Republic of the Philippines
Department of Education
REGION VII, CENTRAL VISAYAS
Division of Cebu Province

SELF-LEARNING HOME TASK (SLHT) # 5

Subject: **Inquiries, Investigation and Immersion** Grade Level: 12
Quarter: 4 Week: 5
Competency: Forms logical conclusions, makes recommendations based on conclusions, writes clear report.
Competency Code:
Name _____ Section _____ Date _____
School: Dalaguete National High School District: Dalaguete 1

Readings/Discussions

Lesson 1: Reporting Findings

Chapter 5 is the discussion of your findings. Here you assert your results and discuss using the existing literature. The findings should clearly reflect the significant results of the study. A component of the summary of the findings is to compare or link your findings to the studies outlined in the literature review of your study

Guidelines in Writing the Summary of Findings

1. There should be a brief statement about the main purpose of the study, the population or respondents, the period of the study, method of research used, the research instrument and the sampling design
   Example:

   Teaching Science in the High Schools of Province of A

   This was conducted for the purpose of determining the status of teaching science in the high schools of Province of Cebu. The descriptive method of research was utilized, and the nominative survey technique was used for gathering data. The questionnaire served as the instrument for collecting data. All the teachers handling science and a 20 percent representative sample of the students were the respondents. The inquiry was conducted during the school year 2010-2011.

2. The findings may be lumped up all together, but clarity demands that each specific question under the statement of the problem must be written first to be followed by the findings.
   Example:

   How qualified are the teachers handling Science in the high schools of Province A?

   Of the 59 teachers, 31 or 53.54 percent were BSE graduates and three or 5.08 percent were MA degree holders. The rest, 25 or 42.37 percent, were non-BSE baccalaureate degree holders with at least 18 education units. Less than half of all

the teachers, only 27 or 45.76 percent were science majors and the majority, 32 or 54.24 percent were non-science majors.

3. The findings should be textual generalization, that is a summary of the important data consisting of text and numbers.
4. Only the important findings, the highlights of the data, should be included in the summary.
5. Findings are not explained nor elaborated upon anymore.
6. No new data should be introduced in the summary of findings.

Example of Summary of Findings (taken from Sente, 2015)

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the statement of the problem and the findings of the study. Based on the findings, conclusions and recommendations were made.

Summary

This study is a quantitative research which sought to determine the effectiveness of the utilization of Concrete-Pictorial-Abstract (CPA) Approach in teaching Mathematics of the Grade Six Pupils of Pulangbato Elementary School, North District 4, Division of Cebu City, School Year 2014-2015. The quasi-experimental method using two-group-pre-post design was used and the researcher's self-structured questionnaire was utilized as the instrument of the study. The findings were used as a basis for the proposed enhanced instructional plan.

Specifically, this study sought to answer the following questions:

1. What is the pre-test and post-test Mathematics performance among the
   1.1 control; and
   1.2 experimental group?
2. Is there a pre-post mean gain in the mathematics performance among the
   2.1 control; and
   2.2 experimental group?
3. Is there a significant difference in the main gain in the Mathematics performance between the control and experimental group?
4. What instructional plan can be proposed based on the result of the study?

Findings:

The data gathered pointed out the following findings.

1. The pre-test Mathematics performance of the control and experimental group was below average.
2. On post-test, the control group's performance was still on below average while the experimental group's performance was above average. The experimental group improved their performance after being exposed to the concrete-pictorial-abstract approach in teaching.
3. There was a significant pre-post mean gain of the performance of the pupils among the control group and experimental group. It shows that both groups

have significantly increased in their performance level in the pre- test to post test.

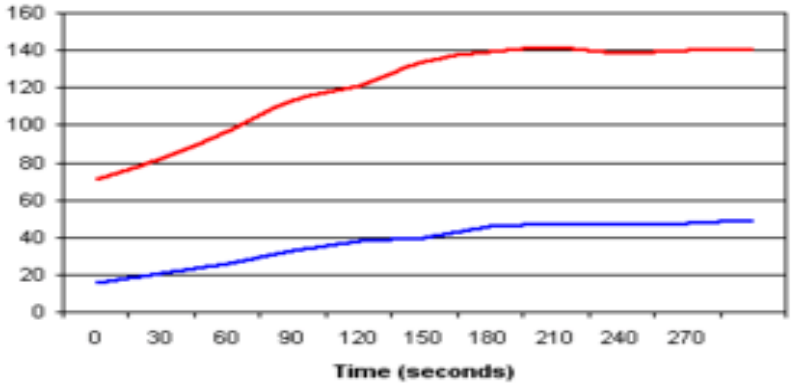
4. There was a significant mean difference between the control group and the experimental group. The experimental group manifested better performance than the control group.

