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Guidelines for Course Paper and Thesis Writing

**(2nd revised and
extended edition**



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This guide is intended for students of English as a foreign language who are working on their course papers or bachelor's (master's) theses. It includes theoretical considerations and provides practical advice on paper writing. The guide also gives general instructions about the organisation and formatting of course papers and theses in English.

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Foreword

In practical terms, writing a course paper/thesis is a requirement for completion of an educational programme and obtaining a degree at a higher educational establishment. Writing a course paper/thesis is the traditional way in which students demonstrate their ability to produce a relatively lengthy academic work combining skills in research, analysis and writing. With regard to the content of a course paper/ thesis, students should demonstrate their understanding of the topic, their ability to present their findings in a clear and coherent manner, as well as their ability to draw appropriate conclusions based on their analysis. Finally, a course paper/thesis should also demonstrate students' mastery of the English language. It involves an intensive period of research and writing.

As practice shows, writing a course paper or thesis may prove a hard task for students as it requires analytical and research skills, the ability to present findings clearly and logically as well as their ability to arrive at logical conclusions based on their research. Students also need to have strong time management abilities in order to work to a tight deadline. In addition, students should demonstrate their command of the language. Students for whom English is a foreign language may have difficulty in getting ideas across, so it is likely that numerous revisions are required. The present guide is based on Barkáts' (2008) general guidelines for writing thesis and course paper. When working and preparing these instructions we aimed at *taking into account* the special features of the training and creating guidelines for writing course papers and theses in disciplines related to English studies: linguistics, literature, and foreign language teaching methods – that would supplement the above mentioned publication.

A master's thesis is student's original scholarship making contribution (however small) in the shape of new understanding, knowledge etc. to the fields of second/foreign language acquisition, linguistics, literature etc. It is not reducible to a bibliographic review. In essence, a master's thesis serves to prove graduates' competence of engaging in independent research, resulting in new evidence or practical solutions to a problem in the chosen field of study.

What makes a master's thesis stand apart from the bachelor's thesis is that while the latter aims at summing up knowledge gained in the course of study including some elements of investigation and using

research carried out by others, the former involves a more in-depth research, autonomous analysis, generation of empirical data and the like. A master's thesis gives students an opportunity to start thinking and acting as professionals.

In writing this guide we have attempted to take into consideration the remarks and suggestions resulting from the experience of writing and defending course papers as well as theses for the recent years. We hope that it will provide help to students to get through the hardships of planning, re-searching and writing their course paper/thesis, as well as to supervisors in their guidance of students.

1. Layout of course paper and thesis

In close consultation with the supervisor, students will do appropriate research on the topic, decide the focus of the thesis, plan the organization of the content and write the work according to the schedule of deadlines agreed with the supervisor and according to the following layout:

Introduction

Part 1

1.1 Literature review

1.2

1.3

Part 2

2.1 Methodology

2.1.1 Planning the study

2.1.2 Participants

2.1.3 Research instruments

2.1.4 Procedures of the research

2.1.5 Data analysis methods

2.2 Findings

2.3 Discussion and interpretation of results of the research

Conclusions and pedagogical implications

References

Summary in Ukrainian

Appendix / Appendices

The paper should be organized with a title page, summary in Ukrainian, table of contents, body of the thesis, conclusion(s), references, a summary in Ukrainian and appendices.

The title page is standardized (see appendices 2, 3, 4, 5) both in English and Ukrainian.

Prerequisites to course paper are:

1. 2nd year status
2. The completed course Introduction to Research Methodology

Fields of study of course paper and thesis are:

- methodology of ELT
- linguistics
- literature

Table 1

| STRUCTURE OF THESIS OR COURSE PAPER, BACHELOR'S (MASTER'S THESIS) | CONTENTS |
|---|---|
| Introduction | introduces the main hypotheses, the research questions and the context in which the investigation will be carried out; it presents the rationale for the need to carry out the research |
| Part 1 Literature review | summarises and gives a thorough and detailed synthesis and analysis of the academic literature on the research topic; it also contextualizes the topic and presents the main construct(s) of the research |
| Part 2 2.1 2.2 2.3 2.4 2.5 2.6 | Methodology – this is one of the crucial parts of a research paper because it gives a detailed description about the methodology applied in the research (participants, tools, procedures, methods of analysis). Planning the study – this section provides relevant information on the proposal |
| | Participants – this part of the paper reports on the subjects of the investigation in terms of their age and gender, years of experiences, etc. (means are always provided) |
| | Research instruments – all the research tools are described in detail in this part of the paper (questionnaires, interview protocols, classroom observation sheets, test papers, etc.) |
| | Procedures of the research – this part describes when and how, in what circumstances the research was conducted; it also provides reasons why a given research sequence was followed during the investigation (e.g. tests first, questionnaires second, and interviews last) |
| | Data analysis methods – all the methods of analysis should be reported on and justified in this section of the paper |
| | Findings – the results of the research are presented in this part, without any interpretations |

| | |
|-----------------------|--|
| | Discussion and interpretation of results of the research – the findings are discussed and interpreted in this part, which is one of the most important ones of a research paper |
| Conclusions | based on the findings and their discussion and interpretation, the author of the paper should draw relevant conclusions that derive directly from the findings; also, this is the section which should provide general implications (pedagogical) of the research conducted by the author of the paper |
| References | here all the items of the academic literature that the author made a reference to in the paper should be listed in an alphabetical order (according to the family names of the writers) (see Section 7 of these guidelines) |
| Appendix / Appendices | this is an optional part of a research paper; it usually includes the English versions of the research instruments applied during the investigation, or any other relevant information that was not placed in the text of the paper but deserves the readers' attention |
| Ukrainian summary | The Ukrainian summary should be a thorough overview of the paper: aims, contents of chapters, outcomes, and pedagogical implications. It should be written in academically acceptable Ukrainian |

2. Things worth considering before you start writing

Researching and writing a thesis is a major project that takes several months of sometimes painstaking research. Doing it well requires self-discipline and to sustain your interest over the whole period of time, it is advisable to choose an already proposed topic that interests you or suggest one of your own. After all, you will have to work on it for months. So, the best way to begin with is to choose a question you are keen on to find answer to in your research. Anyway, finding an answer is the purpose of your paper.

Having found a topic that really interests you, you need to highlight the problem that needs further exploration. Some problems are too big to deal with in research like this so make sure that you have chosen a well-defined topic which is quite narrow and you can successfully:

- master the relevant literature;
- collect and analyze the necessary data;
- answer the key questions of your research

To begin with, discuss the general topic of your research with your consultant as soon as possible, observing the deadlines of the present instruction. After doing a thorough background reading on your general topic, over the next month(s) work toward a clearer, more manageable topic. Gather information from a variety of sources and always remember to put everything in writing. Make sure you start your writing as soon as possible, do as much as you can, and look for regular feedbacks. The task at this stage is to mark off a significant topic you can successfully deal with, make the thesis statement so that you can probe it in depth. After that, you can start to write an extended outline for your paper and begin to write the Table of Contents, listing individual sections and subsections that you propose to include. The entire outline at this phase might be around 5-10 pages. As you complete this task, discuss it with your supervisor: if there is anything that is not closely related to your topic, remove it. Be careful in your review and add any material that is missing. It is time-consuming and less painful to do it at an early stage and not after you have done much of unnecessary writing

which should be thrown away! Finally, one more not less significant piece of advice: always keep the deadlines.

3. Structure of papers and theses

3.1 Introduction section

The introduction is of central importance to the overall impression the course-paper/thesis produces on the reader, as well as to its author as it helps to clarify “the final destination” of research and the means to attaining it. Thus, the introduction aims at setting the scene of research i.e. showcasing the topic of your study and presenting its detailed plan.

The introduction follows an accepted **organizational pattern**, including certain obligatory and optional elements. It can be likened to a “skeleton” on which you put flesh. Writing an introduction is a circular process – although you are supposed to start writing your paper/thesis with an introduction section, you can go back and revise it anytime while writing your research.

Thus, the introduction is highly structured, typically including such elements as significance or centrality of your study, brief literature review, the object and subject of research, the purpose and tasks, research methods, novelty of your research (obligatory for thesis only), theoretical value (optional in the course-paper), practical value, and the paper’s structure.

Different tense forms are employed in the elements of the introduction. As a rule, the **present tense** prevails in most elements, with the exception of literature review where the past tense is also common.

Begin your introduction by explaining why this topic is of **relevance** or **interest** in the field of applied linguistics, educational research, general linguistics etc. Next, justify the need for further research, for example, due to gaps in knowledge or you may have identified a problem or case during your field experience/practicum which you would like to elaborate on etc. Finally, indicate how you plan to fill this gap or seek answers/provide solutions to the problem of interest.

An example of justifying the significance of your study:

It is generally acknowledged that textbooks play an important role in language classes. For example, Author (19xx) states that textbooks provide significant language input. Nevertheless, some researchers (Author, 19xx;

Author, 20xx) have shown that many text authors employ artificial dialogues that lack normal language features. The purpose of this paper is to investigate current textbooks comparing their dialogues with those of native speakers (Griffee, 2012, p. 21).

The second element of the paper/thesis is a concise **literature review**, where you mention what has been previously done in the academic field and by whom. A literature review in the course-paper introduction can be one paragraph or longer.

