The Discussion Chapter
Today

Review previous lecture.

Discussing your findings/results.
What are

• gaps or problems have you identified?
• your research questions?
• what stage are you at in writing your literature review?

How will you ...

◦ conduct your research?
◦ analyse your findings?
Think...

What do you already know about writing **findings** and **discussion** chapters?

Have you written something **similar** before?
Your findings section should ...

- be organised according to **research questions**.
- be organised according to **themes**.
- be organised **chronologically**.
- be a **summary** of all of the results.
- organise the results and the discussion into **two separate chapters**.
- present the data using **diagrams, tables or graphs**.
- highlight the **key findings**.
Your findings section should ...

- be organised according to **research questions**.
- be organised according to **themes**.
- be organised **chronologically**.
- be a **summary** of all of the results.
- organise the results and the discussion into **two separate chapters**.
- present the data using **diagrams, tables or graphs**.
- highlight the **key findings**.
The Findings chapter

An example of organisation

Introduction
Literature review
Methodology
Results (Findings)
Overview of chapter
Results organised by theme
or
by research questions
in charts, tables, coded observations, extracts from interviews.
Discussion
Conclusion
Appendices
The discussion chapter should...

• use the data to prove a preconceived idea.
• relate to the research questions.
• compare your findings with the existing literature.
• consider negative and unexpected results.
• provide an interpretation of your results.
• consider the implications of your findings.
• explain how your findings fill a research gap or solve a problem.
• consider any limitations in your research.
The discussion chapter should...

- **use the data** to prove a preconceived idea.
- **relate to the** research questions.
- **compare your** findings with the existing literature.
- **consider** negative and unexpected results.
- **provide** an interpretation of your results.
- **consider** the implications of your findings.
- **explain how** your findings fill a research gap or solve a problem.
- **consider any** limitations in your research.
The Discussion chapter
An example of organisation 1

CHAPTER FOUR (Findings and discussion) 42
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Themes and Linkages with Research Questions 44
Discussion of Findings, Theme 1: Deficit of governance and operational requirements 45
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Study limitations and further research 59

Chapter Five (Conclusion)
The Discussion chapter
Example of organisation 2

Title: I call myself what I like: Mixed race identity & social media.
MA in Mass Communications, Media and Public Relations

1. Introduction
2. Theoretical perspectives
3. Literature review
4. Research methodology

5. Results and Discussion.
5.1 Multiple Identities
5.2 Mixed race identity and gender
5.3 Media representations of mixed race
5.4 Navigating mixed race and social media
5.5 Creating new identities
5.6 ‘Produsage’
5.7 Cheerios Commercial
5.8 The way forward

6. Conclusion
6.1 Limitations
6.2 Future Research
7. Appendices
8. References
1. INTRODUCTION
2. LITERATURE REVIEW
3. RESEARCH QUESTIONS AND METHODOLOGY
4. FINDINGS AND ANALYSIS
4.1. Introduction
4.2. Colombian Brand Awareness
4.3. Colombian image perception
4.3.1. Positive attributes
4.3.2. Negative attributes
4.4. Nation image creation: Channels and Correlations
4.4.1. Communication channels
4.4.2. Relationship analysis - Nation Brand perception
4.4.2.1. Gender and brand perception
4.4.2.2. Age and brand perception
4.4.2.3. Post visit and brand perception
4.4.2.4. Colombian products and brand perception
5. CONCLUSIONS AND RECOMMENDATIONS
6. REFLECTIONS AND LIMITATIONS
TASK ONE: How does the organisation of the discussion chapter link to the student’s research questions?

1. INTRODUCTION

This research study seeks to answer the following research questions:

1) How do mixed race people view the way they are represented in mainstream media?

2) What are the uses of social media by mixed race people and what needs are fulfilled?

3) How important is social media in terms of their identity formation?

5. RESULTS AND DISCUSSION.

5.1 Multiple Identities
5.2 Mixed race identity and gender
5.3 Media representations of mixed race
5.4 Navigating mixed race and social media
5.5 Creating new identities
5.6 ‘Produsage’
5.7 Cheerios Commercial
5.8 The way forward
3. RESEARCH QUESTIONS AND METHODOLOGY

3. 1. Research Questions
This research seeks to address the following questions:
1. What is the level of awareness of Colombia Brand Image in the British Generation Y?
3. What is the Colombian image perception held by British Generation Y? It is a Positive or negative association?
4. How this perception was created?

