



## Proposal Writing in Easiest Way

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### Abstract

*The present research study aim is to show how to start and write a good proposal based on the non-especial format, but acceptable for all Universities which, is very similarity in more than ninety percentages of whole details. The bulk of presentation of this paper will be about the three chapters of master and doctoral project that is included Introduction, Literature Review and Methodology with all details and different parts of them and the bibliography. It will present you with exemplifies effectively and clearly.*

**Keywords:** Proposal writing, introduction, literature review and methodology.

### Introduction

What kind type of proposal you need to write is not really important to have an especial formula and format; however, it can be mentioned that whether it is a business, project, or a different type of proposal, the goal is the same: to convince the reader to make the choice you advise. Therefore, your proposal has to be convincing speech to the readers. Keeping notes about all communications in mind including writing which, is persuasion and convincible. The words you write will be delivered to your audience. This may be a potential and very vital client or teaming partner. The goal of these words is to influence that person's decisions. Your readers as your supervisors or other students are very important factors in reaching your proposal and understand what your goals are to convey to them as your project. Proposals need to be direct and lead the reader to an obvious conclusion. Be sure to direct state the conclusion within your content.

Choosing an interesting and logical title is needed to the author, as it should be enjoyable for author to search about that topic, moreover, the existence of the good sample, method and the devices of data analyzing is under concentration. Regarding to <sup>1</sup> it is noted that Effective Titles improve proposals. It may seem trivial to tell you to choose a good title for your next written work, but the importance of this task should not be underestimated. A good title can help to make a good first impression.

### There are some guidelines for choosing a good title

**Avoid Bland, Boring Titles:** When choosing your title, avoid bland, generic phrases like "A proposal for ..." Or "A response to ..." or A "submission from...". Such titles are a lost opportunity to make a strong and persuasive first impression.

For example: an investigation of speaking problem and difficulties. As it is shown, starting with (an) and (investigation) are not suitable for academic writing, and moreover, speaking problems and difficulties are very general and usual words and not very strong and effectiveness for a good title.

**Include Your Major Recommendation In The Title:** While good detective novels will often keep the reader in suspense right up to the very end, proposals should make themselves clear as early as possible, and you cannot get any earlier than the title.

Look at these two titles: i. A Proposal for XYZ Mining from TrainSmart, ii. Lowering Accidents Rates via the Provision of Safety Training.

The first employs a bland and uninformative title. The second contains a clear statement of the proposal's key recommendation and even a key benefit. It makes a very good first impression, particularly when compared to the other one.

**Restrict Company Names to A Subtitle:** If it must include accompany name or the name of a client in the title then, you can do so via the use of a subtitle, like so: Lowering Accidents Rates via the Provision of Safety Training (A Proposal for XYZ Mining from TrainSmart)

**Keep It Brief, Short, Especific Not General:** Short titles are more memorable and have greater impact, thus, remove unnecessary words like 'an', 'of' and 'the' where possible. For example, consider this wordy title: An enhancement to customer relations through the provision of better training. This would be better if shortened to:

*Enhanced customer relations through better training*

Do the titles of your proposals look like this?: i. Marketing Project for Company X, ii. New Website Development Proposal for Company Y

As it is clear above examples, it has missed a valuable opportunity to stand out from your competition in proposal title.

Breaking down the Bad Examples: Why are these bad ways to title of a proposal?

#### *Marketing Proposal for Company X*

The problem with the above title is that it is too general. It is boring and usual title.

#### *New Website Development Proposal for Company Y*

This next one is similar to the first title except that it is a little bit more specific. However, it still, is too general.

A service description followed by a company name is not going to entice your customer to keep reading.

What Does a Good Title Look Like?: Good titles are short yet specific enough to include the result they want to, in words anyone can understand. Making short title means to keep it under 10 words. Including the result will show the readers that you understand what they are looking for (always a good idea).

Examples of good titles: i. Increasing Leads Through Social Media Campaigns, ii. Cutting Advertising Costs With Improved Natural Search Rankings

Note the verbs used in the above titles. It is talking about taking them from a bad situation to a good one. Make sure to include a verb that focuses on the change they seek. Utilizing academic words are very core and essential to have a good title. It is tempting to use internal company terminology or product names to describe how they will attain the benefit you mention in the title — do not do it. Keep things simple and only use terms the readers know and will understand.

It is the type of title that no one really reads; you glance at it (maybe) and move on. In addition, you want to avoid using the word “proposal” in the title; your readers already know it is a proposal.

As it is seen, the good and useful topic can help the author to start his writing effectively; moreover, it would be enjoyable to the readers to continue the reading and reach the result and the end of proposal. The readers are the most important principles in your proposal.