The **object** of the study is a general statement of the problem, phenomenon on which the research is focused, while the **subject** is a specific problem or an aspect of a problem derived from the object. The subject of research may include the reasons causing the problem, its qualities, features, aspects etc. The subject should find reflection in the title of the course-paper/thesis. The **aim** or purpose of your study is closely related to the title of your course-paper/thesis, therefore, while formulating the aim always refer to it (by paraphrasing the title).

The **tasks** or objectives of the course-paper/thesis are the steps you need to take to reach the goal of research.

Inform the reader about the **methods of research** employed in the study to answer your research questions including both theoretical or library and empirical methods. If you plan to carry out an empirical investigation, state the general research paradigm (quantitative, qualitative or mixed), research design and methods (experiment, quasi-experiment, questionnaire, interview, observation, case study, action research etc.).

An indispensable element of the thesis introduction is the **novelty** of research (optional for course-paper) or the contribution made by the author to the academic field which can be either practical or theoretical depending on the nature of research, for example, by developing a conceptual proposition, classification or by providing empirical evidence supporting a hypothesis, developing instructional materials etc.

The **theoretical and practical value** of research outline the major contribution to the field of study made by the author of the course-paper/thesis, although the theoretical value is not obligatory for the course-paper.

Finally, provide the **structure** of your work by mentioning its basic parts and their purpose. The words and expressions which can be helpful in outlining the structure of the paper are as follows: part 1 presents, examines, discusses, explains, describes, develops, shows, introduces, explores, in this part we argue ..., the focus of part 2 is on ..., part 1 provides the background to this study..., part 2 provides a theoretical and conceptual framework for the study, ... reviews current literature..., the application of methods is reviewed in ... , ... summarizes the research findings..., ... draws conclusions, reports results of the study..., provides discussion of results etc.

Table 2

A Model for Course-Paper/Thesis Introduction

| | |
|------------|---|
| Element 1 | <p>Significance, relevance, centrality Step 1. Claim the importance of your topic. Step 2. Justify the need for further research by indicating a gap in knowledge or by posing an interesting question. Step 3. Suggest what needs to be done to fill the gap or answer your question(s).</p> |
| Element 2 | <p>Literature review – a brief summary of previous research</p> |
| Element 3 | <p>Object – general focus of research</p> |
| Element 4 | <p>Subject – specific aspects of the problem</p> |
| Element 5 | <p>Aim/Purpose – what you intend to achieve</p> |
| Element 6 | <p>Tasks/Objectives – steps on the way to reaching the aim</p> |
| Element 7 | <p>Methods of research: theoretical, empirical</p> |
| Element 8 | <p>Novelty (obligatory for thesis)</p> |
| Element 9 | <p>Theoretical value (obligatory for thesis) and practical value</p> |
| Element 10 | <p>The structure of the course-paper/thesis</p> |

Following is an example of a course paper introduction illustrating the model presented above:

The Effectiveness of Language Games in Developing Vocabulary of High School English Language Learners

Element 1. Vocabulary is of central importance in learning a foreign language. In order to communicate fluently, students should develop a basic vocabulary and be able to use it appropriately. Even though students realize the importance of vocabulary acquisition, many of them are unwilling to learn words and phrases explicitly. In recent years, with the advent of the communicative approach, lexical approach and other modern approaches to language teaching, the attitude towards vocabulary development has changed dramatically. Thus, vocabulary is taught in context and in authentic communicative situations by means of various methods including games and role-plays. However, little is known about the relationship between using language games and vocabulary retention of adolescent language learners which determines the focus of the present study.

Element 2. A considerable amount of academic literature has been published on the problems of vocabulary teaching and language games. The major contribution to the field was made by Author XX (2012), Author YY (2017) etc. The relationship between vocabulary acquisition and games utilization was studied by Author XX (2019), Author YY (2011) and others. However, little empirical evidence has been provided to support the claim of the effectiveness of using games in teaching vocabulary to high school learners.

Element 3. The object of the course-paper is vocabulary development of high school learners at English lessons.

Element 4. The subject of the course-paper is the application of language games in teaching vocabulary to adolescent English language learners.

Element 5. The aim of the course-paper is the study of the relationship between the application of language games and vocabulary acquisition of English language learners in the senior forms.

Element 6. The tasks of the course-paper are as follows:

- Critical analysis of the relevant academic literature;
- Developing the theoretical and conceptual framework to the given study;

- Developing instructional materials;
- Studying language learners' and teachers' attitudes and beliefs regarding the use of language games in vocabulary development;
- Assessment of the effectiveness of teaching and learning vocabulary with the help of games in the instructional settings;

Element 7. Both theoretical and empirical methods are employed in the study, such as analysis, synthesis, comparison, classification and generalization. In order to evaluate the effectiveness of vocabulary acquisition by means of games the methods of questionnaire, observation and quasi-experiment are deemed suitable.

Element 9. The practical value of the study consists in developing useful instructional materials and in providing empirical evidence proving the effectiveness of language games.

Element 10. The course-paper is made up of an introduction, 3 parts, conclusions, resume, references, and appendices. Part 1 provides a theoretical and conceptual framework for the study by reviewing literature on teaching vocabulary and games application in foreign language teaching. Part 2 provides the didactic foundations and instructional materials for teaching vocabulary through games. Part 3 presents the procedure, results and discussion of the empirical investigation, and pedagogical implications.

The typical structure of a summary in Ukrainian (resume)

You are expected to include the following components in the summary:

1. the significance of the topic, the object and subject of the paper, its aim, objectives, methodology etc.;
2. the general description of the course-paper/thesis: its structure, parts, appendices, the number of pages, tables, graphs, references etc.;
3. the summary and main findings of every part/chapter;
4. key words (5-10);

3.1.1 Research methods and methods used to interpret research

3.1.1.1 Theoretical research methods

Here you are supposed to identify the use of theoretical methods of research, like literature analysis, comparison, synthesis, classification, systematization, generalization, etc. It is also essential to indicate *where* and *how* this method was used in the study.

3.2 Part 1

Literature review

This is where you are expected to demonstrate profound knowledge of the literature on the subject and learn what different scholars have said about your topic. After doing a thorough reading on your general topic, you are supposed to present a comprehensive and a critical analysis of the literature, leading to justification of the findings. The literature review should be presented in a clear, comprehensive and balanced way. Then, you must demonstrate how the question has been previously answered and what the value of your research is. The purpose is to present the major ideas on the subject matter, but not including your own thoughts. It is essential to organize the section *by different idea*, and not by author.

Hence, it is reasonable to start the chapter with brief background information on the theme so that even those readers who do not have any knowledge of the material may follow the thesis. To prove your knowledge of the issue, you must make an appropriate selection of up to date source material, present a thorough literature review relevant to the study and show your understanding of the implications. You need to explain the major approaches to your topic. In addition, present these theories considerably, paying particular attention to the organization of the opinions, and group them logically according to the idea. Always turn special attention to any opinion, theory or data that is different from the rest, give emphasis to it in your analysis and treat it with due care and interest. Note that anything that is *out of ordinary* and significant from the point of view of your research deserves serious interest.

As the paper unfolds, you should introduce each new section briefly, saying why it is important to your overall argument. Frame your paper in several coherent sections. Give each section a coherent, concise title. Most sections should conclude with a few summary remarks and a transition to the next section. Occasionally, it makes more sense to put the transition at the beginning of the new section. Wherever you put the transitional sentences, they should take the reader smoothly to the next topic. That means you should tell the reader *why* you are tackling the upcoming topic, how it matters to your overall argument, and why it logically comes next in your paper.

Organize your paragraphs accurately as they are the building blocks of your paper. Through them, you develop your question, your answer, and your evidence in a well-ordered, sequential way. Each paragraph should be relatively short and focused, with a clear topic sentence that highlights the main point.

3.3 Part 2

3.3.1 Research design and methodology

With the problem now properly defined and goals of the study clearly specified, the purpose of this section is to describe how you would go about in addressing the research question(s) by selecting the appropriate methodology.

Methodology section contains information on *planning the study* or design, information on the *participants* as well as the *procedure* itself.

Planning the study subsection should provide relevant information on the proposal, i.e. *how* the initial study question was narrowed down to a specific proposition and what criteria for testing the propositions were established and what sources of data were considered.

Participants. Detailed and useful information indispensable about the participants, like age, gender, educational background, number should be given here. Remember to indicate *how* they were selected for the study.

Procedure. The description of the circumstances under which the research was carried out, including all the instructions given to the participants, the sequence of events experienced by the participants should come into this subtitle. If there are any standardised instructions they may be given in detail in an appendix.

