

Édition traditionnelle et ère numérique en Afrique anglophone : opportunités, enjeux, propositions

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Abstract :

L'édition en Afrique est confrontée depuis des décennies à d'énormes écueils. Ceci est dû au coût des matériaux et à la distribution qui connaît de sérieuses difficultés. Cependant, l'édition numérique en Afrique anglophone présente un potentiel intéressant.

Mots clés : Afrique anglophone, édition traditionnelle/numérique

Mais que se passe-t-il du côté des maisons d'édition traditionnelles ?

L'édition en Afrique est confrontée depuis des décennies à d'énormes écueils. Selon l'éditeur camerounais François Nkeme, du label *Ifrikiya*, le premier problème est lié au coût des matériaux. En effet, malgré les accords de Florence, le papier continue d'être imposable dans de nombreux pays d'Afrique, ce qui explique que les livres soient si chers. En second lieu, la distribution connaît de sérieuses difficultés : il n'y a pas assez de librairies, seulement trois ou quatre à Yaoundé, et autant à Douala, obligeant l'éditeur à imaginer des circuits de vente alternatifs. Serge Dontchueng Kouam, directeur d'une autre maison d'édition camerounaise, Presses Universitaires d'Afrique, remarque que l'impression à la demande est peut-être l'outil qui peut le plus aider les éditeurs de la région.

Mais certains éditeurs considèrent que l'impression POD favoriserait également la distribution interne. Russell Clarke, responsable de la maison d'édition sud-africaine Jacana Media, qui parie sur le POD, signale lui aussi que les déficiences logistiques et le manque de points de vente constituent un

écueil sérieux pour l'édition en Afrique. En ce sens, l'impression à la demande peut constituer une avancée décisive.

Ceci étant, les possibilités ouvertes par le numérique ne vont pas connaître d'application immédiate, du fait des limitations propres au contexte local. La reconversion du secteur du livre est confrontée à de nombreuses exigences:

1) les professionnels locaux ne disposent pas toujours du *know how nécessaire* ; pour remédier à cela, il faudra concevoir des programmes de formation qui pourront, pour nombre d'entre eux, être mis en œuvre en collaboration avec des institutions qui travaillent déjà sur le terrain, comme le Centre Africain de Formation dans l'Édition et la Distribution. Ainsi que le suggèrent plusieurs des éditeurs interviewés, il serait aussi profitable de travailler avec les universités de la région. Les activités de formation devront aborder, entre autres, des thèmes techniques – numérisation, conversion à l'ePub et à d'autres formats, programmes de mise en page, polices de caractères, e-readers, téléphones portables, POD – des thèmes juridiques – droits d'auteur, contrats d'édition, contrats de distribution – et des aspects économiques – *business models*, stratégie de prix, coûts des différents services numériques. Il sera d'une importance cruciale de traiter ces questions de manière dynamique – il s'agit en effet de problèmes que même les pays les plus industrialisés ne sont pas parvenus à résoudre à ce jour – et aussi de manière empirique – puisque les projets dont l'impact a été le plus grand, sont ceux qui ont tenu compte de l'infrastructure concrète et des besoins réels du continent. Certaines personnes interviewées ont en outre proposé de créer une plate-forme d'échange virtuel, pour ceux qui disposent d'un accès fluide à Internet.

2) Les fonds des maisons d'édition ne sont pas numérisés ; en ce qui concerne le deuxième aspect – la numérisation des fonds – on pourrait l'aborder en collaboration avec les acteurs locaux comme les universités qui disposent

souvent d'installations de base pour réaliser des travaux de scannage et de reconnaissance de texte. Il sera indispensable, dans ce cas, d'assurer ce travail en coordination avec les activités de formation décrite dans le point 1.

3) Le piratage est très répandu et les appuis manquent de la part du secteur public. Le piratage est un thème à débattre au sein des étapes de formation, en particulier afin d'évaluer si le *business model* numérique des éditeurs africains doit passer par la vente de copies ou plutôt par la vente de licences à des institutions nationales et internationales.