In reporting your findings, you must remember to draft a paragraph or two of discussion for each finding in your study. Assert the finding. Tell the reader how the finding is important or relevant to your studies aim and focus. Compare your finding to the literature. Be specific in the use of the literature. The link or connection should be clear to the reader.

Exercise 1:

Activity: Read the situation below and choose the answer in the given choices.

Amy designed an experiment to test how exercise affects adult men. The resting heart and respiratory rates were measured in fifty men between the ages of 25-55. Once a baseline was established, the men were asked to run on the treadmill for five minutes. The breathing rate and heart rate were recorded every thirty seconds. A graph of her results is below. What finding can be drawn from the results of Amy's experiment?



NOTE: In the table, the line above is the heart rate (beats per minute)

The line below is the respiratory rate (beats per minute)

A. There is no apparent relationship between heart rate and respiratory rate.
B. An increase in heart rate correlates with a decrease in respiratory rate.
C. There is a positive correlation between heart rate and respiratory rate
D. There is no apparent relationship between exercise and heart rate.

Lesson 2: Writing Conclusions and Recommendations

Most research studies end with conclusions and recommendations. **Conclusions** are abstractions generated from the findings that answer the specific questions. **Recommendations** on the other hand, are suggestive statements that put the research findings into practical utility of the stakeholders. They may also be suggestions for further investigation to improve the use of the present research findings by all interested parties.

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is

not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research

Guidelines in Writing the Conclusions

In writing the conclusions, the following ideas may be considered:
Conclusions are inferences, deductions, abstractions, implications, interpretations, general statements, and/or generalizations based upon the findings of the study. It should not contain The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research

1. any numerals.

   Example:

Findings

Of the 59 teachers, 31 or 53.54 percent were BSE graduates and three or 5.08 percent were MA degree holders. The rest, 25 or 42.37 percent, were non-BSE baccalaureate degree holders with at least 18 education units. Less than half of all the teachers, only 27 or 45.76 percent were science majors and the majority, 32 or 54.24 percent were non-science majors.

Conclusion

All the teachers were qualified to teach in the high school but most of them were not qualified to teach science.

2. Conclusions should appropriately answer the specific questions raised at the beginning of the investigation in the order they are given under the statement of the problem.

   Example:

   Q: "How adequate are the facilities for teaching science?"

   A: "The facilities for the teaching of science are inadequate".
3. Conclusions should point out what were factually learned from the inquiry.
   - No conclusion should be drawn from the implied or indirect effects of the findings.

   Example:

   A conclusion on "Teachers were not qualified to teach Science and the Science facilities were inadequate" ***cannot be translated*** as "Teaching in the high schools of Province A was weak".
4. The conclusion should be based upon the responses to the question.
5. Conclusions should be formulated concisely, that is, brief and short.
6. Conclusions should pertain only to the subject or topic of the study
7. Conclusions should not be repetitions of any statements anywhere in the thesis.

Guidelines in Writing the Recommendations

In writing recommendations, the following pointers maybe considered:

1. Recommendations should aim to solve or help solve problems discovered in the study.

   Example:

Problem		**Recommendation**
Inadequate facilities	=	Acquire more facility

2. Recommendations should be based only within the context of the research problem. If it is not within the scope of the study, it is irrelevant.

   Example:

   The study examined the effectiveness of the utilization of the Concrete-Pictorial-Abstract (CPA) approach in teaching Mathematics. After the data has been analyzed and conclusions was drawn, one recommendation could be "Orient teachers on the use of concrete-pictorial-abstract approach in teaching."

3. Recommendations can be statements signifying continuance of a good practice and for its importance.

   Example:

   Include the topic on Concrete-Pictorial-Abstract (CPA) in the in-service training of teachers.