3.3.1.1 Empirical research methods

In this section of the academic writing you should provide a brief description of and highlight the criteria to be tested and sources to obtain data from. This is where you present the methods used for obtaining the empirical data. The word empirical denotes information gained by means of observation, experience, or experiment as opposed to theoretical. Empirical is data produced by experiment or observation. So, what data collection methods to use? *However, there is no single rule for when to use a certain type of sources to obtain data from.* Depending on a range of factors, like the information to be gathered, the available resources for the experiment, the number of respondents, time to spend on it, the level of the participants' confidentiality, the choice of data collection method will be made. Empirical data in linguistics is mainly collected through the following methods:

1. observation
2. survey e.g. questionnaire, interview
3. case study

Observation

Observation methods have been developed with the objective of observing people and their behaviour in their natural setting. Observational research techniques solely involve the researcher or researchers making observations. Non-participant observation is where the researcher observes behaviour from a distance without interacting with the subject being studied. Participant observation is where the researcher sets out with the aim of understanding the world of the subject by putting themselves in their position. Here, the researcher becomes part of the world of the subject, empathising with their position.

Survey

1. *Questionnaire*
2. *Interview*

1. *Questionnaire*

Since questionnaires are the most frequently used methods of empirical analysis by students of the College, a detailed description of their design is given to provide help in valuable data collection. It is important to remember that a questionnaire is a multi-stage process beginning with definition of the aspects to be examined and ending with interpretation of the results. A questionnaire is a powerful evaluation tool and should not be taken lightly. Questionnaire design is a long process that demands careful attention. Design begins with an understanding of the capabilities of a questionnaire and how they can help your research. If it is determined that a questionnaire is to be used, the greatest care goes into the planning of the objectives. Questionnaires are designed to gather either qualitative or quantitative data. Hence, every step needs to be designed carefully. It is common knowledge that qualitative questions require more care in design, administration, and interpretation. In the group administered questionnaire, each respondent is *handed an instrument* and asked to complete it while in the room. Each respondent completes an instrument.

Questionnaires are adaptable, allowing the collection of both subjective and objective data through the use of open or closed format questions. However, a questionnaire is only as good as the questions it contains. There are many guidelines that must be met before your questionnaire can be considered a sound research tool. The majority deal with making the questionnaire understandable and free of bias. When these guidelines are followed, the questionnaire becomes a powerful evaluation tool.

Writing a Questionnaire

First, define accurately and exactly the objectives of your questionnaire.

The questions should follow quite naturally from the objectives. A questionnaire that is written without a clear goal and purpose is inevitably going to overlook important issues and waste participants' time by asking useless questions. The questionnaire may lack a logical flow and thereby cause the participants to lose interest. The problems of a poorly defined questionnaire do not end here, but continue on to the analysis stage. It is difficult to imagine identifying a problem and its cause, let alone its solution, from responses to broad and generalizing questions. In other words, how would it be possible to reach insightful conclusions if one did not actually know what they had been looking for or planning to observe.

All the issues must be narrowed and focused before a single question is formulated. Only after having decided what kind of data you are to measure, formulated the objectives of the investigation, and decided on a participant group, you can proceed on with composing your questions.

If the preceding steps have been faithfully executed, most of the questions will be on obvious topics. Most questionnaires, however, also gather background data on the participants.

Typically, background data is collected at the beginning of the questionnaire, because normally background questions are not so difficult to answer and can ease the respondent into the questionnaire. Apparently, it is not reasonable to start your questionnaire with the most difficult questions. Always remember to ask only those background questions that are necessary, otherwise you can embarrass the respondent and discourage him/her from giving honest and sincere answers.

What kinds of questions are usually asked?

In general, there are two types of questions one will ask:

- **open format**
- **closed format.**

Open format questions are those that ask for unprompted opinions. In other words, there are no predetermined set of responses, and the participant is free in her/his answers.

It is common for a questionnaire to end with an open format question asking the respondent for her/his own ideas.

Closed format questions usually take the form of a multiple-choice question. They are easy for the respondent.

There is no clear consensus on the number of options that should be given in a closed format question. Obviously, there need to be sufficient choices to fully cover the range of answers but not too many. Usually this translates into five to ten possible answers per question. For questions that measure opinion there should be an odd number of alternatives, although not all scholars share this point of view. This allows a neutral or no opinion response.

Whether your questions are open or closed format, there are several points that must be considered when writing and interpreting questionnaires:

Clarity: This is probably the area that causes the greatest source of mistakes in questionnaires. Questions must be clear, accurate and unambiguous. The goal is to eliminate the chance that the question will mean different things to different people. If the designer fails to do this, then essentially participants will be answering different questions.

For example, if asking a question about frequency, it is better to quantify the choices, such as:

1. Every Day
2. 2-4 Times a Week
3. About Once a Week
4. About Twice a month
5. Never

Leading Questions: A leading question is one that implies a certain type of answer. It is easy to make this mistake not in the question, but in the choice of answers. A closed format question must supply

answers that not only cover the whole range of responses, but that are also equally distributed throughout the range. All answers should be equally likely. An obvious example would be a question that supplied these answer choices:

Superb Excellent

Great

Good

Fair

Not so Great

A better way would be to ask the same question but supply the following choices:

Totally Agree

Partially Agree

Neither Agree nor Disagree

Partially Disagree

Totally Disagree

Its choice of words makes it a leading question and a good example for the next section on phrasing.

Embarrassing Questions: Embarrassing questions dealing with personal or private matters should be avoided. Do not make the respondents feel uncomfortable.

Now that you have completed your questionnaire, you are still not ready to send it out. Your questionnaire needs to go through quality testing to make it clear and understandable to everybody. Though you have taken great care to be clear and concise, it is still unreasonable to think that any one person can anticipate all the potential problems. You need either to make a pilot study or review the questionnaire with a sample group of respondents and discuss the seemingly difficult testing points to make sure that the meaning of the questions is clear and the respondents do not have any difficulties in interpreting them. It is especially true for the students of the Institute as their respondents are students of schools, sometimes as young as nine or ten years old. If there is a need, alterations to the questionnaires should be introduced after the pilot study is completed.

You will then produce a new questionnaire. It is possible that this step may need to be repeated more than once depending on resources and the need for accuracy.

Interviews are completed by the interviewer based on what the respondent says.

Interviews are a far more personal form of research than questionnaires. In the personal interview, the interviewer works directly with the respondent. The interviewer is considered a part of the measurement instrument and interviewers have to be well trained in how to respond to any unforeseen situation.

Case studies are used to organize a wide range of information about a case and then analyze the contents by seeking patterns and themes in the data, and by further analysis through cross comparison with other cases. A case can be individuals, programs, or any unit, depending on what the program evaluators want to examine through in-depth analysis and comparison. If you use any case studies, you must justify them in two ways. You must explain:

- why you have chosen to use any case studies at all, and then
- why you have chosen to use these particular cases.

The cases chosen need *not* be typical. They can be striking or unusual. But they must shed light on the general problem under investigation. The reader needs to be told—in advance and in plain language—why you are using these particular cases.

The best cases to use are often the hardest ones. That is, they are cases where your own argument seems least likely to apply but, in your judgment, still does. These hard cases will be most convincing to readers because they show the power of your argument and its generality.

Whichever method for collecting empirical data has been chosen the following are steps required to design and administer them:

1. Defining the Objectives of the survey
2. Determining the Sampling Group

3. Writing (in case of a Questionnaire)
4. Administering (in case of a Questionnaire)

3.4 Discussion and interpretation of results

3.4.1 Data analysis

So, what to do with all those numbers and percentages at the end of the study?

In most social research the data analysis involves three major steps, done in roughly this order:

- Cleaning and organizing the data for analysis (data preparation)
- Describing the data (descriptive statistics)
- Analyzing the data (inferential statistics)

Data preparation involves checking the data for accuracy; entering the data into the computer if it is needed; transforming the data; and developing and documenting a database structure.

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the results. With descriptive statistics you are simply describing what the data shows.

Inferential statistics investigate questions and hypotheses. In many cases, the conclusions from inferential statistics extend beyond the immediate data alone. *For instance, we use inferential statistics to try to infer from the sample data what the student thinks of a particular matter.* Thus, we use inferential statistics to make inferences from our data to more general conditions; we use descriptive statistics simply to describe what is going on in our data.

In most research studies, the analysis section follows these three phases of analysis. Descriptions of how the data were prepared tend to be brief and to focus on only the more unique aspects to your study. Descriptive statistics that you actually look at can be huge. These are carefully selected and organized into summary tables and graphs that only show the most relevant or important information. Usually, the researcher links each of the inferential analyses to specific research questions or hypotheses that were

raised in the introduction. Make sure not to give too much detail, otherwise the reader may not be able to follow the central line of the results.

The most widely used methods in interpretations of interviews, case studies, and observations are the statistical, qualitative and contrastive analysis methods.

Quantitative method of analysis is an important trend in modern applied linguistics and language pedagogy allowing understanding the quantitative structure of the data. There is an important distinction between quantitative research and qualitative research. In quantitative research, the information obtained from the participants is expressed in numerical form.

The method is widely used: if the data obtained from a study is expressed in the form of numbers, then we typically start by working out some descriptive statistics to summarise the pattern of findings. Statistical approach proved essential in the selection of vocabulary items of a foreign language for teaching purposes.

Qualitative method of analysis is based on the experiences of the individual participants. This type of analysis is especially common in interpretations of interviews, case studies, and observations if the information obtained is *not* expressed in numbers.

Contrastive method of analysis. The method is widely used for a detailed comparison of the structure of two or more languages, usually the native and the foreign languages. In fact contrastive analysis grew as the result of the practical demands of language teaching methodology where it was empirically shown that the errors which are made recurrently by foreign language students can be often traced back to the differences in structure between the target language and the language of the learner. This naturally implies the necessity of a detailed comparison of the structure of a native and a target language which has been named contrastive analysis.