4) Le *software* est trop cher : il est clair que le prix d'un programme comme InDesign est prohibitif pour un éditeur du Rwanda. Les éditeurs qui ne peuvent pas se passer de certains outils pourraient solliciter une réduction de prix, selon le nombre d'intéressés et la pression qu'ils parviennent à exercer. Une autre voie, elle aussi intéressante, est d'avoir recours à des solutions libres et *open source*. À ce niveau aussi il sera indispensable de fournir une assistance en formation, tout comme en production d'un *software* sur mesure tenant en compte possibilités et exigences spécifiques du secteur. Il ne fait aucun doute que mener des recherches et développer des outils personnalisés ne sera pas simple, vu la pénurie de moyens des entrepreneurs locaux et le peu d'appui du secteur public. Quoi qu'il en soit, il faudra travailler en étroite collaboration avec la communauté des programmeurs de *software* libre et *open source* qui se sont taillées une place de plus en plus grande au cours des dernières années. Des opportunités peuvent également apparaître du côté des pépinières d'entreprises comme Appfrica Labs, HiveColab et Silicon Cape : ce sont peut-être de ces centres que sortiront les prochains grands projets d'édition numérique d'Afrique anglophone.

Malgré les énormes difficultés liées à l'infrastructure et aux ressources humaines, l'édition numérique en Afrique anglophone présente un potentiel intéressant. Nous sommes en mesure d'esquisser certaines tendances à venir :

- Le réseau de téléphonie mobile va rester un terrain fertile pour mener de nouvelles expériences d'édition ou de promotion de livres, puisque le taux de pénétration d'Internet va mettre de nombreuses années à atteindre le niveau auquel il se trouve dans d'autres régions. Dans le domaine des téléphones portables, nous assisterons probablement à l'exploration de *business models* qui n'existent même pas aux États-Unis ou en Europe.
- L'impression à la demande va avoir une place plus importante.
- La formation des éditeurs traditionnels constituera un facteur décisif qui pourra accélérer le changement. Pour les professionnels africains, l'élément crucial va être de parvenir à exploiter la puissance du numérique sans tomber dans des formules d'implantation de technologies étrangères plaquées sur la réalité locale qui n'aident en rien, voire occasionnent une perte de temps et de ressources considérable.

Ainsi, l'édition en Afrique reste un aspect majeur dans la communication et l'expression. Le rôle de la politique culturelle des pays africains anglophones dans notre contexte, est d'assurer et de créer ces espaces pour différents types d'expressions et de communication culturelles, quelles soient au niveau des identités culturelles locales, régionales et/ou nationales, traditionnelles et/ou modernes, et de le concevoir dans le cadre de l'ensemble de l'économie générale.

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Mind your Research Project Map Route to Research Proposal Safety Road

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Abstract

Research means to search for knowledge. It is a scientific and systematic search for valid and pertinent information on a given topic the researcher has chosen according to his/her interests. Therefore, this paper seeks insights into the realm of research putting in front positions the main issues of a research work, mainly these related to the first path which constructs the movement from the known to the unknown: the research proposal. The aim of such an endeavor is to acquaint our post-graduate students with sufficient and relevant principles on what a research is, what it is meant to achieve, how to undertake it, and specially understanding the core elements and approaches necessary for a salient and meaningful research work all of which based on real inquiries and investigations.