4. Recommendations should be doable, attainable, and practical. It is useless to recommend the impossible. It must be logical, rational, and valid. Present recommendations separately and begin with a verb.
5. Recommendations should be addressed to the persons, entities, agencies, or offices who or which are in a proper position to implement them.

   Example:

   On the problem of inadequate facilities, it can be addressed to the school principal

6. Recommendations should be for further research of the same topic. It can cover other places to confirm and validate the study.

   Example of topic for further study

   "An Evaluation on the Use of Concrete-Pictorial -Abstract Approach Strategy and its Correlation to the Mathematics Performance of the Students"

Example of Summary of Findings, Conclusions and Recommendations

Chapter V

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Summary

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self-structured questionnaire was utilized as the instrument of the study. The findings were used as a basis for the proposed enhanced instructional plan.

Specifically, this study sought to answer the following questions:

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1. The pre-test Mathematics performance of the control and experimental group was below average.
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3. There was a significant pre-post mean gain of the performance of the pupils among the control group and experimental group. It shows that both groups have significantly increased in their performance level in the pre- test to post test.
4. There was a significant mean difference between the control group and the experimental group. The experimental group manifested better performance than the control group.

Conclusions:

Based in the findings of the study, the following conclusions were drawn:

1. The plain or conventional teaching could also generate learning since there was a slight increase in their pre-post mean performance, however, those exposed to the concrete-pictorial-abstract approach manifested better performance because they have surpassed the set standard passing score and they have above average performance.
2. The use of concrete-pictorial-abstract approach was effective in improving Mathematics performance of the grade six pupils. Mastery of the basic concepts as a foundation becomes stronger and learning becomes fun.
3. The use of manipulative in different mathematical skills as the first step in introducing new concept before the use of pictorial and abstract representations increased the learning outcomes of the pupils.

Recommendations:

In the light of the findings of the study, the following recommendations are hereby given:

1. Implementation of the instructional plans using concrete-pictorial-abstract (CPA) approach should be closely monitored by the principal and other administrators.
2. Orient teachers on the use of concrete-pictorial-abstract approach in teaching.
3. The use of instructional plans with concrete-pictorial-abstract approach should be try out by the teachers.
4. Include concrete-pictorial-abstract approach as one topic in the in-service training (INSET) for teachers.
5. Finally, the following topics are recommended for future studies:
   5.1 An Evaluation on the Use of Concrete-Pictorial-Abstract (CPA)approach and its Correlation to the Pupils' Mathematics Performance
   5.2 The Utilization of the Concrete-Pictorial-Abstract (CPA)approach In Other Subject Area
   5.3 Effects of the Use of Concrete-Pictorial-Abstract (CPA)approach Towards Teachers' Effectiveness

Remember:

Conclusions are abstractions generated from the findings that answer the specific questions.

Recommendations on the other hand, are suggestive statements that put the research findings into practical utility of the stakeholders. They may also be suggestions for further investigation to improve the use of the present research findings by all interested parties.

Exercise 2:

Directions: Tell if the following statement is a **conclusion** or **recommendation.** Provide the reason of your answer and write it in a separate sheet of paper.

_____1. Provide trainings for Mathematics teachers on the use of Model-Lead-Test strategy in the classroom.

_____2. The findings revealed that the use of model-lead-test strategy in teaching Mathematics in secondary level was effective on the students' performance than that of the traditional method.

_____3. Intensify the school identification of SARDO's or student at risk of dropping out.

_____4. The researchers recommend that the Filipino Tour Guides should improve their personality especially with their grooming, personal hygiene, professional appearance, and flexibility.

_____5. The use of concrete-pictorial-abstract approach was effective in improving the Mathematics performance of the grade six pupils.

Lesson 3: List of References

What is list of references or bibliography?

It is the accounting of all document citations used in the research report to enable readers to retrieve the cited sources for further information of verification of some related idea.

Listing references refer to creating a page for reference made in the study.

APA citation style is typically used by the sciences and psychology. When formatting a citation in APA style, pay attention to italics, punctuation, indentation, and capitalization.

The following are the specific information about the reference list.