Statistical Methods of Analysis

An important and promising trend in modern linguistics which has been making progress during the last few decades is the quantitative study of language phenomena and the application of statistical methods in linguistic analysis.

The first requirement for a successful statistical study is the representativeness of the objects counted for the problem in question, its relevance from the linguistic point of view.

Statistical analysis is a useful skill for linguists and psycholinguists, allowing them to understand the quantitative structure of their data.

3.4.2 Discussion of the results

This is where you analyze the information presented and this part of the academic writing is much more free-form. It may have one or several sections and subsections where you describe how you answered the question. You are supposed to give a well-grounded rationale for the choice of methods for data collection and data analysis.

By the time you get to the analysis of your data, most of the really difficult work has been done. It is much more difficult to: define the research problem; develop and implement a sampling plan and develop a design structure. If you have done this work well, the analysis of the data is usually a fairly straightforward affair.

The discussion should start by considering your findings, especially with respect to the results of the statistical test or tests. Be as precise as possible in terms of what your findings show. You may wish to comment on individual results that were inconsistent with the rest of the participants' data. The next part of this section should consist of how your findings relate to previous findings referred to in the introduction.

Next, identify any weaknesses in your study, and indicate how they could be eliminated in a subsequent study.

Finally, consider whether there are interesting ways in which your study could be extended to provide more information about the phenomenon you have been investigating. This is a very satisfactory section to deal with because your imagination can take over but always remember that possible extension studies should be relevant to the subject.

It is generally useful to restate the aims of the study and provide a table of

the performance without interpreting it. Should any unpredictable results occur it is desirable to present them here.

To sum it up, in this section you should:

- restate the main objective of the study;
- reaffirm the importance of the study;
- summarise the results in relation to each stated research objective or link the findings back to the literature and to the results reported by other researchers;
- provide explanations for unexpected results;
- provide the implications for practice;
- point out the possible limitations of the study;
- provide suggestions for future research.

4. Conclusions and implications

4.1 Concluding section of paper

Your paper should have a concluding section, usually a concise one. It should summarize your findings, not retrace everything you have done. Remember, it is a concluding section, not a summary section. The main aim should be the interpretation of your findings. Highlight the significant points and then say what they mean. What are your chief findings? Why are they significant, that is, how do they matter for theory?

Conclusions are not a rambling summary of the thesis: they are short, concise statements of the inferences that you have made in the course because of your work. It helps to organize these as short numbered paragraphs. You generally cover four things in the Conclusions sections:

1. conclusions
2. summary of contributions
3. future research
4. pedagogical implications

5. Quotations

As stated above, research papers are intended to demonstrate that students can produce lengthy academic work combining skills not only in research, analysis and writing, but also synthesis of material gained from a variety of sources. A research paper done at this level, by an inexperienced writer, is thus, of course, normally expected to contain some thought that is not original. This means that a student research paper will usually have a number of quotations. It should be a concern for the student that these quotations are done correctly. There are many approaches to research and many ways to document findings. The formatting of citations recommended in this guide has been approved by the Department of Philology of the THI. It is important to follow it consistently and accurately. As in your research paper you should study and make a critical analysis of Ukrainian and/or Russian and/or Hungarian authors do not forget to finally include them into your list of references.

Quotations can be a source of writing trouble. Do not overuse them and observe the following rules:

- When you are simply presenting data or well-known opinions, rephrase the quote in your own words.
- A few, well-chosen quotes can illustrate the viewpoint of a scholar. In a few cases, you may wish to use longer quotations, running several sentences. They should be used very sparingly and indented in your text. Introduce these longer quotes with your own summarizing sentence.
- Finally, do not put quotation marks around "ordinary words" unless you specifically wish to call attention to a word's use or misuse, and you make your purpose and viewpoint clear.
- Cite your sources. If you use the exact words of another author, put them in quotation marks and cite them, too.

There are several methods used for citing sources in the text. All students writing the Bachelor's Thesis in this program are expected to use the format described below.

After every quote or after every idea (paraphrase) taken from another source, there should be square brackets [...]. In the square brackets you should write the author of the source citation, year of publishing, and page number the citation is taken from.

6. Tables, graphs, and figures are often the clearest way to present your data. They may appear in text. A simple table may also be the best way to lay out your argument and compare it to others. If your paper has tables or figures, make sure that there is *not* a page break in the middle of any table. You will need to recheck this with each new version.

7. The APA Referencing Style

The APA (American Psychological Association) style documents the sources both within the text next to the quote/paraphrase and at the end of the paper in the References section.

7.1 In-text citation

7.1.1 The approach to documentation recommended by the American Psychological Association is called the author-date system. Citations in the text refer the reader to the “Reference List” at the end of the paper or thesis. Whenever course paper or thesis writers quote or paraphrase, they have to indicate three parameters: the family name of the author, the year of publication, and the page on which the particular quotation appeared. In these cases, commas separate these data and the abbreviation “p.” precedes the actual page number. For example: (Jones, 1998, p. 199). If, however, a given work is mentioned without reference to a specific part of the text, the author’s name and the year of publication are sufficient. In these cases, a comma follows the author’s name. For example: (Renkema, 1993). Notice, as a general rule, that an APA citation never uses the title.

When the author of the work is named in the text, the publication date follows in parentheses. Example: The most obvious dimension that divides discourse analysts is their commitment to the analysis of either spoken or written discourse. The differences between speaking and writing pointed

out, for instance, by Halliday (1989) may sound trivial for the average reader.

7.1.2 When the author is not named in the text, cite the name parenthetically, followed by a comma and the year of publication.

Example: In writing, however, writers do not encounter their audience since written texts are not part of a shared situation, therefore no reaction is possible (Renkema, 1993).

7.1.3 If the author has more than one publication in the same year (and the writer cites both/all these works in his/her paper), use a, b, or c after the year.

Example: Some scholars aim at investigating discourse interpretation, the nature of discourse coherence, and the relationship between text interpretation and reader/listener belief systems (Hobbs, 1983c).

7.1.4 Citing works by two authors, use both names in every citation.

Example: The initial grammatical category (the leftmost constituent) of the clause is called theme and everything that follows it is known as rheme (Brown & Yule, 1983).

7.1.5 Citing works by more than two authors, mention all the names first, and then give only the first name followed by et al. and the year.

Example: Structurally parallel utterances are formally asyndetic sentences (Quirk, Greenbaum, Leech, & Svartvik, 1985) that share grammatical features of tense, aspect, mood, voice, clause structure and word order, and give a strong impression of being connected thereby. Following a more grammar-based approach, an alternative categorisation including subordination as well is proposed here based on Quirk, et al. (1985).

7.1.6 When citing electronic sources, follow the examples below. See 5.4 for full references of such sources in the References section.

Native peoples have little to lose by adopting these practices (Johnson, 1994, paragraph 10). Viviano sees advantages in this line of defense (1995, paragraph 3). Buddhist organizations have taken a somewhat different approach ... (Inada, 1995, paragraph 2).

7.2 Direct quotation

7.2.1 In the case of direct quotations, use quotation marks (both upper case). She stated, “Students often had difficulty using APA style,” (Jones, 1998, p. 199), but she did not offer an explanation as to why. According to

Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199). Jones (1998) found “Students often had difficulty using APA style” (p. 199); what implications does this have for teachers?

7.2.2 Long quotations: quotations of four lines or more should be indented 5 spaces from the left and right margins. Two spaces (hit enter once) should separate the quotation from the main text. The page number should be placed after the last full stop of the quotation in parentheses. For longer quotes quotation marks are not used.

Example: Structural approaches investigate the way different units of language behave in relation with each other disregarding the situational context in which the language is born. Hobbs (1983b) considers formalism as “a set of symbolic expressions together with a set of mechanical procedures manipulating them” (p. 235). Or, as Schiffrin (1994), an outsider defined: Structurally based analyses of discourse find constituents (smaller linguistic units) that have particular relationships with one another and that can occur in a restricted number of (often rule-governed) arrangements. In many structural approaches, discourse is viewed as a level of structure higher than the sentence, or higher than another unit of text (p. 24).

7.2.3 In the case of two subsequent references to the same source, instead of repeating all the details, we put *ibid.* in parentheses.

Example: Most authors define prominence as a feature comprising length, loudness, and pitch (Cruttenden, 1986). Prominence is realized on syllables, which gives prominence to words. In connected speech, prominent and non-prominent syllables not only form and give a rhythmical effect, but they constitute the “backbone of intonation” (*ibid.*, p. 7).

7.3 References

At the end of the paper or thesis (on a separate page after the text, but before the Appendix) writers have to list all the sources used in the text and give the details. There has to be a one to one correspondence between the text and the References section, that is, all works cited in the text have to be listed in the References, and all works listed in the References must be referred to in the text. Works are listed according to the name of the

authors, in alphabetical order. The general rule is the following: family name of the author + initial letter of first name(s) followed by a period + year of publication in parentheses followed by a period + title followed by a period + city of publication followed by a colon + publisher followed by a period. Book titles and names of journals must be italicised. In the case of articles, the page numbers where the article can be found in the book or journal must also be indicated.

