WRITING A THESIS CONCLUSION
(Document de collecte)

Each chapter of a research study contributes to the whole work, but at the same time each chapter should stand on its own. Stating conclusions based on findings appears easy on first look, but in reality how you state your conclusions may spell whether or not they are going to be useful or simply serve to confuse your readers. Therefore, this document provides a framework for concluding your Master thesis (MT).

Like the introduction, the conclusion of a thesis is a very important part of your MT. Not everybody reads the whole thesis carefully, but be sure that they will read Conclusions. The content and organization of your final chapter (conclusion) will be determined by the **purpose** of your study and what has come before in your thesis. Basically, the overall purpose of any conclusion is the same: **to show how the researcher has attempted to fill the gap in knowledge that was identified at the outset of the research and to clarify to what extent the study has been successful.**

The Typical Ingredients of a Conclusion

One of the most common models for a conclusion is the **'4S'** model (consult the followings for more models:https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/writing/conclusions/ **and** https://books.google.dz/books?hl=fr&lr=&id=CT2mAAAAQBAJ&oi=fnd&pg=PR5&dq=dissertation+writing+%2Blinda+cooley&ots=GRGR8rxZvI&sig=OljxmQsFubu0voenVvw0JYLrDpU&redir_esc=y#v=onepage&q=dissertation%20writing%20%2Blinda%20cooley&f=false))

The four basic ingredients (steps) that need to be taken when writing your conclusion are the followings:

1. **Summarize the main points of your various chapters** (being careful not to repeat exactly what you have written before) and **restate your aims and your research questions**. Conclusion chapter/section is derived from the material presented in the main body of MT (theoretical and practical parts). It not only summarizes the main results but put them in context of the research or practice, i.e. sees the results "**from distance**": **NOT what the**

results are, but what they mean. The Conclusion is an opportunity to remind the reader why you took the approach you did, what you expected to find, and how well the results matched your expectations.

It should give an overview of the steps you took in conducting your research or building your argument. You should be more general, more abstract, more theoretical and more connected to the practice. You should **show how the goal of the thesis has been met**, **the research question answered or problem solved.** In brief, join Introduction to the Conclusion, or close the circle. It means in Introduction you state your goals and **in Conclusion you say how you have reached them.** (file:///C:/Users/NEW.PC/Downloads/Documents/Guide_to_Writing_Master_Thesis_in_English.pdf)

The conclusion is not the time to get lost in words and talk in lengthy detail about particular theoretical, empirical or methodological issues; you've had the previous 200 pages or so to do that. Instead, it's the time to clearly and concisely – but still critically – explain your thesis and its significance. https://www.thephdproofreaders.com/writing/last-impressions-count-writing-your-phd-thesis-conclusion/

2. **Spell out your contribution**. In your MT conclusion, no new ideas, findings or analyses are presented. Here you write what principal contributions you have made.

Make sure your reader is left with a strong impression of what your research has contributed to knowledge in your field. Some strategies to achieve this include:

- Returning to your problem statement to explain how your research helps solve the problem.
- Referring back to the literature review and showing how you have addressed a gap in knowledge.

- Discussing how your findings confirm or challenge an existing theory or assumption.

Again, here, try to avoid simply repeating what you've already covered in the discussion. Pick out the most important points and sum them up with a succinct overview that situates your project in its broader context. https://www.scribbr.com/dissertation/write-conclusion/

A conclusion that fails to relate the findings to the literature is an incomplete conclusion. You spent pages and pages neatly carving out a gap in the literature; the least you can do is show how your research fills that gap.

https://www.thephdproofreaders.com/writing/last-impressions-count-writing-your-phd-thesis-conclusion/

3. **State the limitations of your study**. In Conclusion you should (at the same time) highlight the strengths of the study and its weaknesses (to show that you realize the limited scope or consequences of the research). First you consolidate the research space (positive evaluation of the importance, originality and advantages of your study - on a general level), then you indicate limitations of the research.

The limitations of a study are its flaws or shortcomings which could be the result of unavailability of resources, small sample size, flawed methodology, etc. No study is completely flawless or inclusive of all possible aspects. Therefore, listing the limitations of your study reflects honesty and transparency and also shows that you have a complete understanding of the topic. https://www.editage.com/insights/what-are-limitations-in-a-study.

Certainly my students will tell me: but we have already been introduced to limitations when studying the introductory chapter!!!??? Where should we put the limitations in our thesis? Some limitations might be evident to researchers before the start of the study, while others might become clear while you are conducting the research. Whether these limitations

are anticipated or not, and whether they are due to research design or to methodology, they should be clearly identified and discussed in your conclusion.

