

APPENDIX A: Cover Page

Notes 1:
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 Upper Cases
 Paragraph: Center

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Notes 2:
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TITLE OF THE THESIS

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2x spacing

BY

2x spacing

Notes 3:
 To set the Line Spacing, go to Paragraph > Line and Paragraph Spacing.

NAME OF THE AUTHOR

5x spacing

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

5x spacing

YEAR

APPENDIX B: Title Page

Notes 1:
 Use the same font and same font size throughout this page.
 Font Size: 17
 Font Type: TNR
 Paragraph: Center

To remove the space after paragraph, go to Paragraph > Line and Paragraph Spacing.

4x spacing
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 Line Spacing: 1.0

TITLE OF THE THESIS

Font Size: 17
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BY

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NAME OF THE AUTHOR

2x spacing

A **dissertation** submitted in fulfillment of the requirement for the degree of Doctor of Philosophy / Master of (name of the program).

Notes 2:

The term “**dissertation**” is used for ‘coursework and research’ mode or ‘coursework only’ mode.

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2x spacing

Name of the Kulliyah

International Islamic University Malaysia

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 Line Spacing: 1.0
 **Remove space after paragraph after the name of the Kulliyah.

2x spacing

MONTH YEAR

Notes 3: The Title Page is counted but not numbered. Use same font size throughout the page.

APPENDIX C (i): Abstract in English

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Font Type: TNR (Bold)
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Upper case

ABSTRACT

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Paragraph: Justify
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The abstract consists of a brief statement of the problem, a brief explanation of the methods or procedures used, a condensed summary of the findings of the study, and significance of the study. The abstract should be between 200 to 500 words. It should be single-spaced and not exceed one page. All theses, regardless of the language in which they have been written, must be preceded by an abstract in English, Arabic and optionally, in Bahasa Melayu. Each version must be on a separate page and have the heading ABSTRACT for English, البحث ملخص for Arabic and ABSTRAK for Malay. Each page is counted and must be numbered. Since the Title Page is counted but not numbered, "ii" is the first number that will be printed and appear on the ABSTRACT page.

Notes 1:

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Notes 3:

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Page numbering is set 1.3cm from the bottom page. Set the height in the Footer.

APPENDIX C (ii): Abstract in Arabic

Font Size: 20
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Paragraph: Center
Upper case

ملخص البحث

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Font Size: 12
Font Type: TNR
Line Spacing: 1.0

يعرض هذا البحث النتائج للأدلة ذات الصلة بمحتوى وتركيب اختبار مهارات الاستماع للنسخة المنقحة لاختبار اللغة الإنجليزية للجامعات والتي تستخدم كجزء من متطلبات الدخول للجامعة. وقد تمت صياغة عناصر الاستماع اعتمادا على تصنيف بلوم المعرفي وتشمل 81 هدفا مع 02 وحدة قياسية لقياس مدى التمكن من القدرة في فهم المسموع. حاولت الدراسة تعريف الاستماع نظريا وعمليا إضافة إلى إعطاء دليل رئيسي حول ولائمة المحتوى، تمثيل المحتوى ونوعية الوحدات تقنيا من خلال أسلوب التقييم التجريبي. لقد استخدمت هذه الدراسة الوحدات لإجراءات تحديد القيمة مع انضمام خبراء المحتوى في مجال تعليم اللغة الإنجليزية كلغة ثانية. إن القيمة المنخفضة لمعامل سيرمان راو حول موثوقية التقييم دلت على وجود اختلافات بين المقيمين. تم تحليل البيانات المقيمة باستخدام طريقة تصنيف هدف الوحدة التقليدي وطريقة معادلة الرقم القياسي للوحدة المعدلة حيث أن الوحدات تقيس الأهداف المتعددة. تم تحديد القيمة الخمسة وحدات التي تبين أن تقيس هدفا صالحا مفردا بينما ست وحدات تقيس أهداف متعددة. من هذه الاحدى عشر وحدة تم استخدام تسعة منها لقياس مستوى الإدراك الأدنى بينما الاثنان الأخرتان المتبقيتان تقيسان الأهداف في إطار التحليل والتركيب.

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Traditional Arabic
Paragraph: Justify
Line Spacing: 1.5

APPENDIX D (i): Approval Page for Master's Degree

APPROVAL PAGE

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Line Spacing: 1.0

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Font Type: TNR
Paragraph: Justify
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I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of

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Line Spacing: 1.0

.....
Salihin Zakir Al-Tamimi
Supervisor

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
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.....
Khairuddin Shahidan
Co-Supervisor

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Font Size: 12
Font Type: TNR
Paragraph: Justify
Line Spacing: 1.0

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of

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.....
Hamidah Koutoub Moustapha
Examiner

Font Size: 12
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.....
Hamidah Koutoub Moustapha
External Examiner (If Applicable)

Notes:

The external examiner name can be taking out from this section if there is no external examiner appointed.

This **dissertation** was submitted to the Department of and is accepted as a fulfilment of the requirement for the degree of Master of.....