7.3.1 Book with no author

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (2001). Cambridge: Cambridge University Press.

7.3.2 Book - single author

Brazil, D. (1995). *A grammar of speech.* Oxford: Oxford University Press.

Kramersch, C. (1993). *Context and culture in language teaching.* Oxford: Oxford University Press.

7.3.3 Book - more authors

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by.* Chicago: University of Chicago Press.

Varela, F.J., Thompson, E., & Rosch, E. (1991). *The embodied mind: Cognitive science and human experience.* Cambridge: The MIT Press.

Brazil, D., Coulthard, M., & Johns, C. (1980). *Discourse intonation and language teaching.* London: Longman.

7.3.4 Edited book

Gibbon, D., & Richter, H. (Eds.). *Intonation, accent and rhythm.* Berlin: de Gruyter.

7.3.4.1 Article in an edited book

Husztai, I., Fábíán, M., & Bárányné, K. E. (2009). Differences between the processes and outcomes in third graders' learning English and Ukrainian in Hungarian schools of Beregszász. In M. Nikolov (Ed.), *Early learning of modern foreign languages: Processes and outcomes* (pp. 166-180). Bristol: Multilingual Matters.

Ikegami, Y. (2008). The heart: What it means to the Japanese speakers. In *Culture, body, and language: Conceptualizations of internal body organs across cultures and languages.* Berlin – New York: Mouton de Gruyter, p. 169-189.

7.3.5 Journal article

Polanyi, L. (1988). A formal model of the single author structure of discourse. *Journal of Pragmatics*, 12, 601-638.

7.4.1 Journal articles from electronic sources

Basic forms, commercial supplier, and using an Internet protocol:

Author. (Year). Title. Journal Title [Type of medium], volume (issue), paging or indicator of length. Available: Supplier/Database name (Database identifier or number, if available)/Item or accession number [Access date].

Author. (Year). Title. Journal Title [Type of medium], volume (issue), paging or indicator of length. Available Protocol (if applicable): Site/Path/File [Access date].

Examples: Clark, J. K. (1993). Complications in academia: Sexual harassment and the law. Siecus Report [CD-ROM], 21(6), 6-10. Available: 1994 SIRS/SIRS 1993 School/Volume 4/Article 93A [1995, June 13].

Inada, K. (1995). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics* [Online], 2, 9 paragraphs. Available: <http://www.cac.psu.edu/jbe/twocont.html> [1995, June 21]

When citing information retrieved on the World Wide Web, it is not necessary to repeat the protocol (Gopher) after “Available” since that is stated in the URL.

7.4.2 Magazine articles from electronic sources

Basic forms, commercial supplier, and using an Internet protocol:

Author. (Year, month day). Title. Magazine Title [Type of medium], volume (if given), paging or indicator of length. Available: Supplier/Database name (Database identifier or number, if available)/Item or accession number [Access date].

Author. (Year, month day). Title. Magazine Title [Type of medium], volume (if given), paging or indicator of length. Available Protocol (if applicable): Site/Path/File [Access date].

Examples:

Goodstein, C. (1991, September). Healers from the deep. *American Health* [CD-ROM], 60-64. Available: 1994 SIRS/SIRS 1992 Life Science/Article 08A [1995, June 13].

Viviano, F. (1995, May/June). The new Mafia order. *Mother Jones Magazine* [Online], 72 paragraphs. Available: [http://www.mojones.com/MOTHER JONES/MJ95/viviano.html](http://www.mojones.com/MOTHER_JONES/MJ95/viviano.html) [1995, July 17]

7.4.3 Newspaper articles from electronic sources Basic forms, commercial supplier, and using an Internet protocol:

Author. (Year, month day). Title. Newspaper Title [Type of medium], paging or indicator of length. Available: Supplier/Database name (Database identifier or number, if available)/Item or accession number [Access date].

Author. (Year, month day). Title, Newspaper Title [Type of medium], paging or indicator of length. Available Protocol (if applicable): Site/Path/File [Access date].

Examples:

Howell, V., & Carlton, B. (1993, August 29). Growing up tough: New generation fights for its life: Inner-city youths live by rule of vengeance. *Birmingham News* [CD-ROM], p. 1A (10 pp.). Available: 1994 SIRS/SIRS 1993 Youth/Volume 4/Article 56A [1995, July 16].

Johnson, T. (1994, December 5). Indigenous people are now more combative, organized. *Miami Herald* [Online], p. 29SA (22 paragraphs). Available: [gopher://summit.fiu.edu/Miami Herald – Summit-Related Articles/12/05/95 – Indigenous People Now More Combative, Organized](http://gopher://summit.fiu.edu/Miami_Herald_-_Summit-Related_Articles/12/05/95_-_Indigenous_People_Now_More_Combative,_Organized) [1995, July 16].

7.4.4 Discussion List Messages

Basic forms: Author. (Year, Month day). Subject of message. Discussion List [Type of medium]. Available E-mail: DISCUSSION LIST@e-mail address [Access date].

Author. (Year, Month day). Subject of message. Discussion List [Type of medium]. Available E-mail: LISTSERV@e-mail address/Get [Access date].

Examples: RRECOME. (1995, April 1). Top ten rules of film criticism. *Discussions on All Forms of Cinema* [Online]. Available E-mail: CINEMA-L@american.edu [1995, April 1].

Author's login name, in uppercase, is given as the first element. *Discussions on All Forms of Cinema* [Online]. Available E-mail:

LISTSERV@american.edu/Get cinema-1 log9504A [1995, August 1].
Reference is obtained by searching the list's archive.

7.4.5 Personal Electronic Communications (E-mail)

Basic forms: Sender (Sender's E-mail address). (Year, Month day). Subject of Message. E-mail to recipient (Recipient's E-mail address).

Examples:

Day, Martha (MDAY@sage.uvm.edu). (1995, July 30). Review of film -- Bad Lieutenant. E-mail to Xia Li (XLI@moose.uvm.edu).

For further details on referencing see the Publication Manual of the American Psychological Association. 7th Edition. Washington D. C.: American Psychological Association or <https://apastyle.apa.org>

7.4.6 Conference paper

Soriano, C. (2003). Conceptual metaphors and metonymies of anger in Spanish and English. Paper presented at *The 8th international cognitive linguistics conference*. Logrono, Spain, 20-25 July.

7.4.7 Sources without enough publication-related information:

Wherever some information is missing, you can use the following abbreviations in the bibliographical entry:

n. p. (no place of publication, or no publisher)

n. d. (no date of publication)

no pag. (no pagination)

8. Plagiarism and How to Avoid It

8.1 About Plagiarism in General

8.1.1 As term papers (let alone thesis papers) cannot be written without published sources, in order to remain fair and ethical, writers MUST acknowledge their debt to the writers of those materials.

8.1.2 If you do not (properly) cite the source you have used, you are guilty of plagiarism. 8.1.3 Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and presents them as his/her own product. Five different acts are considered plagiarism: a)

submitting a document written by someone else as one's own; b) copying the exact language of someone else without the use of quotation marks and without giving proper credit to the author; c) copying a paragraph from a source after having made small changes without appropriate acknowledgement; d) paraphrasing a paragraph with substantial changes without appropriate acknowledgement; e) using (unpublished) oral information in a text without indicating the source (a seminar discussion, a lecture delivered at university, etc.).

8.2 Self-plagiarism

8.2.1 Unless your instructor gives explicit permission for you to do so, you are not allowed to hand in an essay (term paper or thesis paper) – or even adapt or update an essay (term-paper, thesis paper) – already written and submitted for another course/university.

8.3 Tips to Avoid Academic Dishonesty

8.3.1 It is highly advisable to take notes (properly) whenever you read something in order to avoid the “I don't know where I've read it” feeling and be capable of indicating the source. Accurately copy the author, the title and other information about the source of publication, including the number(s) of page(s) from which notes or quotes were taken.

8.3.2 When taking notes, be sure to make a clear distinction between word-by-word quotations from the original and your own paraphrases, summaries and ideas. It is best to use quotation marks in your notes exclusively for literal quotations from your source.

8.3.3 Since it is impossible to write everything with complete originality, use quotation marks, footnotes (or in-text citation) to properly acknowledge other people's words or ideas employed in your paper.

8.3.4 Your use of quotation marks and source references (in-text citation) must clearly indicate which phrase, clause or paragraph was borrowed.

8.3.5 In the case of paraphrase, in order to avoid plagiarizing the author's language, resist the temptation to look at the source while summarizing.

Close the book, decide what aspects or elements of the source text are relevant to your topic, then write from memory and check for accuracy afterwards. Bear in mind that you should incorporate the borrowed ideas by altering both the original words and the sentence structure, that is you have to organize and express the facts of the original source(s) in your own (still formal) language.

8.3.6 Use a proper citation technique: indicate the author(s), the title, the place and date of publication, the publisher and the page number(s) as well). Do not forget page numbers.

8.3.7 Do not include sources in your Works Cited or Reference List which you have not referred to or quoted from (either directly or indirectly).