Before you start writing the proposal after choosing a good and effective title, it is important to understand a few things about the reader: i. He/she cares first and for most about their own

needs. ii. He/she will want to spend as little time as possible reading or looking at your proposal. iii. With this in mind, there are a few established rules of thumb when writing proposals, iv. Tell them some more new news about your topic and title of your Project. v. Do not use pronounce, it should not be about you. vi. Present the benefit and advantages to your readers and mention how your proposal is very important and what the core and essential issue is inside of your words. vii. Be really extremely specific, clear your field and area successfully and definitively and never fly branch by branch. viii. Keep it as brief, but not briefer, than possible. Especially with proposals, readers will often ask for a large amount of information. So, how do you satisfy their expectations without writing the details and phrases as brief? Bullet Lists, Graphs, Chart and Pictures can help you to convey short, but useful information to the readers; it does not need to have needless words, as your readers do not have enough time to read drivels words. Because the readers search to find their own mean and information easily and quickly, due to this matter, do not let your readers to have to decipher your message.

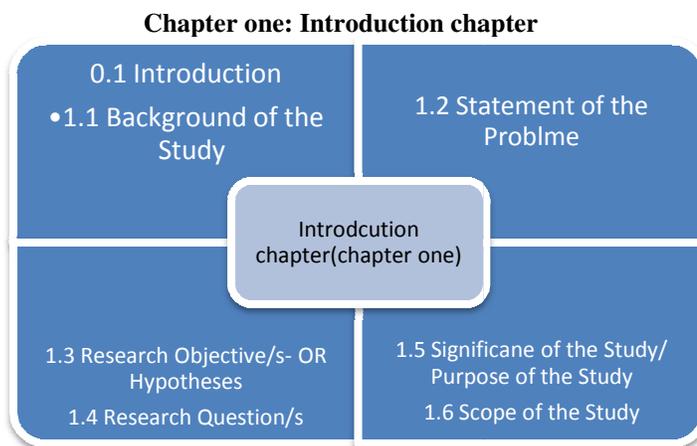
Use clear and obvious words, focus on each parts of your proposal, and be sure about the details of them. In addition, you should know that the proposal is not about yourself, because of this do not write about your history, but also write about the resources, theories, methods, approaches and citations.

Focusing on the Action is very essential and the core of your writing understanding. There has been a good deal of written about the use of active voice in writing. It is recommended, that you write in the active voice. In the active voice, the subject of the sentence is performing the action. Sentences that are written in the passive voice read weak and sound less important. However, the majority of supervisors and the formats of the Universities prefer to read in the passive voice or third person. In relation to this matter it is suggested to consult with your supervisors.

The bulk of new and unknown words and phrases which is written by abbreviation letters are many in the proposals, in this regard, it is better to write all the words of the abbreviation in the brocket ( ) and in the rest of the proposal the short form of phrase or the words could be mentioned effectively. For example of this is: TESL (Teaching English as a Second Language)

### **The study**

One good proposal is included three parts that are named by Introduction, literature review (the body of research) and Methodology. For a good understanding, there is design for each part. It should be between 5-10 pages to defense in the eve of the proposal writing and it does not need to mention about all details, and for the first defense it should included 15-30 pages after three semester study and mastering about all of the aspects, theories and methods.



**Figure-1**  
 The design of chapter one of proposal

**Chapter One (Introduction)**

**Introduction:** Theoretical Framework: “The introduction is the part of the paper that provides readers with the background information for the research reported in the paper. Its purpose is to establish a framework for the research, so that, readers can understand how it is related to other research”<sup>2</sup>.

It is needed to mention what you exactly, want to do in this part and note the all sub-outlines.

The features of Introduction: create reader interest in the topic, The first sentence /s should be very important, It should be interesting to the readers, It should be encourageable, You must clearly establish your topic in the opening paragraph, Then, the context of your thesis is clear now, put down an expanded basis and establishment factors for the statement of problem in the study part, have a fruitful and useful of literature review within the study of text for showing the best review of the study, the study should be for a particular spectators<sup>3</sup>, Present your thesis finally, which usually will appear at the end of your introductory paragraph, If the project includes theoretical, it is needed to mention the name of theory and the author with the year of it and, a brief history about the theory.

The researcher should be alarm about a particular theoretical framework/line of inquiry, the theory or line of inquiry should be introduced and discussed early; preferably, in the introduction or literature review. The researcher should be known about the theory/line of inquiry selected, which is necessary in the statement of the problem, rationale for the study, questions and hypotheses, selection of instruments, and choice of methods. Ultimately, by bringing the results of the study, the researcher will be discussed in terms of how these findings relate to the theory/line of inquiry that undergirds the study<sup>4</sup>. Writing the (Introduction chapter) the chapter one in the theoretical and conceptual research is differently. It is needed to mention that if the researcher needs to utilize the theoretical framework, it should be brought in the chapter one, while

Conceptual framework with variables, should be written in chapter two (Literature Review). Chapter three of the research study (Methodology) will argue about the Theories, theoretical frameworks, that how it could be worked with quantitative and qualitative endeavors<sup>5</sup>.