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Muhammad Rahullah
Head, Department of

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This **dissertation** was submitted to the Kulliyah of and is accepted as a fulfilment of the requirement for the degree of Master of.....

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.....
Muhammed Haris Haji Husin Dean
Kulliyah of

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**Remove the space after the paragraph.

Note: For Kulliyah that require external examination, cut and paste examiner portion immediately under the examiner and add the name of the examiner and ‘external examiner’.

APPENDIX D (ii): Approval Page for PhD

APPROVAL PAGE

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Font Size: 12
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Line Spacing: 1.0

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Paragraph: Justify

The **dissertation** of Adam Hakim Khairuddin has been approved by the following:

1x spacing
Line Spacing: 2.0

Mohamed Hisham Kamali
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Line Spacing: 2.0

Mohamed Aris Othman
Co-supervisor

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Line Spacing: 2.0

Sayed Moustapha Amnullah
Internal Examiner

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Line Spacing: 2.0

Nurhanina Rafai
Internal Examiner

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Rohani Karim
External Examiner

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Jamal Othman
Chairman

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APPENDIX E: Declaration page for Masters and PhDs

DECLARATION

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I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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Paragraph: Justify
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Ahmad Ismail Haji Sulong

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Font Type: TNR
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Signature.....

Date.....

APPENDIX F (i): Copyright - Joint

Notes:
Set the Text box
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Signature

.....

Date

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with Text

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Line Spacing: 1.0

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Signature

.....

Date

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Upper Cases, Bold

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Before Paragraph

APPENDIX F (iii): Copyright – Student

Notes:
Set the Text box
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Wrap Text: In Line
with Text

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
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Affirmed by Student Name

.....
Signature

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Date

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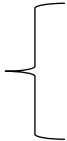
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APPENDIX G: Dedication (optional)

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Font Size: 12
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Line Spacing: 2.0



*This thesis is dedicated to my late parents for laying the foundation of what I turned
out to be in life.*

APPENDIX H: Acknowledgements

ACKNOWLEDGEMENTS

Notes:

First paragraph does not have to put indent.
Put indentation on the 2nd paragraph onwards.

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Line Spacing: 1.0

All glory is due to Allah, the Almighty, whose Grace and Mercies have been with me throughout the duration of my programme. Although, it has been tasking, His Mercies and Blessings on me ease the herculean task of completing this thesis.

1x spacing

I am most indebted to by supervisor, Assoc. Prof. Dr Name, whose enduring disposition, kindness, promptitude, thoroughness and friendship have facilitated the successful completion of my work. I put on record and appreciate his detailed comments, useful suggestions and inspiring queries which have considerably improved this thesis. His brilliant grasp of the aim and content of this work led to his insightful comments, suggestions and queries which helped me a great deal. Despite his commitments, he took time to listen and attend to me whenever requested. The moral support he extended to me is in no doubt a boost that helped in building and writing the draft of this research work. I am also grateful to my co-supervisor, Asst. Prof. Dr. Name, whose support and cooperation contributed to the outcome of this work.

1x spacing

Lastly, my gratitude goes to my beloved wife and lovely children; for their prayers, understanding and endurance while away.

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Once again, we glorify Allah for His endless mercy on us one of which is enabling us to successfully round off the efforts of writing this thesis. Alhamdulillah

APPENDIX I: Table of Contents

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 Upper case, Bold

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 Upper and Lower
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1. Add Table (3 Column)
2. Set to No Outline
3. 1st Column Width: 2cm
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5. 3rd Column Width: 1.3cm
6. Set Table Line Spacing: 1.5

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APPENDIX K: List of Figures

Notes:

1. Add Table (3 Column)
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LIST OF FIGURES

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APPENDIX L: List of Cases

LIST OF CASES

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Line Spacing:
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Spacing before
Paragraph
Lower & Upper case
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Re Ding Do Ca [1966] 2 MLJ 220
Mong v. Daing Mokka [1935] MLJ 147
Nafsiah v. Abdul Majid [1969] MLJ 174
Aishah v. Jamaluddin [1978] 3 JH 104
Yang Chik v. Jamal [1986] 6 JH 146
Muhammad Ismail Qureshi v. Pakistan PLD 1979 Federal Shar'iah Court 10 *Muhammad Khan v. Abdul Khalik Khan* PLD 1981 Supreme Court 155
Adegbenro v. Akintola [1963] AAC 614
Stanislaus v. State of Madya Pardesh AIR 1977 SC 908
Sudan Government v. Ibrahim Adam Uthman and Ors. 1984 SLJ 118

APPENDIX M: List of Statutes

LIST OF STATUTES

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Contracts Act 1950 (Act 136)
Courts of Judicature Act 1964 (Act 91) Evidence Act 1950 (Act 56)
Islamic Family Law (Federal Territories) 1984 (Act 303)
Legal Profession Act 1976 (Act 166)
National Land Code 1965 (Act No. 56)
Takaful (Prescribed Loan) Regulations 1985 (PU (A) 337/1985)
Selangor Administration of Muslim Law Enactment 1952
Administration of Muslim Law Enactment 1962 (Kedah Enactment No 9/1962) Islamic
Family Enactment 1979 (Kedah Enactment No. 1/1984)
Syariah Criminal Code 1985 (Kelantan)
The Code of Criminal Procedure 1989 (Pakistan)
The Penal Code 1860 (Pakistan)
Constitution of the Islamic Republic of Pakistan 1982 (Pakistan)
The Criminal Act 1991 (The Sudan)
Qanun Al-Ijra'at al-Jina'yyah (Criminal Procedure Law) 1983 (The Sudan)
Qanun Al-Ithbat (Law of Evidence) 1983 (The Sudan)
Qanun Al-Uqubat (Penal Code) 1983 (The Sudan)