- The reference list is arranged in alphabetical order by authors' last names.
- In each citation, the authors' last names always come first, followed by their initial(s). Names of subsequent authors are separated by a comma, and the final author is preceded by an ampersand (&).
- Authors' first and middle names are never spelled out in APA style. Initials are always used for first and middle names.
- Second and all subsequent lines are always indented.
- A book citation must always include author(s), title (and subtitle), city of publication, publisher, and date of publication. Other necessary elements, if applicable, include editor, translator, edition, revision, and volume number.
- An article citation must always include author, title (and subtitle), title of journal/magazine, date of publication, volume/issue number, and page numbers.
- Capitalize the first letter of the first word of the title and any subtitles (indicated by a colon) and all proper nouns.
- Titles of books and journal are always italicized.
- If more than one source of the same author appears in the same year are used, the sources are differentiated by using letters a,b,c etc. The letter should appear after the date of the publication

Examples:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Note: In the above sample, the name of the organization is the author. Note that only proper names are capitalized in the title, and the edition number follows the title.

Book: (This sample from Purdue OWL)

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC: American Psychological Association.

Book with an Editor:

Robinson, D. N. (Ed.). (1992). *Social discourse and moral judgment.* San Diego, CA: Academic Press.

Note: Italicize the title of the book and do not capitalize any words in titles except the first word, proper names, and after a colon. Use the author's or editor's initials only for first and middle names.

Chapter from an Edited Volume or Anthology:

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.

Scholarly Article:

Fuentes, A. (2016). Contemporary evolutionary theory in biological anthropology: Insight into human evolution, genomics and challenges to racialized pseudo-science. *Revista Cuicuilco, 23*(65), 293-304.

Note: Do not set off the title of the article with quotes, italics, underlines, or capital letters (except for the first word, proper names or after a colon). Italicize the title of the journal and capitalize all words in the title of the journal. This sample includes the volume number (23) which is italicized to set it off from the other numbers. The issue number (65) appears in parentheses and is not italicized. You will also notice that there is no space left between the volume number and the first parenthesis for the issue number.

Scholarly Article (with multiple authors):

Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at emotional pictures: Motivationally biased attention. *Motivation and Emotion, 28*, 221-243. https://doi.org/10.1023/B:MOEM.0000040153.26156.ed

Note: This sample includes the volume number (28), which is italicized to set it off from the page numbers. There is no issue number in this example because the journal is paginated by volume. Provide the DOI when available for electronic documents. If a DOI is not available for a scholarly article retrieved online, you should supply the URL of the journal's homepage (NOT the URL from the database). Note authors' names, indentations, spare use of capital letters, page numbers, and use of periods and commas.

Popular Article (with two authors):

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science, 290,* 1113-1120.

Note: Do not set off the title of the article with quotes, italics, underlines, or capital letters (except for the first word, proper names, or after a colon). Italicize the title of the magazine and capitalize all keywords in the title. Italicize the volume number to set it off from the page numbers.

Newspaper Article:

Scwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Note: Do not set off the title of the article with quotes, italics, underlines, or

capital letters (except for the first word, proper names or after a colon). Italicize the title of the newspaper and capitalize all keywords in the title of the newspaper.

Webpage Examples: (These samples from Purdue OWL)

Author, A. A. & Author B. B. (Date of publication, or n.d. if no date). Title of page [Format description when necessary]. Retrieved from https://www.someaddress.com/full/url/

Eco, U. (2015). How to write a thesis [PDF file]. (Farina C. M. & Farina F., Trans.) Retrieved from https://www.researchgate.net/...How_to_write_a_thesis/.../Umberto+Eco-How+to+Write+... (Original work published 1977).

If the page's author is not listed, start with the title. If the date of publication is not listed, use the abbreviation (n.d.):

Spotlight Resources. (n.d.). Retrieved from https://owl.purdue.edu/owl/about_the_owl/owl_information/spotlight_resources.html

Only include a date of access when page content is likely to change over time (ex: if you're citing a wiki):

Purdue University Writing Lab [Facebook page]. (n.d.). Retrieved January 22, 2019, from https://www.facebook.com/PurdueUniversityWritingLab/

Nonperiodical Web Document or Report (Examples: government data such as U.S. Census): (This sample from Purdue OWL)

Author, A. A., & Author, B. B. (Date of publication, or n.d. if no date). *Title of document*. Retrieved from https://Web address

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format.* Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/

Note: Italicize the title of the website but do not capitalize any words except the first, proper names, and the first word following a colon.