8.4 General Departmental Policy Concerning Plagiarism

8.4.1 Plagiarising students gain an unfair advantage over honest students. Therefore, the consequences of academic dishonesty are the following:

8.4.2 Academic dishonesty in an essay: the general policy is that in the case of detected plagiarism your end-term mark for the whole course is automatically ONE. A plagiarized paper cannot be rewritten.

8.4.3 Academic dishonesty in a thesis paper: in the case of detected plagiarism your thesis paper will automatically be rejected and marked ONE. The earliest possibility of submitting a new thesis (on another topic) is a year after the first submission.

9. Appendices

Generally any basic and practical material which is important to justify the results of a thesis may go in the appendices. They are usually too detailed to be included in the main body of the thesis but essential for understanding. Examples may include tables of data, questionnaires, interview protocols, classroom observation sheets, test papers, lesson plans, extracurricular activities, etc.

Lengthy materials are usually put in the Appendices, because they take up too much space in the thesis itself and interrupt the flow of the main text. The decision about where to put shorter materials (like a short text or excerpt of a text, etc.) must be made by the student and supervisor. If the material is to be discussed in the main text, helpfully illustrates this discussion, or needs to be referred to by the reader in order to follow the discussion, it should be included in the main text. If it is only some additional interesting or relevant information, but not really discussed in the text, it would probably be better as an appendix. The reader should be referred to an appendix through the use of a parenthetical note placed in an appropriate place in the text: (See Appendix 4.)

10. Submission of the course paper/thesis

The following rules should be observed concerning the submission of the Course paper/ Thesis:

- Copies of the Bachelor's (Master's) Thesis must be hard-bound.
- Students should not have their thesis bound until the supervisor has approved the final draft.
- Two bound copies must be submitted to the Department of Philology by the end of April.
- The cover bears the inscription Bachelor's (Master's) Thesis, the author's name, the specialization and the year of the thesis submission.

The spine bears the author's name and the year of (Master's) Thesis submission. After a successful thesis defence, the hardbound thesis copy will be placed in the college's library; in case of an unsuccessful defence, it will be kept in the student's file at the Study Department.

10.1 Basic Format Requirements

- a. Length: Course paper minimum 20 pages (appendices excluded)
Bachelor's thesis minimum 30 pages (appendices excluded)
- b. Font: Times New Roman 14

- c. Margins: Left 3 cm; Right 1.5 cm; Top 2 cm; Bottom 2 cm
- d. Page numbers: Bottom right, font size:12, starting from page 3 (Contents page)
- e. Paragraph: the first paragraph after a heading and every paragraph starting on a new page are used without indentation; all the other paragraphs are indented (1.25 cm). There is no extra space between the paragraphs.
- f. Structure: indented paragraphs
- g. Line spacing: 1 ½ spaces between lines (two extra spaces before and one after sub-headings is requested)

Format Requirements for the Master's Thesis

a. Font, typing and spacing: use the 14-point Times New Roman font size. A smaller font size can be used for tables, figures, graphs etc. although it should be used consistently throughout the document.

The pages must be printed on only one side of the sheet.

1,5 line spacing is recommended. Before and after the parts of the document two spaces must be used.

b. The margins of the pages must be the following: left 3 cm, right 1,5 cm, top and bottom 2 cm.

c. Paragraph indentation is 1,25 cm.

d. Page numbers: Arabic numerals are used for both page and chapter numbers. All pages are numbered, however the numbers do not appear on title pages. The numbers are centred at the bottom of the page.

e. Length: the length of the thesis is approximately 50–60 pages, not including the references and appendices.

10.2 Formatting the course paper/bachelor's thesis

- Cover: soft-bound for course paper and hard-bound for thesis
- Title page: both in English and Ukrainian (see sample in the Appendix)
- Table of contents: in English and Ukrainian
- Introduction
- Body chapters: usually 2-3, as agreed by student and supervisor
- Conclusion(s)
- References
- Summary in Ukrainian
- Appendices (given titles: Appendix 1, Appendix 2, etc.)

Page Order Requirements for the Master's Thesis

Title pages: two title pages in Ukrainian and one title page in English appear at the beginning of the thesis (see sample pages in the Appendix).

Table of contents: the title page in Ukrainian must be followed by the *equivalent* title page in English.

List of Abbreviations – optional

Introduction (5–7 pages in length) (highly structured!)

Main body: the number of chapters is not limited, although including fewer than two chapters or chapters with one sub-chapter is unacceptable.

Each chapter begins and ends with a brief introduction and summary accordingly (approximately one paragraph in length), though no subheadings are used to divide them from the rest of the chapter.

Conclusions: in this part of the document the answers to the tasks of the study set in the introduction must be given.

References: (APA style is recommended)

Summary in Ukrainian

Appendices (optional)

Statement/nyilatkozat

11. Guides to good writing

11.1 Research and writing: verb tense in the method and introductory section

You start your research paper with the Introduction section and because you have not carried out such a piece of research yet, you should write about what you plan to do in the *Future tense* (because you will do the work at some point in the future). For example:

To make a survey of the students' communicative competence a questionnaire *will* be administered both to senior students and their teachers of two Hungarian Secondary Schools of Beregszász.

You are supposed to use “will” rather than the more informal “going to”. If you list facts or information that are true and unlikely to change, write about them in the Present tense. For example:

A multiple choice questionnaire will be used for students as it *offers* a way to reduce the time respondents will need to complete it and the possibility of misunderstanding.

Since the meaning of *offer* here is always true whether the questionnaire is administered today, tomorrow or the next year, “offers” is used instead of “will offer”.

Remember to use Present tense for facts or information that is true or unlikely to change.

For your course paper, bachelor’s or master’s thesis

Most of your methodology section will be written in the Past tense because you are recording what you have done. For example:

The survey *provided* answers to a number of questions concerning teaching English as a foreign language in schools with Hungarian as the language of instruction.

Notice also that *Present tense* is used to talk about the thesis or course paper itself and what it contains, shows, etc. For example:

Table 1 shows the number of students studying English as a foreign language.

Remember always to use Simple present to refer the reader to a table or figure in your text. For example:

The results of the questionnaire are shown in Table 1.

The most commonly used tense in the method section is Simple past (passive) as it describes actions that are now finished.

Although this may be elementary advice, it is still important to remember that you should edit your work several times.

12. Deadlines to follow

Teachers provide topics for the following academic year in February and students will choose a topic from those offered by supervisors immediately after the beginning of the spring term and approximately 1 ½ years before the thesis must be submitted. Those students who are interested in a

particular theme may ask a teacher to approve a personally chosen topic.

Deadlines have been established to ensure that the student is progressing at a pace that allows him/her to finish the thesis in time. The final due date is quite early, due to the necessity of two instructors reading and grading the thesis.

These are the deadlines which were set with the purpose of making the work of students and supervisors more structured and easier. Therefore, we recommend that both students and supervisors follow the suggested deadlines to save them “painful” work.

Table 3

Deadlines to follow

| DATE | ACTIVITY |
|------------------------|---|
| February | The Department of Philology announces the topics of course papers and theses, all of which include some kind of research (on the students' part.) |
| End of February | Students choose and sign up for a topic. |
| March | First consultation with the supervisor. The topic can be still adjusted after both the teacher and student come to an agreement. |
| April 30 | Proposal submitted to the Department |
| May 30 | Final draft approval |
| October 30 | Report of the student on researching the available academic literature (using Internet sources is discouraged). <u>Thesis research must be prepared by students and shown to supervisors.</u> |
| November 30 | Handing in the first draft of the literature review (= Chapter 1 of the paper / thesis) |
| January | Students' report on on-going empirical research. |
| February 20 | Students hand in the first draft of Chapter 2 (i.e. the written-up version of the research carried out during January- and February) |
| March 30 | Students prepare final draft of the paper |

| | |
|------------------|---|
| April | Submitting the course papers. One soft-bound copy |
| | Submitting the theses. Two hard-bound copies |
| To may 30 | Course paper defence |
| May | Supervisors and second readers' commentaries due one week before defence of theses. Supervisors must let students read their evaluations before defence |
| June | Students read the commentaries three days before defence. |
| June | Theses defence |

Since your thesis project has a definite due date, you should establish a schedule for research and writing, and agree on it with your advisor. After doing so try always to keep the dates. Leave plenty of time for faculty to read your drafts and then for you to revise them. After spending months on research and writing, you will need time to polish the results.

13. Responsibilities

13.1 Student responsibilities

- Consult with the supervisor on a regular basis (according to agreed schedule).
- Meet deadlines for:
 - Initial drafts of chapters
 - First draft of entire thesis
 - Final draft
- Prepare a detailed outline of the paper and the empirical research you have designed and show it to your supervisor before starting the research and the writing process. The outline should contain the following:

The title of the paper / thesis;

Aims of the research;

Hypothesis(es) and research questions;

Possible outcomes;

Methodology issues (participants and instruments);

- Meet and report to supervisors according to the approved deadline.

- Type and print all the drafts and the final version of the paper / thesis.
- Hand in the paper / thesis on time.

Students should be aware that if they fail to consult regularly with their supervisor there is a high probability that the thesis will not be properly done and will not be approved for a defense. It will then mean failure with a necessary rewriting and different defence in a year's time.