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Upper case

APPENDIX N: List of Symbols

LIST OF SYMBOLS

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Line Spacing: 1.0

<i>a</i>	Length of a square plate (m, in.)
<i>E</i>₁	Young's Modulus in 1-direction (GPa,psi)
<i>E</i>₂	Young's Modulus in 2-direction (GPa, psi)
<i>F</i>_{<i>i</i>}	Strength tensors of the second rank
<i>F</i>_{<i>ij</i>}	Strength tensors of the fourth rank
<i>G</i>₁₂	Shear Modulus in 12-plane (GPa, psi)
<i>G</i>₁₃	Shear Modulus in 13-plane (GPa, psi)
<i>G</i>₂₃	Shear Modulus in 23-plane (GPa, psi)
<i>Q</i>_{<i>ij</i>}	Reduced Stiffness (N/m ² , psi)
<i>R</i>	Shear strength in 23-plane (Mpa, psi)
<i>S</i>	Shear strength in 13-plane (Mpa, psi)
<i>S</i>_{<i>ij</i>}	Compliance matrix components
<i>T</i>	Shear strength in 12-plane (Mpa, psi)
<i>t</i>_{<i>i</i>}	Thickness of each lamina
<i>u</i>₀	Displacement of the mid-plane in <i>x</i> -direction (m, in.)
<i>v</i>₀	Displacement of the mid-plane <i>y</i> -direction (m, in.)
<i>w</i>₀	Displacement of the mid-plane <i>z</i> -direction (m, in.)

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Font Type: TNR
Line Spacing: 1.0
Upper case



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APPENDIX O: List of Abbreviation for Postgraduate Programmes

Ph.D	All doctoral programmes
MCL	Master of Comparative Laws
MEC	Master of Economics
MSACC	Master of Science (Accounting)
MSFIN	Master of Science (Finance)
MAIRK (FQ)	Master of Islamic Revealed Knowledge and Heritage (Fiqh and Usul al-Fiqh)
MAIRK (QS)	Master of Islamic Revealed Knowledge and Heritage (Qur'an and Sunnah Studies)
MAIRK (UD)	Master of Islamic Revealed Knowledge and Heritage (Usul al-Din and Comparative Religion)
MAASL	Master of Human Sciences (Arabic as a Second Language)
MALT	Master of Human Sciences (Arabic Literary Studies)
MAL	Master of Human Sciences (Arabic Linguistic Studies)
MHSLG	Master of Human Sciences (English Language Studies)
MAESL	Master of Human Sciences (Teaching of English as a Second Language)
MHSL	Master of Human Sciences (English Literary Studies)
MHSPSY	Master of Human Sciences (Psychology)
MHSCM	Master of Human Sciences (Communication)
MHSPS	Master of Human Sciences (Political Science)
MHSHC	Master of Human Sciences (History and Civilization)
MHSSA	Master of Human Sciences (Sociology and Anthropology)
MSCIE	Master of Science (Computer and Information Engineering)
MSMFG	Master of Science (Manufacturing Engineering)
MSMCT	Master of Science (Mechatronic Engineering)
MSMAT	Master of Science (Materials Engineering)
MSCE	Master of Science (Communication Engineering)
MSEE	Master of Science (Electronics Engineering)

Font Size: 12
 Font Type: TNR
 Line Spacing: 1.0
 Upper case

1x Tab

Note: These abbreviations are subject to change. Moreover, only limited abbreviations are listed. Please refer to your Kulliyah Postgraduate office for latest abbreviations and that of new programmes

