STRUCTURING THESIS CHAPTERS FOR JOURNAL PUBLICATION

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Abstract:
This paper proposes a strategy for structuring thesis manuscripts to find their way to publications right away after thesis defence. Otherwise, the conventional destiny of PhD theses after they are discussed and appraised is being stored on library shelves. Only few thesis manuscripts are lucky to find their way to publication in reviews, edited books or journals. To induce PhD researcher to prevent their theses from this dull fate, this paper highlights the benefits of publishing researches. Furthermore, this paper trains PhD students on the strategy to structure their on-going works for the purpose of publishing them. A case study is analysed for illustration and modelling.
Keywords: manuscript structuring, research publication, PhD thesis.

Introduction
Conducting and reporting a PhD study is surely one of the toughest duties the researcher carries out during the university course. Doing research as such requires investment of enormous effort on the part of the researcher. The amount of time regularly allotted to the investigation is so immense that the academic researcher feels unceasingly occupied in body and mind. It is hence awfully wasteful of effort and energy to confine the desired outcome of the project to graduation and diploma achievement. One main reason why a thesis manuscript may not be suitable for immediate publication is that thesis manuscripts are conventionally written in one unbreakable body of sections. The results in such a type of papers are written up only after three-year research on end, and its implications are built upon all the sections put together in a single cohesive book. By the end, the doctoral student would die of happiness merely to have the thesis at last appraised by the academic committee and graduate.

But soon, it will dawn upon the researcher that what comes out of the long years of labour is a short-lived book-style thesis. Apart from the defence committee members or fellow PhD students, very few would summon effort and spare time to plow through the numerous pages and sections of the newly born book-like thesis. One would prefer it reduced to 10 pages to make sense of it. As a result, the thesis is usually archived on the library shelves and gradually sink into oblivion. This paper suggests a methodological strategy to help researchers save their theses from such gloomy destiny. For this reason, the question arises concerning the aftermath of thesis defence. The overarching inquiry is as follows: Q: In what way should a thesis manuscript be structured for the purpose of publication after thesis defence?

The answer to the inquiry above requires taking methodological measures while structuring and writing the thesis for the academic purposes. This paper sets out to highlight the necessary strategic procedures to be applied while designing one’s manuscript. This paper comprises three main sections corresponding to the main sub-topics discussed. The first part entitled ‘Benefits of Publishing Manuscripts’ highlights the positive repercussions of publishing parts of the manuscript on the graduate professional development. The second section highlights the difference between the structure of thesis and the structure of a publishable article. ‘Structuring Manuscript for Publication’, demonstrates the method to
structure the manuscript to make it ready for publication in terms of standalone scholarly articles. Necessary for illuminating the project, the third section comprises a demonstration of a sample of manuscript structured for purpose of publication.

**Benefits of Publishing Manuscripts**

For young researchers, the impact of publishing their work is immense and diverse. Valuable to their self-esteem and self-fulfilment is exhibiting their knowledgeable assets and capacities. Achieving recognition in scientific community through publishing is to contribute to one’s career development in the following ways.

If the aim of the doctoral investigation is to make contribution to one’s field of research, how could that aim be achieved without the research results being disseminated among the academic community? In fact, widely propagating research results is abiding by the ethical standards of sharing to develop scientific research. Moreover, circulating research results beyond local university campus expands the outreach to global readership, which will surely make more significant difference to the field of interest. More specifically, research results are most reachable to readership if reduced to discrete papers.

Equally important is the contribution of one’s publications to career enhancement. Converting a publishable section or part from the thesis manuscript will grant the newly doctoral graduate an early head start to further scientific career. For, it takes time to refresh one’s thoughts after graduation in order to be able to write original research papers. This way, the publication will surely bring significant additions to the curriculum vitae. Indeed, the potential benefits generated by the publication of the manuscript will give due value to the effort and time invested in generating new knowledge. Moreover, publication of thesis manuscript will help reaching out to fresh researchers to benefit from the findings and serve as a guide. Hence, spreading findings through publication is a wide doorway to raise one’s academic profile and a passport into the scientific community.