13.2 Supervisor responsibilities

The role of the supervisor is to help students plan and execute the research and write the Bachelor's Thesis according to the requirements of the department. In particular:

- help the students in planning the study but not write the outline instead of them;
- share their knowledge and experience in doing research with the students;
- read the students' research outline and suggest changes if necessary;
- direct students' attention to sources relevant for their studies;
- read typed and printed drafts of papers and theses;
- provide official (opinion), grade and minimum three questions for the defence in English on time;
- write reviews/second reader's reviews in English in time.

Supervisors will not re-write part of the paper or the whole of it. Nor will they correct grammatical or spelling errors in the papers / theses, they will only *indicate* these once in the draft.

14. Recommended steps in the process of writing the bachelor's/master's thesis

Each step in the process of writing the thesis involves consultation with the supervisor. The student's job is to produce parts of the thesis according to the agreed plan by the agreed deadlines. The supervisor's job is to help the student understand and carry out each task. The supervisor will review the work produced by the student, make comments on both its merits and deficiencies, and offer advice on how to proceed.

The following are recommended steps which the student should follow in

planning, researching and writing the bachelor's/master's thesis:

- a. Consult with the supervisor about the topic at the beginning of the semester after topic selection.
- b. Make plans for research and writing with the supervisor and follow the agreed schedule.
- c. Identify the focus or research question to be addressed in the work.
- d. Make a tentative outline of the organization of information that will be in the thesis. This will show the tentative organization of chapters to be included.
- e. Begin research as discussed with the supervisor and take notes from sources.
- f. If necessary, revise the focus or research question based on initial research. Revise the outline.
- g. Continue gathering information, collecting notes and organizing notes to be used in writing.
- h. Begin writing first drafts of chapters. These should include a description of methods used to gather information, methods used to analyze the information, findings, and analyses of findings, conclusions reached and implications of the findings.
- i. Write the introduction and the conclusion based on the contents of the body of the work.
- j. Submit a draft of the entire work.
- k. Make final revisions based on the advice of the supervisor.
- l. Submit the final, bound copies of the thesis.
- m. Obtain the commentaries of the supervisor and opponent.
- n. Prepare for the defense, especially noting and preparing responses to the comments made in the commentaries.

15. Handy tips for writing the bachelor's/master's thesis

1. The best way to get started on your thesis is to prepare an extended outline. It is sensible to begin with making up the Table of Contents, listing each chapter, section and subsection that you propose to include. For each of them write a brief description of the contents of the section. After doing so you should consult your supervisor and carefully review the outline. If there is anything unnecessary, i.e. material not directly related to your research you should remove it or add

any essential but yet missing material. Make sure to make these decisions at an early stage, during the outline phase, to save time and needless writing.

2. Bear in mind that writing a successful piece of academic writing is a painstaking and time-consuming task as you have to study relevant literature, carry out the research itself and finally organize your arguments and results into an efficient thesis document worth defending. In addition you should write it in a language that is *not* your native and you may have difficulty in getting ideas across, therefore numerous revisions are required.
So leave yourself and your supervisor enough time to avoid painful consequences at the defence.
3. As there is a huge amount of information in the thesis, organize your thoughts logically, be always clear, highlight important parts by appropriate titles in order to direct the reader to the important questions.
4. Strictly keep the deadlines.
5. Check for spelling and grammatical errors.
6. Make sure the reference section is properly alphabetized. The paper is in English, so you should alphabetize according to the English alphabet.
7. You are supposed to use British English, so use it all the time.
8. ALWAYS write in the third person. Do not use "I", "me", "you".
9. Plagiarism is the sure way to fail. It cannot be overstressed that this is to be a student's own work, and not that which has been cut from the Internet or other sources.

Finally, you need to re-read and edit, time and again. Proofread everything you turn in to your advisor. Obviously, you will run spellcheck. Do it *every time* before you turn in a draft to your advisor. In addition, you must re-read the paper carefully, looking for errors the computer missed, such as using "there" instead of "their" or inadvertently leaving out a word because of editing. Therefore, you have to proofread each time.

16. Course paper and thesis defence

The purpose of the defence is for the students to demonstrate that they can discuss the purpose and main findings of their thesis, as well as respond to comments and criticisms made by their supervisor and reviewer in

commentaries or by members of the examining board.

The defense of the Bachelor's Thesis is made during the state final examination.

During the procedure of course papers and theses' defence students are supposed firstly to make a 5-7 (or even shorter if required so) minutes presentation based on the area of research as stated in the paper's subject-matter. In their accounts students outline:

- The subject-matter of the research paper
- The topic's importance, novelty, relevance and its controversial aspects as highlighted in the research paper
- The research's purpose, object, subject, tasks, methods, hypotheses, mentioning whether they were proved or refuted, theoretical and practical value
- Structural components of the research paper
- The paper's main results, gains, as well as findings of the empirical study
- Implications and conclusions

Students are obliged to answer all questioned posed by reviewers, members of the board of the defense or anyone present at the defence. Students shall not read their presentation!

Criteria for evaluating master's theses

Every master's thesis is evaluated by the academic supervisor of the thesis and the second reader separately according to the descriptors below in ten different categories. For academic supervisors, they are as follows:

1 = General description, 2 = Level of originality, 3 = Literature: selection and familiarity, 4 = Research methodology, 5 = Theoretical analysis, 6 = Empirical analysis, 7 = Analysis of results and conclusions, 8 = Author's independence, 9 = Clarity and linguistic form of presentation, 10 = Work process

For second readers, the categories are the same but the tenth one:

1 = General description, 2 = Level of originality, 3 = Literature: selection and familiarity, 4 = Research methodology, 5 = Theoretical analysis, 6 = Empirical analysis, 7 = Analysis of results and conclusions, 8 = Author's independence, 9 = Clarity and linguistic form of presentation, 10 = Level of revision. The descriptors clearly describe what is meant by each of them (see Tables 3 and 4).

Table 4

Criteria of evaluation of master's theses – Academic supervisor's copy

| | Excellent – 10 points | Very good – 8 points | Good – 6 points | Satisfactory – 4 points | Sufficient – 2 points |
|---|--|---|---|---|--|
| 1 | All the areas of the research have been executed very well and the research produces new scientific information. | Almost all areas of the research are of high quality, and it produces new professional or scientific information. | The research is of good quality, includes interesting new information and does not have any notable deficiencies. | The research is satisfactory and has clear deficiencies, but several areas of the research exceed the requirements for Sufficient | The research is of poor quality but fulfils the minimum requirements set for the master's thesis (i.e. all the evaluated areas meet at least the criteria for Sufficient). |
| 2 | New information on the research and publishing level. | Stronger than Good but weaker than Excellent. | A relatively new viewpoint on a topic at the advanced studies level. | Stronger than Sufficient but weaker than Good. | A general approach to a thoroughly investigated topic |
| 3 | An abundant and comprehensive variety of source materials with an academic emphasis (theoretical books, research publications) and excellent familiarity with the topic. | Stronger than Good but weaker than Excellent. | The source materials consisting of scientific and possibly technical documents support the research appropriately. The selection and handling of materials demonstrates a good critical research approach. Appropriate familiarity with the | Stronger than Sufficient but weaker than Good. | Disconnected source materials with an emphasis on technical reports and websites. Insufficient familiarity with the topic. |
| 4 | All the areas contribute to the research goal. A seamless entity with balanced and logical content. | Stronger than Good but weaker than Excellent. | A coherent entity that is easy to follow, but emphasis on the different areas could be improved. | Stronger than Sufficient but weaker than Good. | A confusing and imbalanced structure, vague connections between the topic, content, and goals. Contentual deficiencies. |
| 5 | A comprehensive theoretical section in relation to the research topic, with excellent source triangulation. | Stronger than Good but weaker than Excellent. | The literature review discussing the research problem demonstrates fluent use of source materials as well as critical thinking and discussion. | Stronger than Sufficient but weaker than Good. | An insufficient theoretical section without a clear introduction to the subject matter. |
| 6 | The empirical/constructive section is an entity on par with the research level (methods, outputs). | Stronger than Good but weaker than Excellent | A well-described research framework. Producing the clearly described results has required strong and versatile research skills. | Stronger than Sufficient but weaker than Good. | An insufficient or vague collection of outputs with a partly nonspecific connection to the topic. |
| 7 | The results are presented in a comprehensive and diverse manner and are seamlessly connected to the theoretical background and research goals. | Stronger than Good but weaker than Excellent. | The results are reported clearly but partly as individual entities without a comprehensive analysis and connections to the theoretical background. | Stronger than Sufficient but weaker than Good. | Disconnected and sporadic observations and conclusions without clear connections to the entity. |
| 8 | An entirely independently executed research delivered within the defined time frame. | Stronger than Good but weaker than Excellent. | The research has been executed rather independently and reasonably within the defined time frame. | Stronger than Sufficient but weaker than Good. | Completing the research has required considerable input from the supervisor, or the defined time frame has had to be modified significantly. |

| | | | | | |
|----|--|--|---|--|--|
| 9 | The entire research is easy to understand and it is linguistically faultless. | Stronger than Good but weaker than Excellent. | The research is easy to read and linguistically rather faultless. | Stronger than Sufficient but weaker than Good. | The research has numerous linguistic errors and it is difficult and partly confusing to read. |
| 10 | Process was smooth, student was motivated, kept the agreements, took responsibility of the process independently, spontaneous researcher's attitude. | Process was smooth, student was motivated, agreements were kept, adequate responsibility of the process taken. | Process was fairly smooth, motivation of the student varied, agreements were mostly kept. | Difficulties in the process, the student needed a lot of help, motivation and taking responsibility of the process varied. | Motivation of the student not very high, needed a lot of help, taking responsibility of the process varied, schedules were not kept. |

