

| No. | Item  | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1   | Being valuable to the study.                            |   |   |   |   |   |
| 2   | Being worthy in terms of researchers' specialty.        |   |   |   |   |   |
| 3   | Interacting the title with population.                  |   |   |   |   |   |
| 4   | Being interesting and attractive.                       |   |   |   |   |   |
| 5   | Being in harmony with researchers' attitude and skills. |   |   |   |   |   |

## 3. Introduction of the Research

| No. | Item   | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1   | Showing a direct connection to the title.                                      |   |   |   |   |   |
| 2   | Introducing the main variables.  |   |   |   |   |   |
| 3   | Stating researcher's personality, style and language.                          |   |   |   |   |   |
| 4   | Being understandable, clear and closely linked to the problem of the research. |   |   |   |   |   |
| 5   | Being not relying on many direct quotations.                                   |   |   |   |   |   |
| 6   | Showing the most important results of previous studies.                        |   |   |   |   |   |

## 4. The problem of the study

| No. | Item  | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1   | Being clear and written in a simple, concise language style.                    |   |   |   |   |   |
| 2   | Being scientifically formulated.  |   |   |   |   |   |
| 3   | Being linked scientifically and practically.                                    |   |   |   |   |   |
| 4   | Being formulated in terms of statements that clearly demonstrate the problem.   |   |   |   |   |   |
| 5   | Being within specialized research and his\her interest.                         |   |   |   |   |   |
| 6   | Being valuable, useful for the community.                                       |   |   |   |   |   |
| 7   | Representing an important addition to knowledge in the field of specialization. |   |   |   |   |   |
| 8   | Documenting the problem is taken from primary resources.                        |   |   |   |   |   |

## 5. Research Questions

| No. | Item   | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1   | Being clear and specific.                            |   |   |   |   |   |
| 2   | Reflecting the basic dimensions of the problem.      |   |   |   |   |   |
| 3   | Expressing the nature of problem.                    |   |   |   |   |   |
| 4   | Measuring the research problem from all its aspects. |   |   |   |   |   |

## 6. Hypotheses

| No | Item  | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1  | Being clear, specific, testable and valid.            |   |   |   |   |   |
| 2  | Reflecting the goals of the research.                 |   |   |   |   |   |
| 3  | Being able to explain the objectives of the research. |   |   |   |   |   |
| 4  | Being far from the likelihood of personal bias.       |   |   |   |   |   |
| 5  | Being concise in clarity, wording and simplicity.     |   |   |   |   |   |

### 7. The Significance of the research

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | Representing the results that can be seen in the field of specialization.  |   |   |   |   |   |
| 2  | Highlighting the importance of research to the beneficiaries of the study. |   |   |   |   |   |
| 3  | Reflecting the real problem of the study.                                  |   |   |   |   |   |
| 4  | Contributing to the development of curiosity of the researcher.            |   |   |   |   |   |

### 8. Objectives of the research

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | Being clear and directly stated.   |   |   |   |   |   |
| 2  | Highlighting the elements and variables of the original study.               |   |   |   |   |   |
| 3  | Revealing the causes and problems associated with the subjects of the study. |   |   |   |   |   |
| 4  | Being able to make the right decisions to the officials.                     |   |   |   |   |   |

### 9. Research Methodology.

| No | Item  | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1  | Being appropriate to the nature of the study.                                     |   |   |   |   |   |
| 2  | Choosing research methodology is according to the objectives of the research.     |   |   |   |   |   |
| 3  | Being based on agreed scientific basis.   |   |   |   |   |   |
| 4  | Applying methodology in accordance with the standards and Scientific foundations. |   |   |   |   |   |

### 10. Limits of the research.

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | The field of study is precisely defined.                             |   |   |   |   |   |
| 2  | The human element is carefully specified in the research.            |   |   |   |   |   |
| 3  | Timing domain is precisely defined.                                  |   |   |   |   |   |
| 4  | Identifying the study environment in accordance to scientific basis. |   |   |   |   |   |

### 11. Documentation.

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | Documenting is based on a scientific and sound basis.                |   |   |   |   |   |
| 2  | Being free from wrong quotations.                                    |   |   |   |   |   |
| 3  | Arranging the references according to the scientific assets.         |   |   |   |   |   |
| 4  | Being limited to the references included in the body of the research |   |   |   |   |   |

### 12. Definitions of Basic Terms.

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | The terms are accurately defined.                  |   |   |   |   |   |
| 2  | Documenting the basic terms is based on scientific |   |   |   |   |   |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | resources.  |  |  |  |  |  |
| 3 | The terms are precisely defined from literary , original , and scientific resources |  |  |  |  |  |

### 13. Previous Studies.

| No | Item  | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1  | Being benefit from the expertise and experiences of previous researches.            |   |   |   |   |   |
| 2  | Characterizing the results of previous studies and using them in the present study. |   |   |   |   |   |

### 14. Statistics.

| No. | Item  | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1   | Applying the appropriate statistics to the research.  |   |   |   |   |   |
| 2   | Using the scientific methods in results explanations.                                       |   |   |   |   |   |
| 3   | Being benefit from the results of statistics in presenting recommendations and suggestions. |   |   |   |   |   |

### 15. Sampling.

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | Sampling is a true expression of the original research community.  |   |   |   |   |   |
| 2  | Choosing the sample is based on a greed scientific basis.          |   |   |   |   |   |
| 3  | Representing the purpose of the study and the nature of the topic. |   |   |   |   |   |

### 16. Recommendations and suggestions.

| No | Item   | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 1  | Being useful to the population and samples of the study.               |   |   |   |   |   |
| 2  | Adding new knowledge to the field of specialization.                   |   |   |   |   |   |
| 3  | Being linked to the nature of the subject and to the research problem. |   |   |   |   |   |
| 4  | Being objective and far from bias.                                     |   |   |   |   |   |



**الملخص**

تقييم بحوث التخرج لطلبة المرحلة الرابعة دارسي اللغة الانكليزية لغةً أجنبية في الجامعات العراقية

الكلمات المفتاحية : تقييم؛ طلبة الجامعة ؛ بحوث التخرج

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تهدف الدراسة الحالية إلى تقييم بحوث التخرج لطلبة الجامعة في المرحلة الرابعة دارسي اللغة الانكليزية لغةً أجنبية. اعتمدت أداة عبارة عن استبانة تتكون من (١٦) مجال و (٦٩) فقره صممت لقياس ما وضعت لأجله . فقد استخرج صدق الأداة وثباتها . ثم طبقت الأداة على عينه من (١٠٠) طالب وطالبه من المرحلة الرابعة في أقسام اللغة الانكليزية في الجامعات العراقية . وحسبت النتائج باستخدام الوسط المرجح والوزن المئوي . أظهرت النتائج النهائية إن بحوث التخرج لطلبة الجامعة تعاني من مشكلات ونقاط ضعف وصعوبات كثيرة في مجالات مختلفة . وبالأخير وضعت الاستنتاجات الملائمة والاقتراحات التي تساهم في التغلب على الصعوبات والمشكلات الموجودة.

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