



Sample results sections

BIOLOGY EXAMPLE

Example: results section of a thesis

2.3 RESULTS

2.3.1 Eucalypt Sap

Two species of eucalypt were frequently incised by yellow-bellied gliders at Bombala to obtain sap. The sap of *Eucalyptus viminalis* accounted for 94% of the feeding observation time (FOT) during [month], 1% in [month], 83% in [month] and 3% in [month] and 14% in [month] (Fig 2-2). *Eucalyptus fastigata* sap accounted for 44% of the FOT during [month] and 58% in [month] and 48% in [month]. Fresh incisions were observed on *E viminalis* during the [month] field trip, suggesting that sap had been harvested prior to this time. One glider group, consisting of 4-6 individuals, made almost continual use of *E fastigata* sap (suggested by relatively fresh incisions) from [month] through to [month] (pers obs, Kavanagh 1987a). However, frequent checks on these sap-site trees (4 individual trees) during the last three field trips did not reveal gliders feeding. Within the home range of a group of gliders, only a small number (3-6) of each of these two eucalypt species was incised for sap, although each species was very abundant. This aspect of their feeding behaviour is treated in greater detail in Chapter 3.

presents results separately for each food type

2.3.2 Honeydew

This activity varied seasonally ... *similar details provided as previous section.*

2.3.3 Arthropods

Little time was spent harvesting arthropods during [months] (Fig 2-2). However, this changed dramatically at certain times of the year. In [months] bark-peeling accounted for 86% and 98%, respectively, of the observed feeding time. This feeding activity was concentrated on *E fastigata* in April but *E viminalis* in [month] ...

results for different periods and different types of tree

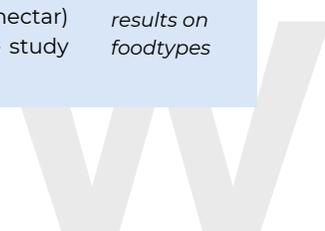
2.3.5 Nectar

At various times during the study, all eucalypts flowered in the study area (Kavanagh 1984, 1987a). Certain individuals of all of these species showed an abundance of flowers and presumably also nectar. However, only during [months] were observations made of gliders using this resource, although on numerous occasions they were observed foraging in trees adjacent to these flowering individuals. *E ovata* flowered lightly in the study area during [months], but only 1 min of nectar feeding was observed and that occurred in [month]. Other trees which flowered in [year] were apparently ignored by foraging gliders. One *E viminalis* was in flower in [months] and the two gliders in the area made extensive use of it, visiting it on consecutive nights. ...

2.3.6 Overall Diet

The diet of the yellow-bellied glider at Bombala consisted at times almost exclusively of plant and insect exudates (Fig 2-2). Exudates (sap, honeydew, manna and nectar) accounted for 63.1% of the feeding observation time (FOT) during the whole study (122.4h) while arthropods alone made up 14% of FOT.

summarises results on foodtypes



Example: results section of a thesis

However, a further 22.9% of the FOT was of gliders peeling back loose shedding bark during which they harvested arthropods and honeydew together but the proportion of each could not be determined (see above). If it is assumed that each was harvested in equal proportion then exudates account for 74.6% of FOT and arthropods 25.4%. Only during [months] did arthropods feature as a main item in the diet. At other times it formed a consistent but minor portion of the diet. ...

FOT %ages given for exudates and arthropods

2.3.7 Food Availability Indices

Kavanagh (1984, 1987a) provided details of flowering and bark shed at this site for [periods]. During this time nectar was usually seasonally abundant at Bombala and relatively evenly dispersed but during the 18 months when its abundance was quantified in this study [period], only seven of the 150 marked trees were observed to possess flowers. All of these were in [month] and averaged approximately 500 flowers each. Observations of nectar feeding were few and apart from 1 min in [month], were made only during [months] (Fig 2-2) when one *E. viminalis*, heavily laden with flowers (ca 16,000 flowers), was visited regularly by one pair of gliders. This was the only flowering tree seen in the study area.

results on indicators of food availability results of previous research

Table 2-1. Seasonal changes in the abundance index (ranging from a minimum of 0 to a maximum of 4) of loose shedding bark (see text for determination of the index) on six species of eucalypt (species names have been abbreviated). Numbers of trees monitored are in parentheses beside species. Numbers in parentheses beside indices represent the proportion (%) of trees with >105'o bark shed scores.

	1985			1986		
	Feb	April	July	Sept	January	June/July
Species	1.1 (64)	0(0)	0(3)	0 (0)	0.8 (59)	0 (0)
E.v. (39)						
E.r. (45)	2.3 (82)	0.4 (27)	0.1 (7)	0.9 (56)	0 (2)	0.1 (7)
E.f. (20)	2.6 (95)	0.3 (25)	0 (°)	0.1 (10)	0 (0)	0 (°)
E.c. (12)	1.2 (50)	0.3 (17)	0.4 (8)	0.6 (25)	0.1 (8)	0.1 (8)
E.ov. (21)	1.4 (71)	0.6 (29)	0.6 (43)	0.4 (29)	0.5 (29)	1.4 (57)
E.ob. (13)	1.6 (54)	0.2 (15)	0.1 (8)	0.5 (31)	0.1 (8)	0 (°)

(results section continues)

EDUCATION EXAMPLE

Example: discussion section in a thesis (combining Results & Discussion)