APPENDIX P: Common Abbreviations

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Lower case

<p>app. art./arts. b. bk./bks. C. P. C. c.</p> <p>ca.</p> <p>cf. ch. chap./chaps. col./cols. comp./comps.</p> <p>dept./depts. d</p> <p>div./divs. e. g</p> <p>ed./eds.</p> <p>et al. et seq</p> <p>etc</p> <p>fig./figs.</p> <p>ibid.</p> <p>id L. E. l. v.</p> <p>ms./mss. n. d.</p>	<p>appendix article/articles born book/books Criminal Procedure Code copyright</p> <p>(circa): about, approximately</p> <p>compare chapter (in legal <i>firms</i>) chapter/chapters column/columns compiler/compilers; compiled by department/departments died</p> <p>division/divisions (<i>exempligratia</i>); for example</p> <p>edition/editions; editor, edited by</p> <p>(<i>et alia</i>): and others (<i>et sequers</i>): and the following (<i>et cetera</i>): and so forth pages that follow <i>figure/figures</i></p> <p>(<i>ibidem</i>): in the same place (<i>idem</i>): the same below Law of Evidence (<i>locus variis</i>): various places (of publication) manuscript/manuscripts no date</p>	<p>n.p. no./no.s n. s. o. s. P. B. U. H. P. L. D.</p> <p>P. P. C.</p> <p>p./pars. passim pt./pts. q. v. Q. Sh</p> <p>S. L. J. S. W. T.</p> <p>sc.</p> <p>sec./secs.</p> <p>sic. s. l. s. n. s. v.</p> <p>trans.</p> <p>v./vv. viz. vol./vols.</p>	<p>no place: no publisher number/numbers new series old series Peace Be Upon Him All Pakistan Legal Decisions Pakistan Penal Code paragraph/paragraphs here and there part/parts (<i>quode vide</i>): which see Qanun – E Shahadat The Sudan, Law, Journal Subhanahu Wa Ta’ala (Praise be to Allah and the Most High)</p> <p>scene</p> <p>section/sections</p> <p>so, thus (<i>sinoloco</i>): no place of publication (<i>sine nomine</i>): no publisher (<i>sub-verbo, sub-voce</i>) <i>under the word of heading</i> translator/translated by</p> <p>verse/verses (<i>videlicet</i>): namely volume/volumes</p>
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Notes:

1. Add Table (4 Column)
2. Set to No Outline
3. 1st Column Width: 2.76cm
4. 2nd Column Width: 4.95cm
5. 3rd Column Width: 2.43cm
6. 4th Column Width: 4.88cm
6. Set Table Line Spacing: 1.0

APPENDIX Q: Notes on Abbreviations

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Lower case

— **Some Notes on Abbreviations / Acronyms** (adapted from the Publication Manual of the American Psychological Association. (1995). Fourth Edition. Washington D.C.)

1x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Student must decide whether to (1) spell out a given expression every time it is used in an article or (2) spell it out initially and abbreviate it thereafter (do not switch between the abbreviated and written-out forms of a term).

Use an abbreviation only if it is conventional and if the reader is more familiar with the abbreviation than with the complete form. Authors must explain acronyms and abbreviations not familiar to the readers. Do not over-abbreviate as in the following example, even if the abbreviations have been explained previously:

The ESP class for ESL students is more suitable for L1 speakers than L2.

Some abbreviations are acceptable and are already listed out in the dictionary, such as: IQ, AIDS, ESP.

Latin abbreviations: Use the following standard Latin abbreviations only in parenthetical material; in nonparenthetical material, use the English translation of the Latin terms:

cf	compare	i.e.,	that is
e.g.,	for example	viz.,	namely
etc.	and so forth	vs.	versus, against

But:

Use the abbreviation v. (for versus) in references and text citations to court cases, whether parenthetical or not.

et al., which means others, should be used in nonparenthetical as well as parenthetical material.

Scientific abbreviations

Use abbreviations and symbols for metric and nonmetric units of measurement that are accompanied by numeric values. No dots necessary following the abbreviations (except for in. for inch, a.m. and p.m.).