Nowadays, with the new requirements of job recruitment, postdoctoral applicants feel the pressure to have few articles to their names to give more credibility to their application file. Publishing articles will be added to their competitive gain in the employment market. For this reason, postdoctoral researchers find it daunting to convert some sections of the thesis. To ease their woes, this paper paves the way for doctoral researchers to design publishable manuscripts as the thesis unfolds.

**Thesis versus Publishable Article**

The conventional, book-style thesis follows the format below.

1. Introduction and outline of the problem
2. Literature review of subject area
3. Background to study population or area
4. Methodological chapter(s)
5-7. Results chapters (usually 2 or 3)
8. Conclusion and implications for policy and/or further research

The total number of chapters is usually about eight, and the total length approaches 300 pages of A4. The research is detailed through body chapters. The details should be ample enough and sufficient for any reader to grasp the argument of the thesis. The different phases of the thesis should correspond to answers to these questions:

- What did you do?
- Why did you do it?
- How did you do it?
• What were the results?
• What implications are the results for science or areas of society?

The problem with this type of thesis format is that it doesn’t usually divide well into publishable standalone units. For, the parts are tightly stitched to each other into a very cohesive single unit and each chapter relies for its analysis on information inherent in the remaining chapters. Therefore, each chapter from introduction to conclusion is an integral part which contributes to building the coherent whole of the thesis.

However, it should be taken into consideration that scholarly journal article differs completely from a thesis in terms of format and style. Most journal-style papers may be subdivided into the following sections (Kotzé, 2007, 2):

<table>
<thead>
<tr>
<th>Table 1: Typical structure of an academic article reporting the findings of a quantitative study</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td><strong>Abstract</strong></td>
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<tr>
<td><strong>Keywords</strong></td>
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<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td><strong>Literature review (Alternatively: Background, conceptual development or conceptual framework)</strong></td>
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<tr>
<td><strong>Methods (Alternatively: Methodology)</strong></td>
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<tr>
<td>• Sampling</td>
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<tr>
<td>• Target population and research context</td>
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<tr>
<td>• Sampling</td>
</tr>
<tr>
<td>• Respondent profile</td>
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<tr>
<td>• Data collection</td>
</tr>
<tr>
<td>• Data collection methods</td>
</tr>
<tr>
<td>• Measures (Alternatively: Measurement)</td>
</tr>
<tr>
<td><strong>Results (Alternatively: Findings)</strong></td>
</tr>
<tr>
<td>• Descriptive statistics (Alternatively: Preliminary analysis)</td>
</tr>
<tr>
<td>• Hypothesis testing (Alternatively: Inferential statistics)</td>
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<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>• Summary of findings</td>
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<td>• Managerial implications</td>
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<td>• Limitations</td>
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<td>• Recommendations for future research</td>
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<td><strong>Total</strong></td>
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The introduction may answer in brief the questions related to what the researcher does or others have done in addition to the rational for the inquiry. The method refers to the ‘How to do it’. The results exhibit the findings of the research, whereas the discussion section demonstrates the relevance of the findings and their implications for the field or society. It is not necessary for an article to feature every component separately; for example, a concise literature review can be inserted in the introduction as well as findings and discussions can be mixed into one single section under the heading ‘Findings and discussion’.

It is salient then that dissertations or theses differ from research articles in several ways. The thesis is a long discourse meant to exhibit how much knowledge the doctorate student knows about a subject, whereas the article is succinct and controlled. Therefore, a scholarly article is characterized by concise introduction, state of art and report of results in contrast with lengthy, elaborate and thorough ones in a thesis. Being conscious of such differences between a thesis and standard empirical paper, the post-graduate student cringe at the thought of having to reframe the thesis and remould it into journal articles.

In order to escape the hardships of having to distil a whole three-year work into well framed articles, it is essential for the doctoral researcher to structure the thesis contrarily to
the conventional approach. The strategy relates to a series of methodological steps at the basis of which is the focus a current and interesting issue and which is expandable.