**Background of the study:** The background should be a short and brief history about the topic and title of the project. Regarding to<sup>6</sup> background research refers to accessing the collection of previously published and unpublished information about a site, region, or particular topic of interest and it is the first step of all good archaeological investigations, as well as that of all writers of any kind of research paper. Background research may include some combination of conducting a review of the archaeological literature, obtaining copies of current topographic maps and aerial photos, obtaining copies of historic maps and plats of the region, and interviewing archaeologists who have conducted work in the area, local landowners and historians, and members of indigenous tribes who may have knowledge about your area.

**Statement of the Problem:** “The problem statement describes the context for the study and it also identifies the general analysis approach”<sup>7</sup>. Or a problem could be written as a issue or a matter in a different various of study, which belongs to the literature, theory, or practice, that pilots to a need for the study<sup>3</sup>.The most important matter in a statement of problem is recognizing of the problem that the reader can easily find it. Occasionally, doubtful and defectively formulated problems are brought in an expanded discussion, which it is hard to recognize the statement of problem and understanding of the research problem is hardly and difficulty. A problem statement should be presented within a context, and that context should be provided and briefly explained, including a discussion of the *conceptual or theoretical framework* in which it is embedded. Clearly and succinctly, identify and explain the problem within the framework of the theory or line of inquiry that undergirds the study<sup>7</sup>. This is the core and most important in nearly all proposals and requires careful consideration. It is important that associations such as AERA and APA have a carefully attention to the proposals, which is a key element of reviewing of a proposal; this concentration is on both quantitative research and much qualitative research. State the problem in terms intelligible to someone who is generally sophisticated but who is relatively uninformed in the area of your investigation<sup>3</sup>. The deep and Effective problem statements always should answer the research questions. “Why does this research need to be conducted?, why doing this research is significantly? , how the research could come over the research questions and answer the statement of the problem of this research?”. These are the questions that the researcher should answer them reasonably, clearly and succinctly, and without resorting to hyper-speaking (i.e., focusing on problems of macro or global proportions that certainly will not be informed or alleviated by the study), then the statement of the problem will come off as ambiguous and diffuse. For conference proposals, the statement of the problem

are generally, incorporated into the introduction; academic proposals for theses or dissertations should have this as a separate section<sup>3</sup>.

**Research objectives/ Hypotheses:** Defining the research objectives is the most significant steps in finding the especial plan for a qualitative theoretical research plan, objectives choose interview themes. They shape the queries you ask, and guide your examination and reports, pointing you in the right way. Aim to get actionable data and data. You want actionable information and knowledge from qualitative research. The first step in defining research objectives is to identify the research problem. Then identify main topics you want to cover. Once you understand the research problem and topics, you define the research objectives.

Research objective has different effective steps that, should be considered to mention in proposal wiring regarding to How to write SMART (Specific Measurable Agreed Realistic Time bound) objectives<sup>8</sup>.

An objective is a clear statement of something that needs to be accomplished over a period of time. SMART objectives are:

Specific– states exactly what your aim of this project doing is, and what you need to achieve

Measurable– includes a quality or quantity measure, in the other mean it is talking about the numbers and tables is a quantitative study and more explanation of some obtains regarding to the qualitative study

Agreed– between you and your Reviewer.

Realistic– can be challenging but must be achievable and possible

Timebound– with a clear end date or timescale<sup>8</sup>.

Look at examples: i. To identify Iraqi students' problems in being unable to speak English fluently after seven years of English instruction. ii. To identify the effectiveness of the methods used to teach spoken English to Iraqi students. iii. To identify ways to overcome the problems of effectiveness in teaching spoken English language.

**Research Questions:** Look at examples that are in relation to the above objectives: i. What are the main problems of Iraqi students' inability to speak English fluently after seven years of English instruction? ii. What are the effectiveness methods to teach to the Iraqi spoken English learners? iii. How can be overcome to the problems in teaching spoken English language?

As it has shown above in research objective and research question, both of them are in relevance and research objective reply to the research question.

On the formulation of research questions: The specification of research questions or hypotheses (i.e., *what* is to be studied) and research strategy (i.e., *how* to conduct the study) is an extremely important part of any research project<sup>8</sup>. Research questions or hypotheses influence the strategy that is employed in order to either provide answers to the questions or verify/falsify hypotheses. What research strategy to use ought to depend on the nature of the problem domain (i.e., sociology, biology, physics, mathematics, etc.) and exact formulation of research questions.