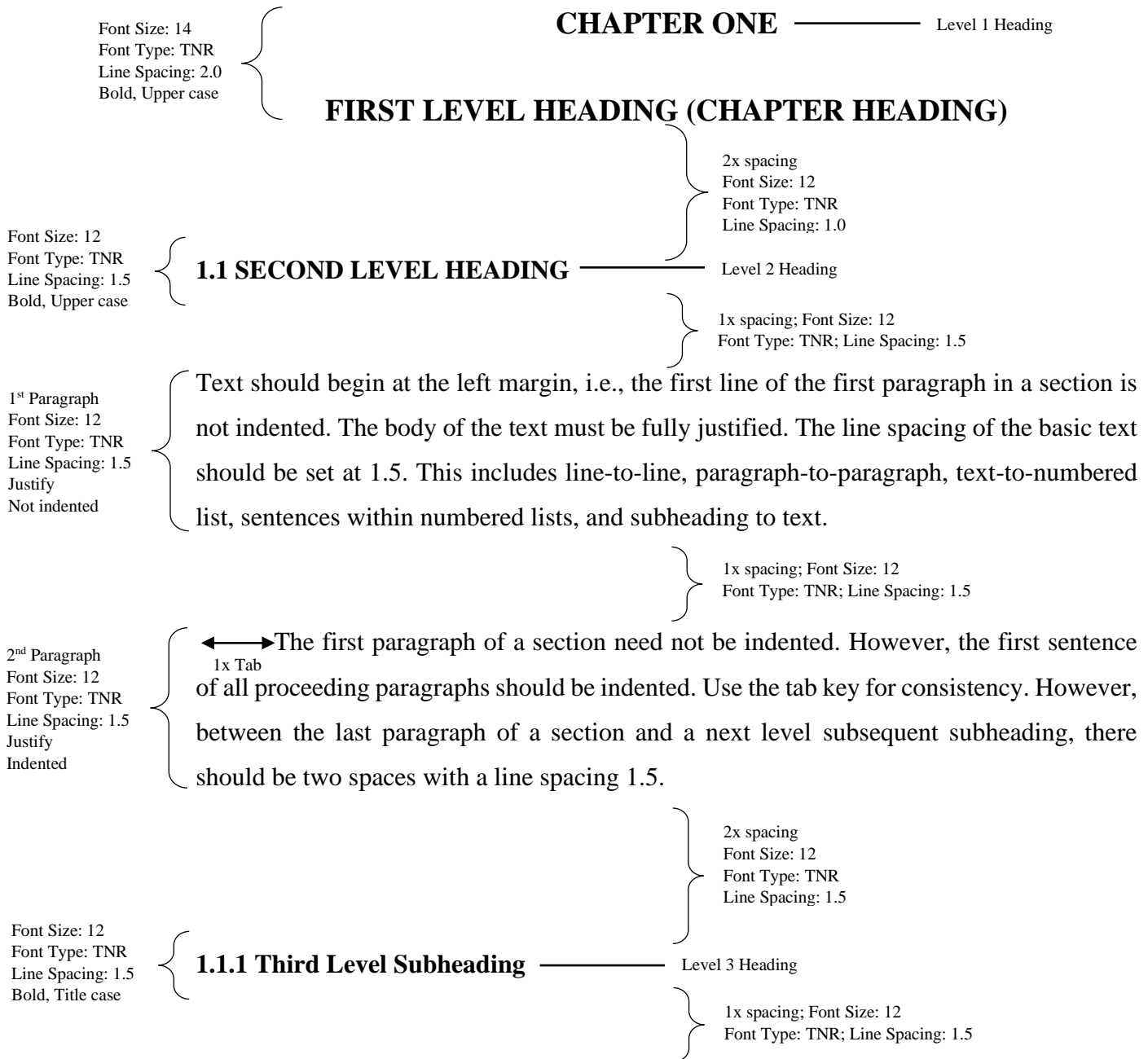
4 cm 30 s 12 min 18 hr 5 lb 6 kg

Do not abbreviate the following words: day week month year

Do not abbreviate for metric and nonmetric units that are not accompanied by numeric values: (1) several pounds, (2) measured in kilometers

Do not abbreviate chemical compounds to their formula; use either the common name or the chemical name: Aspirin or salicylic acid (not $C_9H_8O_4$).

APPENDIX R(i): Chapter and Sub-Headings in The Chapter



The first line of the first paragraph in a section is not indented. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In cases where headings fall in the next page, the bottom margin will be wider than the required specification.

APPENDIX R(iii): Chapter and Sub-Headings in The Chapter

However, text of the subsequent paragraphs should be indented and continue to the end of the left margin. The line spacing of paragraph-to-paragraph should be set at 1.5, same as the basic text. For the basic text, the 12-point font size is to be used. Use only “Times New Roman” font style. In the case of transliteration, “AHT Times New Roman” font style is acceptable. Students may use any word processor they are familiar with to write their thesis. However, the specification mention in the Manual should be strictly followed. The choice of using numbers along with the level headings is left to the student and supervisor.

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Bold, Italics,
Title case

1.1.1.1 Fourth Level Subheading ————— Level 4 Heading

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.5

1x spacing; Font Size: 12
Font Type: TNR; Line Spacing: 1.5

The first paragraph of a section need not be indented. However, the first sentence of subsequent paragraphs should be indented.

1x spacing; Font Size: 12
Font Type: TNR; Line Spacing: 1.5

Headings are of five types, ranging from the Level 1 (the chapter heading) to Level 5 (the fourth level subheading). Chapter headings (level one) are to be centered and written in bold capital letters. The font size for chapter headings is 14 points. Subheadings are up to four levels: levels two to five.

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Underlined, Italic
Title case

1.1.1.1.1 Fifth Level Subheading

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.5

Subheadings are up to four levels: levels two to five. The font size for chapter headings is 14 point and it is considered as level 1. The font size for level 2 headings is 12 points, but in upper case bold letters. For level 3 headings: Bold, Title Case (capitalize each word) of

12 points are used. For level 4, heading is typed in bold italics Title Case of 12 points. In rare cases, when students need to use another subheading level, level 5, the format is 12 points italics Title Case underlined.

A heading that appears as a last line on a page will not be accepted. There should be a minimum of two lines of a paragraph at the bottom of the page under the heading. In such cases, the bottom margin will be wider than the required specification.

APPENDIX S: Sample of a page continuation, spacing between paragraphs and line spacing

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Bold, Upper case

THINKING SKILLS

No spacing; Font Size: 12
Font Type: TNR; Line Spacing: 1.5

1st Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Not indented

Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives. Thus, the task of a teacher in this century is to help students make sense of their world, and to open up new worlds of knowledge and experience. In doing this the teacher needs to bridge the larger world of ideas and public knowledge with the students' private world. Information and experience offered to the students remain meaningless if they do not connect and become a part of the students' world. To do this the teacher must do more than impart information, and more than leaving students to find out for themselves.