Results and Discussion

5.1 Modelling and joint negotiation of texts

This study set out to investigate the effects of extending the negotiation of text phase of the DSP teaching/learning cycle with English for Further Study students to incorporate student/teacher joint negotiation and construction of a marking instrument. The following discussion will focus on the application, appropriateness and usefulness of the curriculum innovation from both the students' as well as the teacher/researcher's perspective.

recaps main aim of thesis outlined in previous chapters



Example: discussion section in a thesis (combining Results & Discussion)

5.1.1 Classroom text analyses

The first research question was “How do students benefit from analysing model texts?” This involved analysing classroom discourse to determine whether there was a shift from the archetypal classroom discourse of Teacher Initiation, Pupil Response, Teacher Feedback identified by Sinclair and Coulthard (Stubbs 1983: 29) to students taking on the role of primary knowers. This research question also involved investigating how students’ knowledge about language and texts developed through ongoing modelling and analyses of texts. A related research question was “Will students adopt and /or develop a metalanguage to talk about language? The main data forming the basis of the following discussion are the transcripts of the recordings of the classroom text analyses.

The first teaching stage of the project focussed on identifying the schematic staging of an exposition genre and how cohesion is achieved in expositions (see Chapter 4 for a description of the curriculum process). The initial analysis of the model text was very teacher directed. The transcript of this segment of the lesson (see Appendix C) shows that most of the input came from the teacher with the pattern of classroom talk being:

- teacher question
- student response
- teacher confirmation

For example when analysing the analytical exposition for schematic structure, one exchange was as follows: *[transcript extract]*

The above exchanges correspond to the pattern identified by Sinclair and Coulthard as characteristic of teacher-pupil talk with the underlying exchange structure of Teacher Initiation, Pupil Response, and Teacher Feedback. This exchange structure allows the teacher to retain the conversational initiative (Stubbs 1983: 29). In the above exchange the teacher was the primary “knower” of information and her questions prompted and guided the students onto the next stage.

[follows more presentation of data and discussion of results]

To sum up this discussion of the data in response to the first research question “How do students benefit from analysing model texts?” there are two main points to be made:

- i) The students’ ability to analyse texts improved. By the third analysis they were able to examine a number of language features on their own, draw conclusions on the status of the text on the mode continuum (more factual, or more persuasive) and give examples to support their points. The systemic functional model of language was a valuable teaching resource to make explicit language features of different genres to the class.
- ii) No “new” classroom metalanguage emerged, and at times “language to talk about language” caused problems for a few members of the group (What’s cohesion again?” and “What’s the difference between Thesis and Introduction?”). Students took a pragmatic approach to explain a concept in some instances, but also adopted more explicit terms that described the purpose of a textual feature. On the whole their classroom language reflected their extended knowledge about texts: students developed from talking about “friendly” sounding texts to “distanced”, “sophisticated,” and “more abstract” texts.

subsections follow a pattern:

- link aspect of the study to a research question
- present results supported by data
- discuss and interpret findings
- summary.

links findings to findings of other studies

Incorporates data to support findings

relates findings to relevant literature

summarises discussion of findings for this subsection



Example: discussion section in a thesis (combining Results & Discussion)

5.1.2 Development of the writing checklists

My second research question “Do classroom negotiated writing checklists aid the writing process?” will be discussed in three parts. The first part will evaluate the data as to the sub question “Is the process of negotiating writing checklists with students beneficial?” The data for this discussion will be transcripts of the constructions of checklists, and classroom observations. The second part will discuss the writing checklists in light of the classroom joint negotiations, while the third part will evaluate the students’ responses to questionnaires on the drafting and editing process.
[discussion of data]

Data from the investigation of the effects of extending the joint negotiation of texts to include joint negotiation of writing checklists suggest that there is a place for the checklists in the teaching /learning cycle, however these should be included as a teaching resource prior to the joint construction of a text in order to revised and sum up the key language features and stages of the genre in question.

5.2 The students’ writing

5.3 Teacher response to student writing

5.3.1 The writing checklists as a marking tool

5.3.2 Improving the writing checklists

5.4 Implications of the project for teaching practice

The project focussed on using writing checklists with one TAFE English of Further Study class. The results suggest that teachers and students can benefit from extending the DSP teaching/learning cycle to include writing checklists. However, the checklists need to be written in a way which is accessible to students. That is, the students and teacher must share a classroom language to talk about language, and this should be the language of the writing checklists. This shared classroom language can be developed when working through the stages of the DSP cycle, namely modelling texts, jointly constructing texts, and individual constructions. Teacher development of writing checklists also needs to be seen as an ongoing process incorporating additions and modifications as the students’ understanding of textual features develops.

The possible benefits of extending the teaching/learning cycle to include checklists are considerable. Writing teachers and students can use checklists compiled from analysis of model texts to:

- revise language features and schematic staging of specific genres
- guide and prompt the teacher and student in the joint negotiation phase of the DSP cycle
- allow the student to communicate to the teacher his/her area of difficulty when writing
- allow the teacher to make explicit written comments about how well the student’s
- writing approximated the genre in question
- assist students to draft and revise their essays

These features of the checklists should assist English for Further Study students to develop as writers of factual texts.

results of these aspects of the project each sub-section includes a discussion of these findings

discussion of implications and applications of this research