Formulation of precise research questions requires deep insights into the domain of study: Do the questions that are to be answered "fit" the research domain? Are they the ones most worthy of investigation? To which degree will answering the questions contribute to any progress within the research area? Do practitioners perceive the research questions to concern real problems?

In this particular research project, the pre-understanding of enterprise modeling practice was not considered to be sufficient to formulate precise research questions in advance. Instead, studies of the problem area were expected to result in more sophisticated understanding of dominant concepts; therefore, the research questions could be adjusted accordingly. This research approach will be argued further for in section. Hence, the research questions presented in section are a result of iteration through problem formulation and actual research. They are not just "snatched out of thin air" -- they have evolved as a part of the research process.

It is clear that the quantitative methods need questionnaire, which could be started from 25 numbers until 100 with different type of answer sheets; quantitative study needs to show the tables and comparative results or the relationship between the answers. It could be declared that questions are related to normative or survey type research. The questions that need to make profile and explanation are used in qualitative inquiry, although their use in quantitative inquiry is becoming more prominent; however, hypotheses are relevant to theoretical research and are typically, used only in quantitative inquiry<sup>9</sup>. Stated hypotheses draw the reader to have and description of the theory that lead to them (and of the assumptions underlying the theory) that they should be grounded just as conclusions in the data and the hypotheses must be grounded in the theoretical framework. A research question poses a relationship between two or more variables, but phrases the relationship as a question; a hypothesis represents a declarative statement of the relations between two or more variables<sup>9</sup>.

The goal and the aim of the study could decide of utilizing questions or hypotheses. what kind of the design and methodology the researcher needs to use in his project and who are the audience of the research could give the good reasonable of using those factors to the researcher (at times even the taste and preference of committee members, particularly the Chair)<sup>10</sup>.

The practice of using hypotheses was derived from using the scientific method in social science inquiry. They have philosophical advantages in statistical testing, as researchers should be and tend to be conservative and cautious in their statements of conclusions<sup>10</sup>.

Hypotheses can be couched in four kinds of statements: Literary null—a “no difference” forms in terms of theoretical constructs. For example, “There is no relationship between support services and academic persistence of nontraditional-aged college women.” Or, “There is no difference in school achievement for high and low self-regulated students<sup>10</sup>.”

Operational null—a “no difference” forms in terms of the operation required to test the hypothesis. For example, “There is no relationship between the number of hours nontraditional-aged college women use the student union and their persistence at the college after their freshman year.” Or, “There is no difference between the mean grade point averages achieved by students in the upper and lower quartiles of the distribution of the Self-regulated Inventory.” The operational null is generally the preferred form of hypothesis-writing<sup>10</sup>.

Literary alternative—this is a kind of form that mentions the null hypothesis will be rejected if the researcher accept the hypothesis, stated in terms of hypothetical constructs. In other words, the aim of the researcher is to show the results. For example, “The more that nontraditional-aged women use support services, the more they will persist academically.” Or, “High self-regulated students will achieve more in their classes than low self-regulated students.”<sup>10</sup>

Operational alternative—similar to the literary alternative except that the operations are specified. For example, “The more that nontraditional-aged college women use the student union, the more they will persist at the college after their freshman year.” Or, “Students in the upper quartile of the Self-regulated Inventory distribution achieve significantly higher grade point averages than do students in the lower quartile<sup>11</sup>.”

The core consideration on hypothesized relationship between the variables is under investigation by theory/literature; otherwise, it seems to use the null hypothesis. The alternative is generally reserved for situations in which theory/research suggests a relationship or directional interplay<sup>11</sup>.

The results of the questions or hypotheses will be so fruitful if you visualize in your mind=eye the tables (or other summary devices) that you expect to result from your research<sup>11</sup>. Think about the ways and findings, which could be come out from the hypotheses and questions.

Having Questions and hypotheses in research lead the research to test the questions and hypotheses to reach to the objectives, which are from theory (except in grounded theory studies and similar types of qualitative inquiry)<sup>11</sup>.

The kind of variables should be very clear and careful distinction regarding to the being the dependent and independent variables and be firm they are clear and understandable to the readers. Be excruciatingly consistent in your use of terms. If appropriate, use the same pattern of wording and word order in all hypotheses<sup>11</sup>. Finally, the researcher should answer to the “WH” questions by consideration of the qualitative and quantitative method. For example: i. What, how, in what extent, how much, these “wh” questions are belonged to the qualitative research and needs 5-10 participants. ii. How many, is belonged to the quantitative research and the samples can be between 25-500 candidates.