2nd Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Indented

According to Fisher (1995), philosophy, in the Socratic tradition of discussion, questioning and experimenting with ideas to see which one makes sense, has much to offer. Socrates, founder of the philosophical tradition brought the notion that nothing ought to be taken for granted and has to be questioned. For him an unexamined life is not worth living for. Therefore, through philosophy, students can be encouraged to think for themselves and be given the means to be critical and creative thinkers. By so doing, teaching thinking enhances the chances of individual and eventually, societal survival in this rapidly changing world.

3rd Paragraph
Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify
Indented

It is also hoped that good thinking taught to students will help them to develop the capacity to be reasonable within the context of moral development. Perhaps if this is achieved juvenile delinquency and social problems might decrease if not cease to exist. understand how. Students must be taught to think about when, why, why not, and how else. Students must be able to make use of these abilities outside their classroom, in their daily lives.

APPENDIX T: Bulleted or Numbered Texts

For bulleted materials, students should place the bullets/numbers indented 1.2cm from the left margin. The space between the bullet/number and the text should also adjusted to 0.8cm. This standard should be kept throughout the thesis and in sub- bullets/numbers and the proceeding texts. A 1.5 line spacing is still maintained between lines. Press Tab before start numbering. Let the second level bullet and numbering align with the wording of the first level bullet and numbering. For consistency adjust Bullets and Numbering under Format pullout menu in Microsoft Word., for example:

- ← 1x Tab → i ← 0.8cm → The title of the thesis at the top in full.
- ii. The name of the students as registered in the IIUM.
 - iii. The submission formula, as follows:
 - a. For programmes with coursework and research, the phrase “dissertation submitted in fulfilment.....”
 - b. For programmes with research only, the phrase “thesis submitted in fulfilment.....”
 - iv. The name of the Kulliyyah in full.
 - v. The name of the University in single spacing.

APPENDIX U: Quoting longer material

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Justify

...studied were not exposed to opportunities for the output to be “pushed.” Swain (1985) argued that there is an important role to be played by learner’s comprehensible output, as evidenced in the following excerpt:

Line Spacing: 1.5

← 1 Tab/1.2cm →

“While most language classes pay attention only to comprehensible input its impact on grammatical development has been overstated in previous research, and the role that interactional exchanges play in second language acquisition may have as much to do with the learner’s production of comprehensive output as it has to do with the learner’s access to comprehensive input. The role of output is vital in generating not only comprehensive input, but it also provides an opportunity for learners to use their linguistic resources meaningfully”

1 Tab/1.2cm

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Justify
No quotation marks
No Italic
No font size reduces

Line Spacing: 1.5

Swain’s position was based on her research on the language achievement of students in immersion classrooms, where greater emphasis was placed on students’ comprehension of input than to the comprehensibility of their output. Test results indicated that learners’ spoken second language (L2) production lagged behind their other language skills. She also examined features of communicative competence- grammatical, discourse, and sociolinguistics (Canale and Swain, 1980)-found in French L2 students and found that these students failed to achieve NS grammatical competence in their L2 expected of learners in an immersion program. Many factors could have contributed to this, and one is that the learners were not given the opportunities to speak up in the classroom; therefore, there were not comprehensible output with which the teacher can gauge to improve on her methods in improving the students’ second language.

APPENDIX V: Example of Table and Figure

Instrumentation

No spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.5

In addition, this would allow for a better illustration of the differences in responses towards the items. Items for the instrument were self-constructed after taking into consideration what previous studies have investigated and the responses received in informal interviews conducted by the researcher with some members of the sample.

2x spacing
Line Spacing: 1.5

Font Size: 12
Font Type: TNR
Line Spacing: 1.0
Center of the Table

Table 3.1 Breakdown of Items according to themes measured.

2x spacing
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.5

Table align
center of
the page

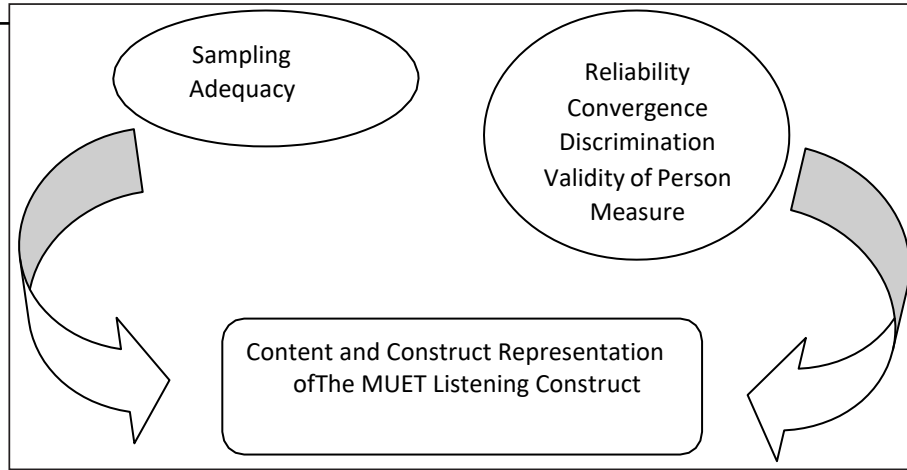
Item Numbers	Themes measured
1-5	Contextual clues
6-10	Goals for taking notes
11-17	Activities involved in note taking
18-23	Review activities
24-30	English Language proficiency

Table align
center of
the page

2x spacing
Line spacing: 1.5

The breakdown of items according to factors extracted, factor loadings, standard deviations and means are shown in Table 3.2.