**Structuring Manuscript for Publication**

To make PhD material publishable by the end of the research course, a number of measures have to be taken while structuring the thesis. Following is the outline of my PhD research thesis featured as a case study and illustration. It is structured methodically to give each chapter its own singularity.

**Materials preceding the study**

DEDICATION
ACKNOWLEDGEMENT
ABSTRACT
LIST OF TABLES
LIST OF FIGURES
LIST OF ABBREVIATIONS
GENERAL INTRODUCTION
The Context
The Problem
Design of the Study

**Theoretical Background**

CHAPTER I: CRITICAL DISCOURSE ANALYSIS (CDA)

1.1 Introduction
1.2 Development and Principles
1.2.1 Emergence and Development of CDA
1.2.2 Principles and Approaches
1.3 CDA and Ideology Theory
1.3.1 Ideological Theory
1.3.2 Ideological Discourse Analysis in CDA
1.4 CDA and Gender theory.
1.4.1 Gender Theory.
1.4.2 Gender Research in CDA.

CHAPTER II: CONVERSATION ANALYSIS (CA)

2.1 Introduction
2.2 Models of conversation analysis
2.3 Emerge of Conversation Analysis (CA)
2.4 Nature and Architecture of Conversations
2.4.1 Turn taking Practices
2.4.2 Repairs
2.4.3 Formal Features of Conversation
2.5 Institutional dialogues

CHAPTER III: METHODOLOGY

3.1 Introduction
3.2 Aims and Hypotheses
3.3 Materials
3.3.1 Defining the Sample
3.3.2 The Background of the Textbooks
3.3.3 The Layouts of the Textbooks
3.4 Corpus of study and data management
3.4.1 The Rationale Behind the Choice of the Corpus
3.4.2 The Digitation Process of the Corpus
3.4.3 Typology and Organization of the Corpus
3.5 Methods of analysis
3.5.1 Data Analysis Frameworks.
3.6 Tools and softwares
3.6.1 Knowledge Management : Citavi Software
3.6.2 Word Processor: Wordsmith Software
3.7 Target Variables
3.7.1 Definition
3.7.2 Dependent and Independent Variables
3.7.3 Selected Variables

Analysis to be converted into article 1

CHAPTER IV: GENDER REPRESENTATION IN VISIBILITY
4.1 Introduction
4.2 Firstness
4.3 Turn taking

Analysis to be converted into article 2

CHAPTER V: GENDER REPRESENTATION IN MODALITY
5.1 Introduction
5.2 Epistemic Modality
5.3 Non-epistemic modality

Analysis to be converted into article 3

CHAPTER VI: GENDER REPRESENTATION IN TRANSITIVITY
6.1 Introduction
6.2 Material and mental processes
6.3 Relational and verbal processes

Analysis to be converted into article 4

CHAPTER VII: GENDER REPRESENTATION & SOCIAL SPHERES
7.1 Introduction
7.2 Reconsidering female firstness
7.2.1 Preliminary Statistics
7.2.2 Firstness in Interviews
7.3 Gender split in discourse
7.3.1 Preliminary Statistics
7.3.2 Politeness and Order in Discourse

Analysis converted into journal article

7.4 Gender Construction in Characterization
7.4.1 Preliminary Statistics
7.4.2 Gender in Characterization.
7.4.3 Gender Roles in Activities

Conclusions

Chapter viii: CONCLUSIONS AND IMPLICATIONS
Summary of the study
Summary of the results
Implications
Implications for Methodology
Implications for Pedagogy
Further directions on research

BIBLIOGRAPHY

APPENDIX: Textbook Dialogues with Transitivity and Modality Indication

Outlook Dialogues
Visa Dialogues
Window Dialogues
Ticket1 Dialogues
Gateway1 Dialogues
Gateway2 Dialogues
Ticket2 Dialogues
Insights Dialogues

SUMMARY

The overriding purpose of the research paper in question is to examine the underlying features of gender representation in the Moroccan EFL textbooks. Such a choice finds its rationale in the ideological, social and educational context of change currently running in Morocco. Eventually, the policy assumed to foster gender equity in education was integrated in The Charter of Education and Training (2000). The new policy expects the newly devised school textbooks to reflect in form, content and methodology the attempt to abolish gender discrimination and instruct young citizens on gender equity.