**Purpose of the Study/ Significance of the Study:** Refining, revising, or extending the study on existing knowledge in the area under investigation is very important core of the notification that should be under consideration. Note that such refinements, revisions, or extensions may have substantive, theoretical, or methodological significance. Think pragmatically (i.e., cash value)<sup>5</sup>.

The signification of the study is the core of the proposal, due to this matter it has its own audiences, which were divided into two potential audiences: practitioners and professional peers. Statements relating the research to both groups are in order. Mention how your study could affect scholarly research, theory, practice, educational interventions, curricula, counseling and policy<sup>5</sup>. Writing this part of research does not seem too easy and thinking about the implications that embedded your readers to think and use the results as the future study is important, if the significant of the study would be much fruitful and useful.

Ask yourself how much your study is under significant and important and how much it is valuable to take time to read, ask that: i. What will results mean to the theoretical framework that framed the study? ii. What suggestions for subsequent research arise from the findings<sup>5</sup>?

The purpose statement should provide a specific and accurate synopsis of the overall purpose of the study<sup>12</sup>. If the purpose is not clear to the writer, it cannot be clear to the reader. Briefly, define and delimit the specific area of the research. You will revisit this in greater detail in a later section. Foreshadow the hypotheses to be tested or the questions to be raised, as well as the significance of the study. These will require specific elaboration in subsequent sections. The purpose statement can also incorporate the rationale for the study. However, some committees prefer that the purpose and rationale be provided in separate sections.

Key points to keep in mind when preparing a purpose statement: i. Try to incorporate a sentence that begins with “The purpose of this study is . . .” This will clarify your own mind as to the purpose and it will inform the reader directly and explicitly. ii. Clearly identify and define the central concepts or ideas of the

study. Some committee Chairs prefer a separate section to this end. During defining terms, make a judicious choice between using descriptive or operational definitions. iii. Identify the specific method of inquiry to be used. iv. Identify the unit of analysis in the study.

**Scope of the Study:** The bound section of your research paper is where you set out all of the boundaries that you will face. You need to explain how far the project will go and where the research will stop. You will also list things, explicitly, that you will not be doing in your project as they are out of the bounds of your project. This section allows readers to understand the real extent of your research paper<sup>13</sup>.

### Chapter Two (Review of the Literature)

“The review of the literature provides the background and context for the research problem. It should establish the need for the research and indicate that the writer is knowledgeable about the area”<sup>7</sup>. The most important matter and the first step of the writing the chapter two is choosing the especial keywords from the title of the proposal which, needs to search about them and point them in the literature review as previous searches.

For example: The Tips to Landing a Marketing Internship or Entry Level Job: i. What are the main keywords in this title? ii. Which one is the minor to search?

As you see it can be declared that job/ marketing and tips are the main keywords and the other items could be in the second level of searching. Thus, the literature review should be written based on the main and minor keywords and classified regarding to them.

**The literature review accomplishes several important things:** i. It shares with the reader the results of other studies that are closely related to the study being reported<sup>14</sup>. ii. It relates a study to the larger, ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies<sup>15</sup>. iii. It

provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of a study with other findings. iv. It “frames” the problem earlier identified.

Demonstrate to the reader that you have a comprehensive grasp of the field and are aware of important recent substantive and methodological developments. Delineate the “jumping-off place” for your study. How will your study refine, revise, or extend what is now known? Avoid statements that imply that little has been done in the area or that what has been done is too expensive to permit easy summary. Statements of this sort are usually taken as indications that the writer is not really familiar with the literature. In a proposal, the literature review is generally brief and to the point. Be judicious in your choice of exemplars—the literature selected should be pertinent and relevant (APA, 2001). Select and reference only the more appropriate citations. Make key points clearly and succinctly. Committees may want a section outlining your *search strategy*—the procedures you used and sources you investigated (e.g., databases, journals, test banks, experts in the field) to compile your literature review. Check with your Chair. It is divided into subtitle and head title based on the keywords that are important in the research. Such as:

### Introduction

- 1.1 definition of Marketing
- 1.2 jobs in relation to marketing
  - 1.2.1 small job in marketing
  - 1.2.2 big company and jobs
- 1.3 import and export
  - 1.3.1 types of import
  - 1.3.2 types of export
  - 1.3.3 .....