Align: Center



Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Center of the Figure

Figure 3.1 The Research Design of the Study

2x spacing
Line Spacing: 1.5

Under logical investigation, the MUET listening ability construct was theoretically defined by conceptualizing the construct

APPENDIX W: Example of table specifications (landscape)

Font Size: 12
 Font Type: TNR
 Line Spacing: 1.5
 Center of the Table

Table 3.2 Factors underlying Students' Perceptions towards Note Taking: Items, Factors, Mean and Standard Deviation

Factor	Items	Factor Loadings	M	SD
English Language Proficiency	I take less complete notes in English.	0.83	3.36	1.63
	I translate my notes from English to Malay Language.	0.78	2.92	1.76
	I find it difficult to understand my notes if it is written in English.	0.77	2.7	1.68
	I find it difficult to take notes since the lecture is in English.	0.72	3.37	1.79
	I must refer to dictionary since my notes is in English	0.57	4.32	1.71
Activities in Note Taking	I copy down all the key words used by my lecturer.	0.75	5.84	1.18
	I use diagrams in my notes.	0.74	4.87	1.4
	I underline the important points.	0.73	5.85	1.36
	I use different colored pens to differentiate the main ideas from the supporting ones.	0.7	4.57	1.86
Review Activities	I have a back-up copy of my notes.	0.71	4.04	1.02
	I use my own words in taking down notes.	0.68	5.03	1.31
	I update my notes regularly.	0.61	4.67	1.3
	I check with my lecturer if my notes are complete or not.	0.6	3.31	1.62
	I summarize all the points mentioned by my lecturer in a short paragraph.	0.58	4.05	1.41
Reasons for Taking Notes	I review my notes to prepare for examinations.	0.83	6.66	0.7
	I feel more confident to examinations after I have studied my notes.	0.81	6.38	0.99
	I understand my topic better if I take notes.	0.52	4.81	0.94
	I read my notes to prepare for classroom discussion.	0.41	5.66	1.14
Contextual Clues	I take down notes when my instructor uses phrases like "pay attention to this", "listen carefully", and "look here" before mentioning the points.	0.84	6.28	1.22
	I copy down the information that my lecturer repeats more than twice.	0.83	5.9	1.36
	I record the information on a topic when asked by my instructor.	0.54	5.04	1.7
	I scribble down the information on topics that my lecturer elaborates in detail.	0.51	5.57	1.14

Table align center of the page

Table align center of the page

1.3cm

9

Notes:
 Page number is appeared at the bottom of the page as in vertical layout

Note. Factors were determined using Principle Component Analysis. M=Median; SD= Significant Difference.

Font Size: 12
 Font Type: TNR
 Line Spacing: 1.0
 Same with the Table
 Add space before paragraph

Minimum 10-point font size, single space, justified if applicable

APPENDIX X: Bibliography

Notes:

Follow the format as given.
Set each reference as follows: -
i- Open Line Spacing Option
ii- Indentation > Special "Hanging" > by "1.2cm"
iii- Spacing > After "12pt" > Line Spacing "1.5 lines"

REFERENCES

2x spacing
Font Size: 12
Font Type: TNR
Line Spacing: 1.0

Font Size: 12
Font Type: TNR
Line Spacing: 1.5
Indentation: Hanging

Azizah Kassim. (1985). *Wanita dan masyarakat*. Kuala Lumpur: Utusan Publications and Distribution Sdn. Bhd.

Fredrickson, B. L (2000, March 7). Cultivation positive emotions to optimize health and well-being. *Prevention and treatment*, 3, Article 0001a. Retrieved November 20, 2000. <http://journals.apa.org/prevention/volume3/pre0030001a.html>.

Translated or re-published works

Freud, S. (1970). *An outline of psychoanalysis*. (J. Strachey, Trans.). New York: Norton. (Original work published 1940).

Transliterated entry

Al-^cAbbadÊ, AÍmad MukhtÊr. (1981). *TÉRÊkh al-baÍriyyah al-IslÉmiyyah fÊ MiÍr wa al-ShÉm*. Beirut: DÉR al-NahÌah al-^cArabiyyah.

Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York: Holt, Rinehart and Winston Inc.

Proceedings of seminar

Mohd. Azmi Omar. (2006, May). Islamic treasury products: An update. Paper presented at Seminar on Islamic Banking & Capital Market: Products & Instruments organized by CERT, Kuala Lumpur.

Same names are repeated. No dashes are used

Moustapha, Sano Koutoub. (2006a). No compulsion over Ijtihadic issues: a methodological viewpoint. Lebanon: Dār Ibn Hazmi.

Moustapha, Sano Koutoub. (2006b). Public interest and its contemporary applications. Lebanon: Dār Ibn Hazmi

Article in a daily newspaper

Zain Ismail. (1990, February 17). Women and politics. *New Sunday Times*. pp. 1-8.