Here are a few examples of limitations of study in MT:

- **Limited Access to Data**: Limited access to data is one of the most common limitations of research studies, and one you will face more regularly. For instance, if your subject topic involves researching specific government organizations, then you may lack access to vital information. Also, you may have no respondents. This often limits the scope of your analysis, leaving you no option but to restructure your study based on the findings. In such a case, you must state this as the limitation of the study. But don't just list it as "limited data access." Make sure you explain the reasons for limited data access, so the reader doesn't question the validity of your research.
- **Sample Size**: This is one of the most common limitations of various studies. It often comes about because the nature of the problem dictates the sample size. For instance, if your study seeks to explain the perception of teenage consumers towards a particular product, but you only conduct your study with 50 respondents, your results will be inaccurate. This is because the number of teenagers in a country like the Algeria is incredibly high; hence, the opinion of only 50 respondents doesn't adequately represent the opinion of the rest. Therefore, if this is your limitation, be sure to state your study is based on a smaller sample size and that you could have generated much accurate results on a larger one.

- **Lack of prior research studies on the topic**: citing prior research studies forms the basis of your literature review and helps lay a foundation for understanding the research problem you are investigating. Depending on the currency or scope of your research topic, there may be little, if any, prior research on your topic. Therefore, if

you're researching a particular subject and find that there it lacks prior research studies, ensure you acknowledge this study limitation and propose further research.

- **Data Collection Methodology**: Very often, the method used to collect data usually affects the results of the study. For instance, your professor might have assigned you the topic: is the impact of mobile phones on teenagers negative or positive? Now, there are various to find out. If you choose only to interview teenagers for answers, there is a high chance of your results being flawed as they will only provide the positives. The data collection method is common among limitations of case-control and observational studies.
- **Equipment:** The type of equipment used to carry out a study can also hinder the findings. This is usually a regular limitation of observational studies. For example, if you're surveying the effectiveness of smartphones, it's important to note there is a vast array in the market. Therefore, you may use a high-quality one means your results will be positive, but low-quality ones mean your findings will render smartphones ineffective. That said, you have to consider such a limitation during your research, and if it's unavoidable, ensure you not only list it, but also explain it in your discussion.

When discussing the limitations of your research, be sure to:

- **Describe each limitation in detailed but concise terms;**
- **Explain why each limitation exists;**
- **Provide the reasons why each limitation could not be overcome using the method(s) chosen to gather the data [cite to other studies that had similar problems when possible];**
- **Assess the impact of each limitation in relation to the overall findings and conclusions of your study; and,**
- **If appropriate, describe how these limitations could point to the need for further research.** https://library.sacredheart.edu/c.php?g=29803&p=185934

To indicate the limited validity of the research, you can choose some of these structures:

- The research has concentrated on …
- The limitations of our research are apparent: …
- It should be noted that only … has been examined in the research.
- In this study the … has not been taken into account.
- The results of this study are restricted to …
- Unfortunately, from the data obtained we are not able to determine …
- However, the findings do not imply ….
- The small number of samples means that we are not able to predict …
- The results of this research cannot be taken as evidence for **…**
- The findings of this study have to be seen in light of some limitations.
- This research, however, is subject to several limitations.
- Nonetheless, these results must be interpreted with caution and a number of limitations should be borne in mind.
- As with the majority of studies, the design of the current study is subject to limitations.

When you are giving limitations of the research, it is good to place the phrase at the beginning of the sentence and to finish the sentence with positives (the information at the end is "heavier"). In other words, if you start a sentence with negative aspects and finish with positives, the idea sounds better than vice versa.

- Despite the preliminary character of the research, the results indicate …
- Even if only exploratory, our study has shown …
- Notwithstanding its limitations, the research well demonstrates…

4. **Suggest recommendations for further research.** Recommendations may include suggestions for change in policy or practice **based on the findings of the study**, and may include recommendations for further study. **Do not include recommendations that have no direct link to findings**. Some insights from the study may indirectly imply the need for

change; however, discussion of such insights should be within the context of the need for further study rather than for change in policy or practice.

If you're making recommendations for further research, be sure not to undermine your own work. Future studies might confirm, build on or enrich your conclusions, but they shouldn't be required to complete them.

Avoid exaggerating the applicability of your research. If you're making recommendations for policy, education or other practical implementation, it's generally best to frame them as suggestions rather than imperatives – the purpose of academic research is to inform, explain and explore, not to instruct.

How many recommendations should you write? As a rule of thumb, try to limit yourself to between three and seven recommendations in total. If you have more, group them together. Note that you can have multiple recommendations for each conclusion. It is also acceptable to have one recommendation that is connected to more than one conclusion.

To make recommendations for further studies, you can choose some of these structures:

- Based on these conclusions, practitioners should consider…
- To better understand the implications of these results, future studies could address…
- Further research is needed to determine the causes of/effects of/relationship between…

Over the few years of serving as Master thesis supervisor or examiner to numerous students, I have observed that many have the tendency to use the terms **recommendations** and **implications** as synonyms which is not the case. **Recommendations**, as explained before, provide a guide that will resolve certain issues and result in a beneficial outcome; they urge specific actions to be taken with regard to policy, practice, theory, or subsequent research. However, **Implications** section, which is also an important additional step when writing the conclusion, examines the importance of the study and how the findings of that particular study may be important for policy, practice, theory and ensuing research studies.