### Chapter three (Methodology)

#### Introduction

#### The Design--Methods and Procedures

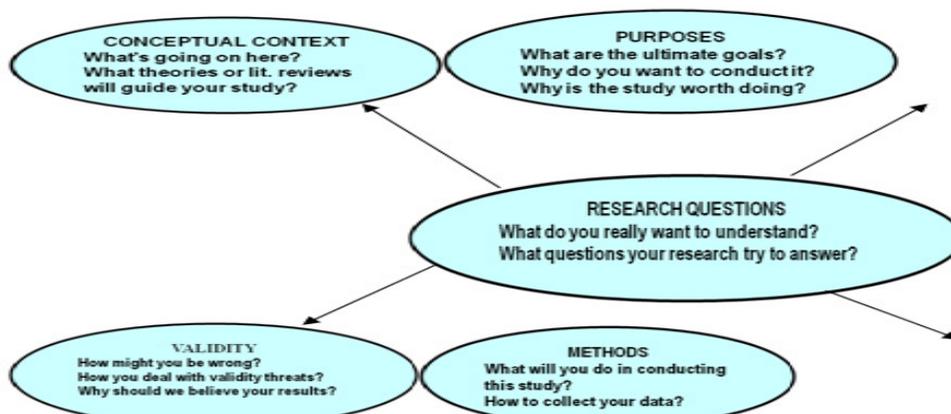
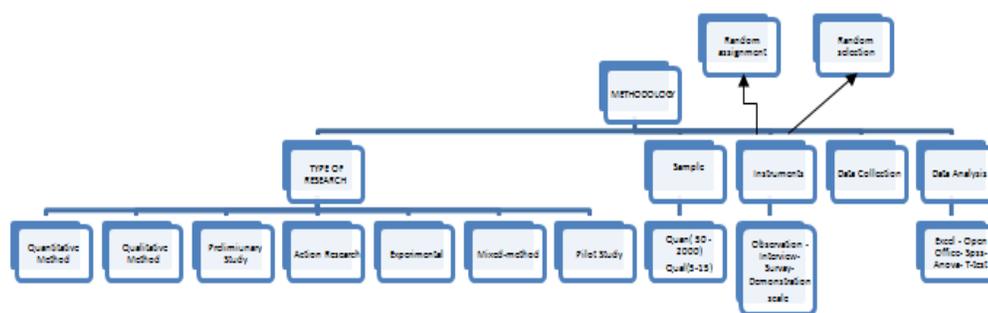


Figure-2  
The Research Design-Methods and Procedures



**Figure-3**  
**The Elements of Chapter Three (Different Parts of Chapter Three/Methodology)**

The methods or procedures section is really the heart of the research proposal. The activities should be described with as much detail as possible, and the continuity between them should be apparent<sup>7</sup>. Indicate the methodological steps you will take to answer every question or to test every hypothesis illustrated in the Questions/Hypotheses section. All research is plagued by the presence of confounding variables (the *noise* that covers up the information you would like to have). Confounding variables should be minimized by various kinds of *controls* or be estimated and taken into account by randomization processes<sup>11</sup>. In the design section, indicate: The variables you propose to control and how you propose to control them, experimentally or statistically, and, the variables you propose to randomize, and the nature of the randomizing unit (students, grades, schools, etc.). Having some variables belonged to the Conceptual method.

There are some possible sources of error, which your design exposes you. Due to these errors, you will not produce a perfect, error free design (no one can). Because of this matter, it is better to be alarm of them and attempt to overcome them or consider them in your analysis. Additionally, it would be better to make it clear and disclose to the reader the sources you have identified and what efforts you have made to account for them<sup>3</sup>.

“In quantitative studies, one uses theory deductively and places it toward the beginning of the plan for a study. The objective is to test or verify theory. One thus begins the study advancing a theory, collects data to test it, and reflects on whether the theory was confirmed or disconfirmed by the results in the study. The theory becomes a framework for the entire study; moreover, it is an organizing model for the research questions or hypotheses that are using for the data collection procedure”<sup>3</sup>.

In qualitative inquiry, the use of theory and of a line of inquiry depends on the nature of the investigation. In studies aiming at “grounded theory,” for example, theory and theoretical tenets emerge from findings. Much qualitative inquiry, however, also

aims to test or verify theory, hence in these cases the theoretical framework, as in quantitative efforts, should be identified and discussed early on<sup>3</sup>.

**Sampling/ Subject:** During choosing a title of the research, it has needed to focus on samples, which are important in the methodology. As it is obvious, the rule of samples are very important, they should be available and validity to search, the results should be obtained by samples in easiest way and in a short time. Notice that, the subjects / samples should be those samples that you are searched.

The validity of the sample and subjects are the main key that give answers and results to the researcher and it also the results and findings give opportunity to the researcher to follow from the study itself and the extent to which results may be generalized to other situations with other people<sup>16</sup>.

Sampling is critical to *external validity*—the extent to which findings of a study can be generalized to people or situations other than those observed in the study. To generalize validly the findings from a sample to some defined population requires that the sample has been drawn from that population according to one of several *probability* sampling plans<sup>16</sup>. By a *probability sample* is meant that the probability of inclusion in the sample of any element in the population must be given *a priori*. All probability samples involve the idea of *random sampling* at some stage<sup>16</sup>. In experimentation, two distinct steps are involved.