Remember:

APA citation style is typically used by the sciences and psychology.

For authors name:

- In each citation, the authors' last names always come first, followed by their initial(s).
- Names of any subsequent authors are separated by a comma, and the final author is preceded by an ampersand (&).
- Authors' first and middle names are never spelled out in APA style. Initials are *always* used for first and middle names.
- Include the last names and initials for up to and including 20 authors (Note: this is a change from the 6th edition in APA format. When there are 21 or more

authors, include the first 19 authors' names, insert an ellipsis, and then add the final author's name. There will be *no* ampersand (&) in this case.)

For formatting:

- The reference list is arranged in alphabetical order by authors' last names.
- Second and all subsequent lines are always indented (a hanging or reverse indent). See these steps for creating a hanging indent in Microsoft Word (including Word for Office 365 and for Mac).
- Do not include a period after a DOI (Digital Object Identifier) or URL, as they will be the last item in a reference and additional punctuation can interfere with retrieval.

Exercise 3:

There is one mistake in every entry. Correct them and use proper indention. Write your answers in the separate sheet of paper.

1. Brett, P. 1994. A genre analysis of the results sections of sociology articles. *English for Specific Purposes, 13,* 47-59.
2. Bridgeman, B., & Carlson, S. B. Survey of academic writing tasks. *Written Communication, 1*, 247-280.
3. M. Clyne (1987). Discourse structures and discourse expectations: Implications for Anglo-German academic communication in English. In L. E. Smith (Ed.), *Discourse across cultures: Strategies in world Englishes* (pp. 73-83). London: Prentice Hall.
4. Ivanic, R. and Roach, D. (1990). Academic writing, power and disguise. In R. Clark, N. Fairclough, R. Ivanic, N. McLeod, J. Thomas, & P. Meara (Eds.), *Language and power* (pp. 103-121). BAAL and CILT.
5. King, P. 1989). The uncommon core: Some discourse features of student writing. *System, 17*, 13-20.

Assessment/Application/Outputs

Directions: Read each item carefully. Write the letter of the correct answer in a sheet of paper.

1. Which of the following is a strategy for writing an effective conclusion?
   A. Conclusions are interwoven with the research methodology.
   B. Conclusions are inferences and generalizations based on rumors.
   C. Conclusions should contain facts or actual results from the inquiry.
   D. Conclusions should pose more questions about the statement of the problem.
2. Which statement is **TRUE** about writing conclusions?
   A. Conclusions should be original and accurate.
   B. Conclusions should contain apologetic statements for unresolved problems
   C. Conclusions should introduce new arguments, ideas, or information.
   D. Words that would imply unresolved issues must be used in writing conclusions.

3. Which is ***not*** a characteristic of a recommendation?
   A. Recommendations should aim to solve problems discovered in the study
   B. Recommendations can be statements signifying continuity and or improvement of a good practice.
   C. Recommendations should be textual generalization, that is a summary of the important data consisting of text and numbers
   D. Recommendations should be doable, attainable, and practical
4. Which of the following is ***not*** a guideline in writing the summary of findings?
   A. Findings are explained and elaborated.
   B. Findings is a summary of important data consisting of text and numbers
   C. No new data should be introduced in the summary of findings
   D. Only important findings should be included in the summary
5. Which of the following is ***not*** **italicized** in a journal reference?
   A. The name of the journal.
   B. The title of the article
   C. The volume number
   D. None of these.
6. What part of the research paper serves as a brief restatement of the components of the research paper?
   A. summary of findings
   B. bibliography
   C. conclusions
   D. recommendations
7. What part discusses the relevance of the results and how the findings are related with other research studies in an area?
   A. introduction
   B. methodology
   C. results and discussion
   D. review of related literature
8. What part includes suggestions for what needs to be done as a result of the findings?
   A. conclusion
   B. introduction
   C. related literature
   D. recommendation
9. What is the most used to cite sources within the social sciences?
   A. APA
   B. Chicago Manual of Style
   C. MLA
   D. Turabian
10. How can evidence from an experiment be explained in relationship to the hypothesis?
   A. as a conclusion
   B. as an inference
   C. as a prediction
   D. as a question
11. What must be included in an article citation?
   A. author and title
   B. author, title, and date of publication
   C. author, title and date of publication, volume/issue number
   D. author, title and date of publication, volume/issue number and page numbers
12. You want to find out about particular atoms and molecules for science. Which resource could you use for general background information?
   A. Atlas
   B. Book on atomic scientists
   C. Dictionary
   D. Encyclopedia
13. You are researching the pros and cons of bottled water. Which resource would be most likely to include biased information about your topic?
   A. Bottling company newsletter
   B. Encyclopedia article about bottling
   C. Government website
   D. Magazine article about bottling