This section basically looks at the conclusions you draw from the results and explain the importance of these findings for practice, theory or policy. However, you have to validate the implications with solid evidence. You also have to explain the study's parameters and take into account the limitations of the study in order to avoid over-generalization of results. Basically, in the implications section, you will discuss the importance of your research study and the difference it makes. https://www.differencebetween.com/difference-between-implications-and-recommendations-in-research/

Depending on the type of thesis, the conclusion should typically be around **5-7%** of the overall word count. An empirical scientific study will often have a short conclusion that concisely states the main findings and recommendations, while a humanities thesis might require more space to conclude its analysis and tie all the chapters together in an overall argument.

Another feature of your MT conclusion is the use of the **past tense.** While you may have used both past and present tenses in previous chapters, in your conclusion you are writing about work that is completed, in the past. Using the present tense, as some thesis writers do when they draft this chapter, creates the impression that the work is ongoing. Even interpretations you made of your analysis or results – in any sense – can now appear in the past tense, since all aims, actions and interpretations are themselves the subject of a final interpretation in your conclusion. https://books.google.dz/books?id=9nzaT3M7IK4C&pg=PA221&lpg=PA221&dq=Another+change+in+style+tha

The Conclusions chapter /sections of a thesis, as Swales and Feak (1994) point out, not always easy to provide students with guidelines for. There is a lot of disciplinary variation in this section. It is, thus, especially important for students to look at examples of previous theses and dissertations to see what writers typically do in their area of study. One thing writers do, however, in this part of the text, no matter what the conventions, is step back and take a broad look at their findings, and their study as a whole (Weissberg and Buker 1990), saying not just what the study has done, but also 'what does it mean'. This 'what does it mean?', we feel, is the key point that a good Discussion, and in turn Conclusions, section needs to address. A good thesis or dissertation should tell the reader not just 'what I have done', but 'why what I have done matters.

The following conclusion from a journal article in language teaching research shows how the writer concludes his paper by following through the previous four steps **(4S)**

[1] The present study is one in a series that has probed the nature of task-based performance. It has shown that the conditions under which tasks are completed can have a marked effect on the resultant nature of the performance. **[2]** The study has confirmed the generally beneficial effects of pre-task preparation, particularly planning. **[3]** Encouragingly, from the pedagogic point of view, there seems to be a clear role for the teacher in the way such pre-tasks are carried out -it does not have to be with learners always operating independently. **[4]** The results obtained suggest that teacher-based planning is as effective as solitary planning, but that both of these conditions are superior to group-based planning - at least, as that was implemented in the present study. **[5]** But the present study has only explored the effects of immediate task-linked manipulations. **[6]** If the wider pedagogic goal is the sustained and balanced development of learners' interlanguage systems, it is important to be able to discuss how the effects of particular tasks might connect to longer term development. **[7]** In this respect, if balanced progress means higher levels of complexity. accuracy and fluency, it may be speculated that teachers need, as part of their armoury of pedagogic decision-making, information such as which conditions and which tasks may bring about such sustained balanced development. It is to be hoped that the present research has made a contribution in that regard, although it is clear that, having established some of the influences on immediate performance, **[8]** a priority in future research will be to explore what happens to interlanguage development during more extended pedagogic interventions

S1 **S2** **S3** **S4**

Further Readings

- Lengálová, A. (2010). Guide to writing master thesis in English.
- Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. Routledge.
- Cooley, L., & Lewkowicz, J. (2003). *Dissertation writing in practice: Turning ideas into text* (Vol. 1). Hong Kong University Press

TASK

Read through the following conclusion from a journal article and identify the four steps

This study investigates whether houses located on rear-entry alleyways should sell for less than otherwise identical properties with traditional front-entry driveways. The regression results suggest that the alleyway subdivision design discounts sale prices about 5%, all else held equal. Why? Because alleyways can attract criminal activities and greatly reduce the size of the homeowner's backyard. As well, they are often poorly maintained, unsightly, cluttered with debris and inconvenient, so many residents park their vehicles on the street, thereby creating traffic congestion. While the findings of this research suggest that there are diseconomies associated with the rear-entry alleyway design, one element in the New Urbanism contemporary neighborhood design is, in fact, the alleyway that emphasizes compactness and a return to traditional neighborhood values. New Urbanists believe that it helps overcome urban sprawl and encourages less reliance on automobiles, while critics counter that New Urbanism attempts to alter human behavior through design, it creates more traffic problems than it solves, its densities are too low to support public transportation and it does not offer consumers enough housing choices. These findings hopefully will influence New Urbanism subdivision designers to reconsider alleyways in favor of traditional suburban parking.

The results of this study may be, in part, a function of this sample, but the implications are clear for appraisers, developers, New Urbanists and other real estate participants. Subdivision design contributes to overall value. Additional subdivision design research is recommended, both to confirm the findings of this investigation and to determine whether other elements of design (e.g., sidewalks, culverts vs. curb-and gutter drainage) affect value, as well.

https://www.researchgate.net/publication/5142166_The_Effects_of_Subdivision_Design_on_Housing_Values_The_Case_of_Alleyways