Random selection in this kind of selection, subject election is referred to the choice of sample form a hug of population regardless to paying attention to any specific factor in participants and the sample have been chosen at random from the same population. Definition of the population and indication of the sampling plan in detail is essential in proposal writing<sup>16</sup>.

Random assignment in the experimental conditions, the participants have been assigned randomly for the different factors, like division into two parts to do different process<sup>16</sup>.

Another reason for being concerned with sampling is that of *internal validity*—the extent to which the outcomes of a study result from the variables that were manipulated, measured, or selected rather than from other variables not systematically treated. Without probability sampling, error estimates cannot be constructed (Shavelson, 1988).

Perhaps the key word in sampling is *representative*. One must ask oneself, “How representative is the sample of the survey population (the group from which the sample is selected) and how representative is the survey population of the target population (the larger group to which we wish to generalize)<sup>16,7</sup>”

In some studies and researches, the researcher needs to mention to the characteristics of the sample (by gender, race/ethnicity, socioeconomic status, or other relevant group membership). When a sample is drawn out of convenience (a nonprobability sample), rationale and limitations must be clearly provided. Explaining about the detail procedures of the study to follow to obtain informed consent and ensure anonymity and/or confidentiality is necessary<sup>16</sup>.

**Instrumentation:** The instruments that the researcher needs to utilize in the research are very important to mention all of them in the proposal and bring the reason of their using in the research. Outlining the instruments that the researcher propose to use are (surveys, scales, interview protocols, observation grids). If instruments have previously been used, identify previous studies and findings related to reliability and validity. If instruments have not previously been used, outline procedures you will follow to develop and test their reliability and validity<sup>11</sup>. In the latter case, a pilot study is nearly essential. Because selection of instruments in most cases provides the operational definition of constructs, this is a crucial step in the proposal. For example, it is at this step that a literary conception such as “self-efficacy is related to school achievement” becomes “scores on the Mathematics Self-Efficacy Scale are related to Grade Point Average<sup>11</sup>.” Strictly speaking, results of the study will be directly relevant only to the instrumental or operational statements<sup>11</sup>. Include an appendix with a copy of the instruments to be used or the interview protocol to be followed. Also include sample items in the description of the instrument. For a mailed survey, identify steps to be taken in administering and following up the survey to obtain a high response rate<sup>11</sup>.

**Data Collection:** The procedure and plan of the data collection is essential to express in the methodology generally. This may consist the procedures of survey administration, observation or interview procedures. Include an explicit statement covering the field controls to be employed. It would be better if the researcher discuss how the *entrées* obtained and show it with

the time schedule that are mentioned below to follow. i. Diary must be dated (date and time) ii. You must write in pen. iii. Make certain data is written in tables or charts<sup>11</sup>.

**Data Analysis:** The main and core of part of the Science Fair Project could be like below. The main and reasonable results of the data that collected is brought in the DISCUSSION part. Having the tables and figures could be shown in this part as your collected data<sup>15</sup>. The most important issue that the writer of the proposal should know about it is belonged to the pronouns, (ME, YOU, I, ETC), which have never utilized in the proposal, it means that it should be written in past tense. You should discuss the following things in your analysis section adding in any other thoughts needed. The results in the discussion, should give a good understanding to the readers of the project of what happened in the experiment of the data gathering<sup>15</sup>. i. What did the data prove or disprove numerically according to your hypothesis? ii. What fluctuations, deviations or variances occurred in the data<sup>15</sup>. iii. How did extraneous variables affect the data? (Ex: holidays, little brother, etc). iv. What are the trends represented by the graph<sup>15</sup>? v. How is the data related to scientific theories you talked about in your background research. vi. How can numerical discrepancies be explained?

Identifying and labeling the procedures that you use in the research is necessary to mention accurately (e.g., ANOVA, MANCOVA, HLM, ethnography, case study, grounded theory). It is important to describe every detail about coding procedures reasonability. If you triangulated, carefully explain how you went about it. Communicate your precise intentions and reasons for these intentions to the reader. The explanation of all details and the procedures could be helped the researcher and the readers of the proposal.<sup>15</sup>

Expressing and identification briefly any available analytic tools in the study or willing to use the specific tool in analyzing of data is important deeply and reasonably (e.g., Ethnograph, NUDIST, AQUAD, SAS, SPSS, SYSTAT)<sup>5</sup>. Provide a well thought-out rationale for your decision to use the design, methodology, and analyses you have selected. At the end of the conclusion, it is not needed to give some suggestions or recommendation to the readers and it is not needed to discuss what new things were learned or how this could benefit mankind or what other experiments need to be done. This is done in your conclusion section<sup>5</sup>.