Key Terms: research, research objectives, research types, pertinent data, existing knowledge, new knowledge, research questions, hypothesis, research proposal

ملخص:

يعني البحث العلمي: البحث عن المعرفة. إنه بحث علمي ومنهجي للحصول على معلومات صحيحة وذات صلة بموضوع معين يختاره الباحث وفقا لاهتماماته. تسعى هذه الورقة إذن إلى تقديم نظرة ثاقبة في مجال البحوث واضحة على رأس أولوياتها القضايا الرئيسية للعمل البحثي، لاسيما تلك المتعلقة بالمسار الأول الذي يبني الحركة من المعلوم إلى المجهول: أي (المقترح البحثي). الهدف من هذا المسعى هو تعريف طلاب الدراسات العليا بمبادئ كافية وذات صلة بشأن ماهية البحث، ناهيك عن ماهية تحقيقه، بالإضافة إلى كيفية القيام به، وبشكل خاص فهم العناصر الأساسية و النهج اللازم لعمل بحث يبرز وذي مغزى؛ وهو ما يستند إلى تحقيقات وتجارب حقيقية.

الكلمات المفتاحية :

البحث، أهداف البحث، أنواع البحوث، البيانات ذات الصلة، المعرفة الموجودة، المعرفة الجديدة، أسئلة البحث، فرضية، اقتراح البحث.

Introduction and overviews on the research landscape

Research means to search for knowledge. It is a scientific and systematic search for valid and pertinent information on a given topic the researcher has chosen according to his/her interests. Far from any speculation, a scientific research is an art of genuine investigations, inquiries through action research for new facts, a vital instinct of inquisitiveness to guide and mentor the vast movement from the known to the unknown.

According to Clifford Woody, (1988), cited in C.R. Kothari (2004:14), research means defining and redefining problems, expressing and formulating hypotheses which stand for suggested solutions to the problematic situations, collecting, organizing in substantial ways data, and then evaluating them objectively according to the research aims and needs. It is moreover, making deductions and research conclusions, and this leads to finally and carefully test the expressed conclusions in order to determine if they suit the formulated hypotheses.

The researcher therefore, is expected to manipulate things, concepts or symbols to generalize, extend, correct, or verify knowledge if introduced and used materials to construct a theory are relevant to the research at hand. The undertaking style and strategy are in fact a contribution to strengthen, advance and extend the existing bank of knowledge.

What is worth underlying in addition to defining what a scientific research is, would be to resort the main objectives the researcher targets. Within the efforts and the rationales the researcher does to make up his mind to undertake a research, the purposes have to be clear and efficient enough to engage into salient investigations related to the problematic situations. It is therefore, to discover answers to the questions which will guide the work through applying scientific procedures. Moreover, the researcher has to:

- To gain familiarity with a phenomenon or to achieve new insights into it; this will be often based on some exploratory or formulating research studies;
- To portray accurately the characteristics of a particular individual, a group, or a situation keeping in mind that this needs descriptive research studies;
- To determine the frequency with which something happens, or with which it is currently associated with another thing on the basis of diagnostic research studies;
- Last but not least, to test a hypothesis of a causal relationship between variables; and this is known as hypothesis-test research studies

It is, according to us, very necessary to highlight and give insights into the different types of research as, still according to us, a researcher in front of a given situation and topic of investigation will probably encounter some difficulties to find out which of the research types fits better and expresses more his intentions and aims. Therefore, we, as researchers, have to be correctly acquainted by the several research sorts and the red thread each sort is meant to cover and determine:

- Descriptive vs. analytical Research type: the descriptive research is about fact-finding inquiries; it includes surveys because it describes the state of a situation as it is actually at present. The analytical research however, uses facts or information already available through analysis and critical evaluation of the material used in the research.
- Applied vs. fundamental Research type: the applied research genre aims principally at finding a solution for an immediate problem encountered by persons or things. The fundamental seeks more generalizations and formulating theories in order to gather knowledge for knowledge;