Taking into consideration the context of study discussed above, the research purpose becomes obvious which is to answer the following question:

To what extent does the pedagogic discourse via the EFL textbook, in its current form, transmit successfully the principles of the national policy regarding the construction of the Moroccan social identity?

The question above was forwarded to serve as an overarching inquiry for a better orientation of the research. The corpus under investigation, then, consists of the written and scripted oral dialogues and conversations from all the eight textbooks. Two hypotheses directed the investigation:

- **Hypothesis 1**: We assume that there is quantitative imbalance in the distribution of power and knowledge between the gender roles in the Moroccan EFL textbook discourse based on dialogues.
- **Hypothesis 2**: We expect to find that the Moroccan EFL textbook discourse only reproduce implicitly and explicitly the traditional gender roles existing at macro level of the society.

In this endeavour, the study is guided methodologically by the works of the Critical Discourse Analysis scholars such as Norman Fairclough, Teun van Dijk, Ruth Wodak, Lia Litosseliti and others. The research is also characterized by the implementation of M.A.K Halliday's Systemic Functional Linguistics, mainly modality analysis at the interpersonal level and transitivity analysis at the experiential level. The conversational methods and techniques are employed to map out the way people exert power over interlocutants, reproduce or challenge prevailing gender ideology in talk.

The analysis statistics are performed by Wordsmith software which spotted and counted the frequency of modals and verbs, names and job titles as linguistic items across the numerous samples of dialogues. This project is also qualitative because it falls under discourse-analysis type where "the results tend to be richer with regard to understanding the way that information is presented in a text" (Nicholls 2003: 3).
As for organization, the paper is partitioned into two interrelated parts divided into eight chapters. Roughly speaking, the first part is exclusively theoretical. It includes reference to methods of analysis, approaches, techniques and criteria of textbook research, in general. The second part deals with the case study which is gender representation in the Moroccan EFL textbook discourse.

In its turn, the first part is divided into two chapters. The first chapter affords an account of the Critical-discourse-analysis history, principles and methodology. More precisely, the discussion converges on the application of the CDA to ideology and gender research. The discussion highlights the importance CDA gives to Halliday’s Functional Systemic Linguistics (FSL) in the understanding of discourse. In this case, reference is made to modality and transitivity as aspects of language through which speakers mediate ideas, thoughts, intentions and feelings. Special attention is also given to the development of gender theory, its perspectives and methods of approaching gender. Examples of previous critical discourse analytical studies on these issues are reviewed. The second chapter is concerned with Conversation Analysis (CA), focusing on methodology and techniques of analysis and the terminology pertaining to the CA tradition.

The second part is very crucial in the process of the study. It encloses Chapters three up to eight. They constitute the greatest portion of the paper which is allotted to the analysis of the discourse of the eight schoolbooks and the testing of the question about gender representation.

Part Two, being the practical part of the research, opens up with Chapter three. The latter is a detailed presentation of the methodology adopted in the investigation. It states the hypotheses of research, defines the contours of the sample of the textbooks targeted and demonstrates the way the corpus of the analysis is managed and processed. The corpus concerned in this investigation involves 252 gendered dialogues extracted from the eight school textbook officially recommended for the Moroccan high school EFL instruction. The dialogues incorporate 124 mixed gender dialogues and 128 same gender dialogues. In The former group of dialogues, female initiated dialogues (71) are distinguished from male initiated ones (53). Likewise, in the same gender group of dialogues, female gendered dialogues (61) are separated from those engendered by males (67). Simultaneously, the investigation has cared for the contribution of each individual textbook to the whole sum in order to assess the amount of space and visibility allotted to a specific gender role.

Defining the variables in research is also a decisive procedure which is clarified within methodology. Concerning modality, the basic modals are stated. These are can (ability), could, may (permission, probability), might (possibility), must, ought to, shall, should, will, and would. Don’t have to, have to, mustn’t+ can’t (prohibition), might have + past participle, had to, should and ought to (advice and recommendation) + needn’t modals in the present and past. As for transitivity, the verbs are extracted from the dialogues and studied within context of use.