This part can be added in the end of the chapters. (Proposal)  
Limitations and Delimitations

Every study has potential weaknesses that are called *limitation* of the study. These *limitations* could be in the analysis of the study, the nature of self-report, in the instruments and the sample. Think about threats to internal validity that may have been impossible to avoid or minimize—explain<sup>15</sup>. A *delimitation* addresses how a study will be narrowed in scope, that is, how it

is bounded. This is the place to explain the things that you are not doing and why you have chosen not to do them—the literature you will not review (and why not), the population you are not studying (and why not), the methodological procedures you will not use (and why you will not use them). Making Limitation of the delimitations in the study let a reader might reasonably expect you to do but that you, for clearly explained reasons, have decided not to do<sup>5</sup>.

**How to Write a Bibliography:** A bibliography is an alphabetical list of all of the sources you have consulted for an essay or research paper. You must list your sources in a specific format. Use this guide to create your bibliography in the correct format. American Psychological Association (APA)<sup>17</sup>.

Remember: i. Always underline the title of the work cited. ii. Alphabetize by the author's last name. iii. If there is no author, alphabetize by the title. iv. Always indent the lines after the first line<sup>17</sup>. (1 tab). iv. Always leave one space after commas and two spaces after periods and colons. (American Psychological Association (APA)<sup>17</sup>).

Examples: For a book with one author: Robinson, Adam. *What Smart Students Know*. New York: Crown Paperbacks, 1993.

For a book with two authors: Sorensen, Sharon, and Bob LeBreck. *The Research Paper*. New York: Amsco Publications, 1994.

For a book with no author: *The World of Learning*. London: Europa Publications, 1995.

A signed article in an encyclopedia<sup>17</sup>: Rupp, Ernest Gordon. "Erasmus." *Encyclopedia Britannica: Macropedia*. 1991 edition.

An unsigned article in an encyclopedia: "Mandarin." *Encyclopedia Americana*. 1991 edition.

An article in a magazine: Begley, Sharon. "A Healthy Dose of Laughter." *Newsweek*. October 4 1982: 74-78.

An article in a newspaper<sup>17</sup>: Brody, Jane E. "Multiple Cancers Termed on Increase." *New York Times*. October 10 1976: A 37.

An article from a CD-ROM: Settles, Gary S. "Absolute Zero." *Grolier Multimedia Encyclopedia*. CD-ROM. 1997.

An article from an internet site<sup>17</sup>: Bradshaw, Gary S. "Wilbur and Orville Wright." October 1996: <<http://www.wam.umd.edu/~srwright/WrBr/Wrights.html>

Interviews: Lagasse, Emeril. E-mail interview. October 10, 2005. Uteley, Chase. Personal interview. October 10, 2005<sup>17</sup>.

Following the American Psychological Association is usually used in the research (APA)<sup>17</sup>. Guidelines are regarding to the use of references in text and in the reference list.

Only references cited in the text are included in the reference list; however, exceptions can be found to this rule. For example, committees may require evidence that you are familiar with a broader spectrum of literature than that immediately relevant to your research. In such instances, the reference list may be called a *bibliography*. American Psychological Association (APA)<sup>17</sup>.

Some committees require that reference lists and/or bibliographies be "annotated," which is to say that each entry be accompanied by a brief description, or an abstract. Check with your committee Chair before the fact. American Psychological Association (APA)<sup>17</sup>.

**Appendixes:** The need for complete documentation generally dictates the inclusion of appropriate appendixes in proposals (although this is generally not the case as regards conference proposals)<sup>3</sup>. The following materials are appropriate for an appendix. Consult with your committee Chair. Verbatim instructions to participants<sup>3</sup>. Original scales or questionnaires. If an instrument is copyrighted, permission in writing to reproduce the instrument from the copyright holder or proof of purchase of the instrument. Interview protocols<sup>3</sup>. Sample of informed consent forms. Cover letters sent to appropriate stakeholders. Official letters of permission to conduct research<sup>3</sup>.

## Conclusion

Nowadays, there are approximately 500 proposals that have taken grant or found, how a proposal could have maximum success for obtaining this grant or found is important to read more about how a proposal could be written effectively. In the shadow of good writing of the proposal and mentioning of the key words of the proposal this success could be achieve well. The above written proposal can be one of the examples of proposal writing that drive you to start your own proposal and be alarm of the solutions for the problems in proposal writing and the objectives that should answer the hypothesis and problems statements. Focusing on the proposal and the steps is a good idea in your own proposal that do not drive your mind to other statement problems and the titles, which have been done before. As it mentioned the proposal writing is divided into three parts and every part has its particular details that should be considered, good organizing of the program and the steps that the proposal needs to be written is one of the improvement key that can help the author to achieve proposal developing.

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