- Quantitative vs. qualitative Research type: the quantitative is formerly based on the quantitative measurements of some characteristics applicable on phenomena which can be expressed in terms of quantities. Contrarily the aforementioned research type, the qualitative is more concerned with qualitative phenomenon which involves quality or kind. This research type is mostly concerned by behavioral sciences; let us say “problems of motivation” for instance.
- Conceptual vs. empirical Research: the first research type is related to some abstract ideas or theories generally and mainly used by philosophers or thinkers to gain insights into new concepts; whereas the empirical research known as experimental sort too, it mostly relies on experience or observation alone. This is also known as data-based research which works towards getting facts first at their source. These facts help and enable the research work on the suggested hypothesis and thus guess the results. This type cemented by facts also enables the researcher to prove or disprove the hypothesis expressed and this can be manageable when setting experimental designs to manipulate the materials or persons concerned by this research. These are simply evidence gathered through experiments. So much so, empirical studies as a whole are considered as powerful supports to test a given suggested hypothesis.
- Other types of research, we want to underlie, are variations of one or more of the above mentioned approaches. We can list some of them as these might be the most used approaches mainly in the field that interests us: EFL teaching and learning realm:
 - ✓ Longitudinal research or one-time research: the main key element for these two research variations is “time”. The former can be dealt with through several time periods; whereas the second is confined to a single time period;

- ✓ Field setting research or laboratory research: according to the terms “field” and “laboratory”, these variations attribute an important consideration to the environment where the research is to take place;
- ✓ Simulation research: it is obvious that this variation engages the users to put the action of simulation in the front position. According to the item “simulation”, agents are called to be involved in certain situations, play roles with an eye to evaluate, measure or validate a suggested concept;
- ✓ Formalized research: this variation is constructed upon substantial structures and specific hypotheses to test;
- ✓ Clinical/diagnostic research: we may almost say that this variation can be the most suitable research approach to our target field as it requires studying cases. It is therefore an in depth approach meant to reveal the basic casual relation and deepen the causes of things and events;
- ✓ Conclusion-oriented research variation: here the researcher is free to decide on a problem to investigate in as he is called to redesign the enquiry then conceptualize it;
- ✓ Decision-oriented research variation: this variation is, according to our context far from meeting our needs as this can be applied specifically administrations or entities

Mind your Research Engagement

Learners enrolled in academic studies have since their first year in higher education covered and been evaluated in a number of skills related to research. Throughout their first stages, they have been taught modules related to study skills in scientific researches through which they gained a wealthy knowledge about the main skills as listening, speaking, reading, and writing necessary for

research. These skills became more complex as the learners' levels progressed. Important skills as paraphrasing, summarizing, analyzing, interpreting, evaluating and deducing have also been taught to enable the research learners tackle interesting research paper topics on adequate and appropriate ways. In addition to the aforementioned skills, discourse analysis and statistics studies have been implemented to reinforce the learners' research competences.

Yet; most of the research learners present a serious state of blockage and apprehension when they are required to choose a research paper topic. This is probably due to either, their eagerness to extract in a way their deepest feelings hidden in some profound unconsciousness which emerge in Pall Mall ways believing this is the righteous way to select a theme and a research topic, or, because of some blanks to find out an appropriate research topic.

In both cases, we believe that the ability to choose a research topic is quite difficult for any researcher. Moreover, finding out a good topic is very important as this helps the researcher move regularly in the research and that it brings some enjoyable experiences throughout the development of the paper.

It is however, a challenging aspect when choosing a research topic as many issues have to be considered. The first however is related to the quality of the topic as it results at giving insights on the existing knowledge and the new knowledge. The existing knowledge is actually what the learners have acquired in their syllabuses. The learners are then evaluated on through exams, or, while studying for exams. It is in other terms what the learners know about the topic related to the research. The new knowledge is to pursue a topic of one's own choice summarizing the existing knowledge to build up a basis for new information.

This relation is more an analogy relation as the researcher is required to fill in the gaps according the topic chosen. Filling in the gaps is then the first

goal the researcher has to achieve. It is also very important to localize where the gaps are but this seems a very easy action; this is why, the researcher has to bear in mind that the gap is more related to knowledge. Therefore, it is more knowledge gaps than missing terms actions. A hard action indeed as this engages the researcher to do a lot of readings within the curricula, to be able to find and interpret the evidence correctly. He/ She must know a great deal about the topic area.