4. FINDINGS AND ANALYSIS

4.1. Introduction
4.2. Colombian Brand Awareness
4.3. Colombian image perception
4.3.1. Positive attributes
4.3.2. Negative attributes
4.4. Nation image creation: Channels and Correlations
4.4.1. Communication channels
4.4.2. Relationship analysis - Nation Brand perception
4.4.2.1. Gender and brand perception
4.4.2.2. Age and brand perception
4.4.2.3. Post visit and brand perception
4.4.2.4. Colombian products and brand perception

TASK TWO: How does the organisation of the discussion chapter link to the student’s research questions?
TASK ONE: How does the organisation of the discussion chapter link to the student’s research questions?

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4.4.2.3. Post visit and brand perception
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Language focus: reporting findings

**TASK 3**

What type of language does the student use to report her results?
About 80 percent of the participants who identified themselves as mixed race said that their identity had changed over the years and continues to change. This was articulated by Shana, who stated:

I think all mixed race people, regardless of their background or identity have experimented with trying out different identities to see which one is actually who we are, before we realise when we are adults that we don’t have to pick just one.

Very few participants chose the specific term ‘mixed race’ to describe themselves, but several said that they would definitely answer to this term or feel a connection to it. One respondent, Fanshen, rationalised how she chose to identify herself: “It’s changed, of course, and changes pretty much daily, but lately I’ve been very comfortable with I’m a ‘culturally mixed woman searching for racial answers’”.
Expressions of **proportion:**

‘Very few of the participants ...’

Reported speech/citation verbs:

One respondent rationalised how she chose ...; ‘.....by Shana, who stated: “...”.’

Tentative/cautious language to interpret findings and suggest implications:

‘Therefore, it is possible/probable/likely that ...’

Bridging phrases to refer to other parts of the text:

‘As mentioned in the review of literature, there are...’

‘This finding further supports the argument that X (YEAR) is...’

Phrases to support, compare and contrast with previous studies:

‘This finding is contrary to previous studies ...’

Discussing findings: common language features
Language focus: discussing findings

Task 4:
How does the student
• relate their findings to their research questions?
• relate their findings to other findings / literature in the field?
• speculate/interpret what their results might mean?
Discussion of Findings, Theme 1: Deficit of governance and operational requirements

The theme above is relevant to the question; what is fuelling domestic terrorism in Nigeria? In response to this question, most of the respondents mentioned deficit of governance as well as poverty. Some of the respondents attributed the terrorist insurgency problem to the failure to maintain border control by the government. They stated that this gives the terrorists the ability to get across the border to the neighbouring Republics of Chad and Niger to evade the security forces while also providing sanctuary to train and collaborate with other Al Qaeda linked terrorist. However, most respondents felt that the failure of government to adequately address issues of poverty, illiteracy and unemployment are key factors which are fuelling the domestic terrorist insurgency.
The fact that **all the respondents mentioned** these socioeconomic factors **may well indicate** that there is **the possibility of** these factors having direct or indirect link with the problem. **Nevertheless, this is not supported by** empirical findings by Western scholars which show that there little correlation between terrorism and corruption (Teets and Chenoweth, 2009) and poverty or level of education (Gupta, 2005; Malečková, 2005). **However, findings by** some African and Middle Eastern scholars **differ** (for example, Imobighe 2009; Oshita, 2009; Ahmed, 2005; Muhammad, 2005). In the latter scholars' findings, the cause of terrorism is attributed to the frustration-aggression hypothesis triggered by socioeconomic deprivation leading to frustration and hopelessness. **This trend is equally observed in the reviewed literature for this study and indeed the findings on the** cause of domestic terrorism in Nigeria where terrorism is connected to poverty, unemployment, illiteracy and corruption (for example Bagaji et al. 2012; Maiangwa et al., 2012; Imobighe, 2009; Oshita, 2009).
Need more ideas about suitable language for the findings and discussion chapter?

http://www.phrasebank.manchester.ac.uk/
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Discussing findings:

**tip**

*By the time you write your discussion chapter, you might be feeling bored of your dissertation ...*

But make sure that you leave yourself plenty of time to write it!

It’s really important.
References

Manchester Academic Phrasebank:  
http://www.phrasebank.manchester.ac.uk/ [accessed 05/06/18]

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Ojebode, A.O. 2013. Response to domestic terrorism in Nigeria: comparison of hard and soft power options. Dissertations @ Leicester  
https://dissertations.le.ac.uk [Accessed 25/05/18]

Riepenhausen, N. 2013. I call myself what I like: Mixed race identity & social media. Dissertations @ Leicester  
https://dissertations.le.ac.uk [Accessed 25/05/18]
Review the PPT slides for all of the sessions on the ELTU website:
https://www2.le.ac.uk/offices/eltu/isp/courses/EL7035
(In-sessional English Language Courses / Courses / EL7035 Dissertation Lectures –Further Resources)

For further advice about writing your dissertation:
Student Learning Development

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