14. You have the following citation to a book. Who is the publisher? Winthrop, E.(1985). *The castle in the attic*. New York: Holiday House, Print.
    A. Holiday House
    B. New York
    C. The castle in the attic
    D. Winthrop, E.
15. You are researching the effectiveness of speed cameras in your city and need to answer this research question: Do speed cameras reduce car accidents? Which fact below answers your research question?
    A. The police department recorded less car accidents
    B. The police department has requested funding to obtain additional cameras.
    C. The police department reported serious collisions fell by 27% with cameras in place.
    D.The police department receives many complaints that cameras are a money-making scheme

Suggested Enrichment/Reinforcement Activity/ies

Conclusion and Recommendation Writing Challenge.

Write your own conclusion and recommendation based on the given situation/ challenge. (Answers may vary)

- Challenge:
  In the survey, only 20% of the students were satisfied with the registration process.
- Conclusion:
  _____
- Recommendation:
  _____

References

Bontilao, F.(2015). *Model-Lead-Test strategy in teaching secondary mathematics.* Unpublished masters thesis. University of the Visayas. Cebu, City.

Bunton, David. "The Structure of PhD Conclusion Chapters." *Journal of English for Academic Purposes* 4 (July 2005): 207–224. Retrieved from https://libguides.usc.edu/writingguide/results

Clemente, R.F., Julaton A.B.E., Orleans A.V., (2015*) Science in today's world. Research in Daily life 1*. Quezon City: Sibs Publishing House, Inc.

Sente, R. (2015). *Concrete-Pictorial_Abstract (CPA) Approach in teaching mathematics.* Unpublished masters thesis. University of the Visayas. Cebu, City

Website:

Retrieved from https://libguides.dickinson.edu/citing/apasamples
Last updated October 16, 2020

Retrieved from http://www.uefap.com/writing/exercise/referenc/refexan2.htm

Retrieved from https://researchrundowns.com/writing/writing-a-research-report/

Retrieved from https://libguides.dickinson.edu/citing/apa7

Retrieved from
https://emedia.rmit.edu.au/learninglab/sites/default/files/Research_report_writing_accessible_2015.pdf

Retrieved from
https://unilearning.uow.edu.au/report/3bvii1.html?fbclid=IwAR3ZhuO9DaNNFP0WCi50qRPclcUHHwAhcPtdtrdx2myHCERwtwxMZlsgnqA

Retrieved from https://www.slideshare.net/LJLV/chapter-5-bibliography?fbclid=IwAR2D5Q70moL2_IwI_Zic6fhQ4F0kRfq0IVbcdOWpwEVSmgblhMV-yrPMZ40

Retrieved from
https://libguides.dickinson.edu/citing/apasamples?fbclid=IwAR3BzNs8onX8KFvgTCXVvDtYOkjrliq_qfOLCdiZG-LK3ttANYB5KJ9Jptw

https://libguides.usc.edu/writingguide/results

https://www.yourarticlelibrary.com/social-research/research-report/research-report-5-things-to-know-about-research-report/64490

https://quizizz.com/admin/quiz/5bbf93c30322c7001d415695/analyzing-and-interpreting-data

https://quizizz.com/admin/quiz/569926ba586bdc4b08527f87/research-skills-general-quiz

NOTE: Contents adapted from the module of DepEd Cebu City Division, Region VII