Other challenging issues are that the researcher has to consider the time to do the research in addition to organization concepts as working blindly may lead the researcher to land in messy places, not being able to find out any evidences. The author might simply be immersed in summarizing existing knowledge and fail in providing valid and reliable answers to the research questions.

Moreover, being able to open issues of discussions and capitalizing on the situation the researcher has believed it presents a problematic state to heal, is by no means the evident step to enter the research gap, to answer the research questions on the topic, and to draw new conclusions as this will be the knowledge gap which opened previously with some kind of disagreements. Therefore, we strongly believe that disagreements with already drawn conclusions are the possibilities for the researcher to have a knowledge gap about the chosen topic of investigation.

It is, according to our research perspectives, necessary to highlight the main hints when a researcher is required to undertake his work in relation to the topic and the ideas he wants to develop. Therefore, we believe that the researcher has to:

- Be special about the idea he wants to investigate in,
- Be passionate about it,

- Choose a topic that can be valuable not only for the actual degree to attain but for the teaching and learning community most importantly, and
- Position oneself and the idea to investigate in between two fields of research.

For this to happen, the researcher has to be exploratory enough to be able to find out the research rationale. He must, at first stance, be a bit general in finding ideas, evidences as well as the core materials and methodologies which meet the research objectives. Hereafter, he has to be sufficiently able to find out how the skills to be used correspond adequately to the field of research. Bit by bit, the field becomes then more requiring as not only the researcher has to demonstrate the points and variables he has to focalize on; but he has to bring enough justifications and explanations. In order to reach this aim, the researcher has to reveal scientifically the reason for which the topic is important to know, the various elements that make of his topic creative, interesting, exciting and right down to the objectives. The scope of the topic, in addition to the aforementioned points, has also to be considered. This helps the researcher to gain intuitive insights into how to narrow the field of research. This has purely to be based on a current environmental issue to which more contexts can be added if not enough explanatory and obvious.

Bearing in mind that research is probably not a philosophy; the researcher thus, has to provide facts, specificity and quality. This state underlies that research involves and integrates scientific and deductive thinking promoting therefore, the development of logical habits to think and organize thoughts and ideas bearing in mind that any progress in the field of research results from inquiries leaving far away any form of overconfidence as inquiry solely leads to creation and thus to evidence which comes from experiments.

Moreover, these facts and evidence, since we focused before on the importance of organization, cannot be achieved if the researcher does not adopt and adapt a research methodology which conducts his undertaking and investigation on valid and reliable bases. Therefore, “Methodology” is more than simply the methods the researcher intends to use to collect data. It is, according to us, often important to include a consideration of the concepts and theories which underlie the methods. Most importantly, when the researcher describes the method to use in the specific field of investigation, it is useful to describe, justify and explain the way the research questions and hypotheses are addressed.

It is also necessary to depict the different ways which will help approach the research whose aim is to cover the research requirements.

Having given a brief overview on research and its components, the researcher thus, needs to be acquainted with some notions regarding his research proposal.

Research Proposals: implications and expectations

A research proposal is like an "action plan", “a map route” for a proposed research work and investigation. It shows what the intended research will cover, and serves as a provisional agreement between the researcher and the supervisor. A research proposal implies and expects different things, to say it simply, in order to make of the intended dissertation a research paper which is meant to state the problem according to the field of interest, to provide evidenced answers to the research questions, to validate or reject the expressed hypotheses and then to adopt the appropriate research method and the tools used to gather data.

For these purposes, here is first a list of the main points that a research proposal is likely to include:

1. A provisional title which will be refined according to the research properties progress;
2. A description of the field in which the study is to be located; the background provided for the research should be brief but provide an adequate context for the study
3. A summary of key research findings and/or important theories in the field; a small number of recognized and appropriate references help set the research in a context and show that the researcher has done some relevant and selective reading in the intended area of research ;
4. A description of the problem to be tackled by the research; this could arise from a gap or conflict in previous research or be an extension of what others have done. It could also arise from a puzzling issue in a given professional situation;
5. The aim of the research; this could be written in the form of research questions, hypotheses or purpose sentences (e.g. the aim of this study is to investigate ...)
6. Justification for the study; the need for the research can be related to the state of knowledge in the discipline or to the value of the outcome to a particular profession
7. Possible out come ;
8. An outline of the intended approach to research, the methodology and data analysis A timetable for the research; and
9. Needed Resources which build the research literatures and references according to the field of investigation.