Chapter Four, Five, Six and Seven are devoted to the application of the methodology stated in Chapter three. They tackle the gender representation in the Moroccan EFL textbook discourse. Chapter Four investigates on the gender representation at the level of the frequency of the firstness and turn-taking of females and males. Then, Chapter Five describes gender representation embedded in the use of modality in the dialogues: epistemic and non-epistemic modalities. Chapter Six is likewise quantitative. It probes for aspects of gender representation in contextual language use, mainly transitive and intransitive verbs, expressing material, mental, relational and verbal processes. Chapter Seven, on the other hand, is more qualitative than quantitative. It seeks features of gender representation in the dialogue construction procedures, primarily gender characterization and social and occupational activities.
Conclusions and implications are summoned to conclude the paper. After summarizing the study and the results, the chapter makes salient the implications the study brings about for methodology of research, particularly textbook research, and for pedagogy. By the end of the chapter, some possible directions on future research are suggested.

The research model above is conducted empirically in the field of linguistics. The research is structured in a way to make it easy to extract four independent scholarly articles. Chapters IV, V, VI and VII are self-sufficient sections of the research though they all feed the overriding question about the role of the EFL textbooks in the construction of the Moroccan social identity. However, each chapter answers a separate sub-question probing a specific aspect of gender representation. That is, each chapter tackles gender representation in the Moroccan EFL textbooks from a different angle without basing on data from the previous or subsequent chapters. This way, each chapter tests the hypothesis in its own way using different variables from the same corpus. The analysis in each chapter culminates in results that vary in aspect and type from those in other chapters. It is obvious that the researcher invests time and effort to expand the research inquiry over four lengthy chapters, but this method helps save time and effort on the part of the post-doctoral young author.

Immediately after thesis defence and graduation, I extracted the section under the headline “Gender Construction in Characterization” and converted it into a journal article under the title “Gender Roles Discrimination in the Moroccan EFL Textbook Discourse” (Jaafari, 2016b). To abide by the criteria of writing empirical research articles, I brought light modifications to the title, heading and added sections. For example, I inserted a concise theoretical background drawn from the original thesis manuscript, devised an abstract and distilled a bibliography from the original list of references. I sent it to a renowned journal. The article was reviewed by specialists, was accepted and published.

Subsequent to the successful experience of being accepted to publish on a scientific journal, my thirst for more academic achievement grew. Hence, I started to envisage converting the other chapters into publishable journal articles. Then, as soon as I started working on the next chapter in the same year, a publishing house invited me to publish the whole thesis manuscript and publicize it on the Amazon selling sites. They said they got news about my thesis from the article I published. The publishing house said in their first email:

Dear Mr. Mohamed Jaafari,
Are you the author of work entitled « Gender Roles Discrimination in the Moroccan EFL Textbook Discourse »? I’m from the editorial team of Noor Publishing. I believe this particular topic could be of interest to a wider audience and we would be glad to consider publishing it. We would be especially interested in publishing a complete academic work of yours (a thesis, a dissertation or a monograph) as a printed book. Our services are free of charge for authors.
Mr. Mohamed Jaafari, would you agree to receive more information in an electronic brochure?
Thank you in advance.

I accepted without hesitation and sent them the whole manuscript. Below is the cover of my thesis as a book (Jaafari, 2016):
These two publications disseminated at the international level were most appreciated by the recruiting committee at the faculty where I submitted my job application. This strategy helped me to establish myself as a researcher in the field.

Conclusion

The aim of this paper is to lead doctoral students through an experience in structuring a PhD thesis with the purpose to make its integral chapters straightforwardly publishable. Because the doctoral students are taken mostly by the worry to succeed in the defence of their theses, they postpone the idea of building their researcher reputation through publishing. The purpose of this paper is to draw the young researchers to the benefits of publishing parts of their work. At the same time, the paper highlights the difference between a publishable scholarly article and a thesis manuscript. The main section of the article demonstrates a model of manuscript containing publishable chapters.

References