McMillan, J. H., and Schumacher, R.S. (1989). *Research in education: A conceptual introduction* (2nd ed.). New York: Harper Collins Publishers.

Review in a periodical

Kazmi, A. (2006). [Review of Islamic perspectives on management and organization]. IIUM Journal of Economics and Management, vol. 14, no.1, 111-116.

Bibliography entry for an encyclopedia

Bergman, P.G. (1993). Relativity. In *The New Encyclopaedia Britannica* (Vol. 26. Pp. 501-508). Chicago: Encyclopaedia Britannica.

Chapter in an edited book

Rubenstein, J. P. (1967). The effect of television violence on small children. In B.F. Kane (Ed.). *Television and juvenile psychological development*. New York: American Psychological Society.

Bibliography entry for a microfilm item

Smith, A.B. (1984). Graduate student burnouts: Some possible causes. Dissertation Abstracts International, 32, 9024B-9025B. (University Microfilms No. 76--41, 72).

APPENDIX Y: Glossary

Notes:

Follow the format as given.

Set each reference as follows: -

i- Open Line Spacing Option

ii- Indentation > Special "Hanging" > by "1.2cm"

iii- Spacing > After "12pt" > Line Spacing "1.5 lines"

GLOSSARY

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Font Size: 12
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Line Spacing: 1.0

Artifact. Anything made by man. The term is used here to mean any pieces of stone that has been modified by man.

Line Spacing: 1.5

Axis of detachment. The path of the force that removed the piece from the core. It runs from the point of impact on the platform of the artifact toward the distal end.

Backing. Very steep retouch along a lateral edge, forming a near ninety-degree angle with the dorsal face of the artifact. The retouch is usually obverse, but it may be inverse or a mixture of the two. It has the effect of thickening, blunting, and shaping of a table knife. Backing may be straightened, curve, or shoulder the outline shape of an artifact. Long, narrow perforators are often "double backed" (meaning both lateral edges) to that shape, producing a strengthened point.

Blade. An elongated piece of stone that was detached from a core and is, by oversimplified definition, at least twice as long as it is wide. When detached from the blade core, the removals, one after another, usually produce on the core a series of flake scar ridges, approximately parallel; they in turn become dorsal surface features trending lengthwise of the blades that are subsequently detached. However, the pattern of flake scars on a blade is not limited.

Burin facet. The scar formed by the detachment of a burin spall.

Burin spall. The piece struck off to produce a burin. An occasional burin spall may show subsequent modification, by retouch, into a perforator.

Carinated. Shaped like the keel of a ship.

APPENDIX Z: Index

INDEX

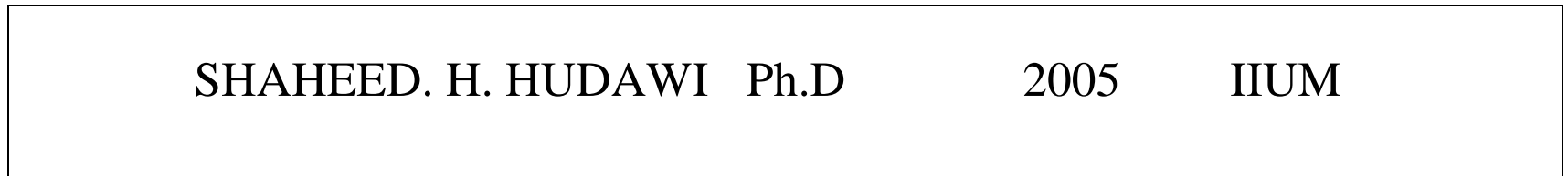
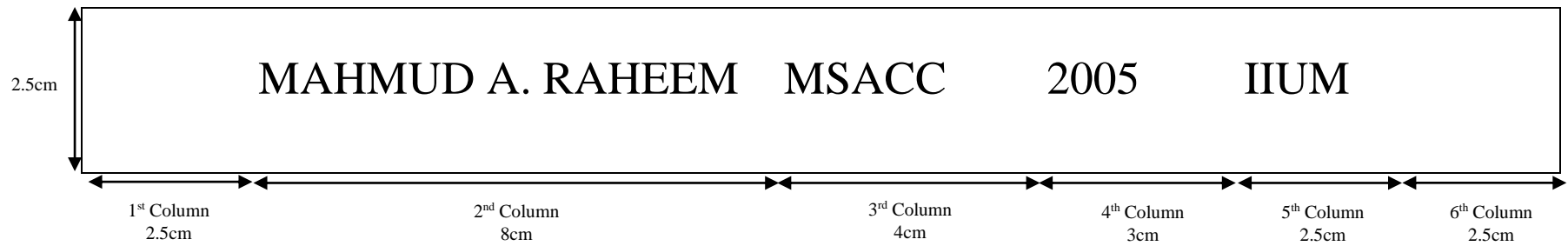
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Notes:

1. Add Table (6 Column)
2. Set border: outer border
3. Font Size: 16-20
4. Font: TNR
5. Align text Center Left