Research Proposal Guidelines:

The Research Title

1. The research title must be reflective of its problem

2. It must answer the following questions:

- What question will answer: what you are trying to investigate
- what you are trying to find out, determine or discover
- « who » question will answer who the respondents are or subjects of study
- « where » question will indicate the research locale, setting or the place where the research study is conducted

Statement of the Problem

1. There should be an introductory statement which reflects the main problem of the study;
2. Sub-problem should be stated in such a way that it would not be answered by either « yes » or « no », where and when;
3. Sub-problems should include all the independent and moderate variables which are reflected in the conceptual framework;
4. Sub-problems should be arranged in logical order and extensive in coverage and must be mutually exclusive in their dimensions,
5. If the research is quantitative, avoid the « how » question

Hypothesis/es

- They refer to a proposition of some occurrences or considerations to accept or reject the area of the study;
- They are propositions based on the researcher own intuition, experience, and observations. (kind of pre-solutions that have to be proved)
- Hypotheses and assumptions may seem alike but we have to engage some scientific proofs to maintain or reject any hypotheses; assumptions however, are kinds of premise to the solution that cannot be proved scientifically.

Significance of the Study

- In this part we should:
 1. Describe the contribution of the study to knowledge
 2. Discuss the importance of the study to the society, the country, the curriculum developers, and to researchers;
 3. Expound on the study's probable impact to education, science, technology, and ongoing researchers

Definitions of Terms

- The terms which connote different meaning from the conceptual or dictionary definitions should be operationally defined to facilitate the full understanding of the text by the readers,
- The terms to be operationally defined are those used throughout the study and may be a word or a phrase, usually taken from the title, the statement of the problem or hypotheses,

The terms should be arranged in alphabetical order and the definitions should be stated in complete sentences

Scope and Limitation.

- In this section we have to explain the nature, coverage, and time frame of the study
- It represents in brief the subject area of investigation, the place, the time period, or school year covered,
- It discusses the variables included in the study and the exclusion of other variables which are expected to be included,
- It indicates the extent of capability of results arising from the sampling population.

Methodology

- In this part, we have to discuss fully the research locale, research design, population sampling or respondents of the study, research instruments, and the statistical treatment of the data:
1. Research Local: this discusses the place or setting of the study. It describes in brief the place where the study is conducted. Only important features which have the bearing on the present study are included as well as showing the target population
 2. Research Design: this describes the research mode whether it is true experimental or quasi-experimental design, descriptive, or survey research, historical research, qualitative, or quantitative research or simply ethnographic research, etc...
 3. Population Sampling or Respondents of The Study: this describes the target population and the sample frame. It specifies the sampling technique used and how the sample size is determined.
 4. Research Instrument: this explains the specific type of research instrument such as questionnaires, checklists, structured interviews, teacher-made tests. The parts of the instruments should be explained and the information we want to derive from as well.
 5. Statistical Treatment of Data: we have to explain how each statistical test is used in the treatment of data.

Chapter Demarcation and Division

- Actually, we can speak about six chapters:
- Chapter one deals with the literature background (see exmples)
- Chapter two reinforces the different variables that the title of the research proposes (see examples)
- Chapter three deals with the needs analysis, findings and interpretations

- Chapter four is generally about the suggested hypothesis: we put the solution(s) or suggestion(s) into practice with some recommendations
- Chapter five is thoroughly dedicated to recommendations
- However, some research theses include the general introduction and the general conclusion as chapters

Bibliography/ References

- this includes all materials used by the researcher such as books, e-books, periodicals, magazines, journals, theses or dissertations (either published or unpublished)
- the presentation should be done in a very ordered way, for instance:
- references

1. books
2. e-books
3. web resources
4. magazines, etc...

- The bibliographical style depends on the nature and specificity of the research work:

1. The Merind Mc Lure (MML)
2. Modern Language Association (MLA)
3. Harvard
4. APA
5. Theology Style Guide (TSG), etc...

To this wealth of information regarding research and its components and principles which design the safety route to undertaking and engaging into the realm of investigations cemented by evidences, proofs and mostly the soundest methodology to guide the work, we cannot but add some notions related to the

mirror of the research, this mirror which summarizes with core data the whole scientific work, the efforts devoted to reach the main objectives of the research work. The mirror is therefore embedded in the “abstract”. Thus, what is an abstract of a research work? What might it comprise?

Abstract’s Definition and Key Elements

An abstract is mainly a brief summary of the whole work. It gives an overview of the research study including the conclusions. The principal purpose of an abstract in addition to inspiring interest in the research work is to enable the reading audience to get a general idea of the content of the research work. The abstract, as a key item in its global presentation may help a reader decide whether to read the whole text in detail.

According to the dissertation’s presentation, an abstract is at the beginning of dissertations immediately after the title page. Abstracts may also appear separately from dissertations and be held in databases of dissertation abstracts.

Abstracts may be written alone, in a single block standing thus as a unit of the main text. The elements in the statement include a precise and clear description of the research and it highlights the results or outcomes achieved through adequate and appropriate research methodologies and research designs. So much so, the following cues are the main elements an abstract comprises:

- A good introduction clearly states the topic area
- It can introduce the context and importance of the topic
- It may provide a definition or definitions of the key terms in the title
- The aim or purpose of the writer is clearly described
- An introduction may indicate a gap in the existing literature or area of study, or a specific problem
- The structure of the writing is clearly indicated with a sequenced overview of the content.

The introduction if clearly expressed and whose length varies according to the genre of writing will create a positive reaction from the reader. In addition to this, there will be a difference between the presentation of findings in a dissertation based on empirical research and in a library-based dissertation. A library-based dissertation is very different from a dissertation based on empirical research in which a chapter presenting the results or findings is more readily identifiable. This difference is mainly apparent because of the results interpretations and analyses which, most of the time are based on tabular, graphic, or, simply statistical presentations. The library-based findings however, are likely to be integrated into the discussion throughout the writing. This is sometimes evident when the research undertaking is related to two different fields of research, be a scientific research and a literary research for instance or simply from the table of contents of any of the scientific research works.

Having exposed in a brief manner how to engage into and read meaningfully the **Research Project Map Route** in order to reach the **Research Proposal Safety Road**, we have to bear in mind that all ill-designed and conceived research proposals not only end as a pure failure and doom the research projects; but they demonstrate to a great extent the researchers' weak potentials and thus this will negatively impress and disappoint the supervisory committees as well.

Conclusion

As all researchers and research supervisors agree on the fact that any research proposal is imperatively intended to convince the whole research communities that it stands for a worthwhile research project and that the competence and the work-plan to complete it are genuinely well studied, designed and structured comprising all the key elements involved in the research process and including sufficient information for the readers to evaluate the proposed undertaking. In addition to focusing on the research area and the methodology selected for the

investigation, all research proposals must address the following questions: What the researcher plans to accomplish, why he/she wants to do it and how he/she intends to do it providing therefore, sufficient information to convince the readers that there is in fact an important research idea, a good grasp of the relevant literature and the major issues, and that the methodology to panel the research is sound and appropriate to the statement of the problem and the expressed hypotheses.

Finally, the quality of the research proposal depends not only on the quality of the proposed project, but also on the quality of the proposal writing. A good research project may run the risk of rejection simply because the proposal is poorly written. So much so, coherence and cohesion in writing as well clear and compelling evidences and proofs are to this point the bed rock of any good research proposal.

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