Table 4

Criteria of evaluation of master's theses – Second reader's copy

| | Excellent – 10 points | Very good – 8 points | Good – 6 points | Satisfactory – 4 points | Sufficient – 2 points |
|---|--|---|---|---|--|
| 1 | All the areas of the research have been executed very well and the research produces new scientific information. | Almost all areas of the research are of high quality, and it produces new professional or scientific information. | The research is of good quality, includes interesting new information and does not have any notable deficiencies. | The research is satisfactory and has clear deficiencies, but several areas of the research exceed the requirements for Sufficient | The research is of poor quality but fulfils the minimum requirements set for the master's thesis (i.e. all the evaluated areas meet at least the criteria for Sufficient). |
| 2 | New information on the research and publishing level. | Stronger than Good but weaker than Excellent. | A relatively new viewpoint on a topic at the advanced studies level. | Stronger than Sufficient but weaker than Good. | A general approach to a thoroughly investigated topic |
| 3 | An abundant and comprehensive variety of source materials with an academic emphasis (theoretical books, research publications) and excellent familiarity with the topic. | Stronger than Good but weaker than Excellent. | The source materials consisting of scientific and possibly technical documents support the research appropriately. The selection and handling of materials demonstrates a good critical research approach. Appropriate familiarity with the | Stronger than Sufficient but weaker than Good. | Disconnected source materials with an emphasis on technical reports and websites. Insufficient familiarity with the topic. |
| 4 | All the areas contribute to the research goal. A seamless entity with balanced and logical content. | Stronger than Good but weaker than Excellent. | A coherent entity that is easy to follow, but emphasis on the different areas could be improved. | Stronger than Sufficient but weaker than Good. | A confusing and imbalanced structure, vague connections between the topic, content, and goals. Contentual deficiencies. |
| 5 | A comprehensive theoretical section in relation to the research topic, with excellent source triangulation. | Stronger than Good but weaker than Excellent. | The literature review discussing the research problem demonstrates fluent use of source materials as well as critical thinking and discussion. | Stronger than Sufficient but weaker than Good. | An insufficient theoretical section without a clear introduction to the subject matter. |
| 6 | The empirical/constructive section is an entity on par with the research level (methods, outputs). | Stronger than Good but weaker than Excellent | A well-described research framework. Producing the clearly described results has required strong and versatile research skills. | Stronger than Sufficient but weaker than Good. | An insufficient or vague collection of outputs with a partly nonspecific connection to the topic. |

| | | | | | |
|----|--|---|--|--|--|
| 7 | The results are presented in a comprehensive and diverse manner and are seamlessly connected to the theoretical background and research goals. | Stronger than Good but weaker than Excellent. | The results are reported clearly but partly as individual entities without a comprehensive analysis and connections to the theoretical background. | Stronger than Sufficient but weaker than Good. | Disconnected and sporadic observations and conclusions without clear connections to the entity. |
| 8 | An entirely independently executed research delivered within the defined time frame. | Stronger than Good but weaker than Excellent. | The research has been executed rather independently and reasonably within the defined time frame. | Stronger than Sufficient but weaker than Good. | Completing the research has required considerable input from the supervisor, or the defined time frame has had to be modified significantly. |
| 9 | The entire research is easy to understand and it is linguistically faultless. | Stronger than Good but weaker than Excellent. | The research is easy to read and linguistically rather faultless. | Stronger than Sufficient but weaker than Good. | The research has numerous linguistic errors and it is difficult and partly confusing to read. |
| 10 | The research is a coherent and carefully revised entity. | Stronger than Good but weaker than Excellent. | The research is a fairly well revised entity, but some of the sections could have been improved. | Stronger than Sufficient but weaker than Good. | The research has not been revised much. References as well as numbering of tables and figures may have errors. |

Besides the ten categories, there are also five different qualities of theses: excellent, very good, good, satisfactory and sufficient. The value of all the descriptors is the number of points each quality equals to. Thus, the least points a poor, SUFFICIENT thesis may score is 20, while the maximum points an EXCELLENT thesis may obtain is 100. After evaluation, the points in each category are added up, and the sum is converted into percentage in the ECTS used at the college, introduced in Table 5 below.

Table 6

ECTS values and grades at the college

| The total score based on all academic performance | Grade according to ECTS | Rating based on the national scale | |
|---|-------------------------|--|-----------------------------------|
| | | evaluation of exams, course paper, practice | evaluation of pass-and-fail exams |
| 90-100 | A | excellent | 5 |
| 82-89 | B | good | 4 |
| 75-81 | C | | |
| 64-74 | D | | |
| 60-63 | E | satisfactory | 3 |
| 35-59 | FX | fail , with a possibility of resitting the exam | 2 |
| 1-34 | F | fail , with an obligation to re-take the discipline | 2 |

Otherwise, the general grading scale applies as in Appendix 1.

17. Academic vocabulary

One important characteristic of English academic style is the use of formal, advanced vocabulary. Examples of words and phrases which are commonly employed by researchers are listed below.

17.1 Useful phrases: Introduction

Establishing the importance, interest and novelty of the research area

- Many recent studies have focused on...
- It is becoming increasingly difficult to ignore the...
- It is now generally recognized...
- Recent developments in X have heightened the need for...
- In recent years, there has been an increasing interest in...
- Recent developments in the field of X have led to a renewed interest in...
- Recently, researchers have shown an increased interest in...
- The past decade has seen the rapid development of X in many...
- Over the past century there has been a dramatic increase in...

Justifying the need for research:

- However, little is known...
- Despite the significance of ..., little attention has been paid to...
- It remains unclear whether...
- However, these rapid changes are having a serious effect...
- However, a major problem with this kind of research is...
- To date there has been little agreement on what...
- More recently, literature has emerged that offers contradictory findings about...
- One observer has already drawn attention to the paradox in...
- The issue of X has been a controversial and much disputed subject within the field of...
- The issue has grown in importance in light of recent...
- One major theoretical issue that has dominated the field for many years concerns...
- One major issue in early X research concerned...
- So far, however, there has been little discussion about...
- However, far too little attention has been paid to...
- The research to date has tended to focus on X rather than Y.
- In addition, no research has been found that surveyed...

- So far this method has only been applied to...
- However, there have been no controlled studies which compare differences in...
- The experimental data are rather controversial, and there is no general agreement about...

Outlining the aim of the research:

- The present study analyses...
- This study seeks to understand...
- This study sets out to identify...
- This paper will focus on/examine/give an account of...
- This paper seeks to address the following questions:
- This essay critically examines/discusses/traces...
- The purpose of this paper is to review recent research into the...
- In this paper I argue that...
- This chapter reviews the literature concerning the usefulness of using...
- The aim of this paper is to determine/examine...
- The aim of this study is to evaluate and validate...

Outlining the paper's structure:

- This year-paper has been divided into an introduction, two chapters, conclusion etc.
- The first chapter deals with...
- The main questions/issues addressed in this paper are: a), b) and c).
- The year-paper has been organised in the following way.
- This paper first gives a brief overview of the recent history of X. • This paper begins by...It will then go on to...
- The first chapter of this paper will examine...
- Finally, ...
- Chapter 2 begins by laying out the theoretical dimensions of the research, and looks at how...
- Chapter 3 describes the design, synthesis, characterization and evaluation of...
- The last chapter assesses the...

17.2 Useful phrases: Literature review

Referring to the relevant literature:

- A considerable amount of literature has been published on X. These studies...

- The first serious discussions and analyses of X emerged during the 1970s with...
- The generalisability of much published research on this issue is problematic.
- What we know about X is largely based upon empirical studies that investigate how...
- During the past 30 years much more information has become available on...
- In recent years, there has been an increasing amount of literature on...
- A large and growing body of literature has investigated...
- Many researchers have argued that...
- Numerous studies have attempted to explain...
- Recent evidence suggests that...
- Surveys such as that conducted by Smith (1988) have shown that...
- Several attempts have been made to...
- Several studies have revealed that...
- Several studies have been carried out on...
- Previous studies have reported...
- Previous research findings into X have been inconsistent and contradictory
- A number of studies have found that...
- The relationship between X and Y *has been widely investigated*...

Referring to investigations

- X *found* that as levels of literacy and education of the population rise...
- X *demonstrated* that when the maximum temperature is exceeded...
- X *investigated* the differential impact of formal and non-formal education on...
- X *analysed* the data from 72 countries and concluded that...
- X *reviewed* the literature from the period and found little evidence for this claim.
- X *interviewed* 250 undergraduate students using semi-structured questionnaires.
- X *performed* a similar series of experiments in the 1960s to show that...
- X *carried out* a number of investigations into the...
- X *conducted* a series of trials *in which*...
- X *measured* both components of the...
- X *labelled* these subsets as...
- X *examined* the flow of international students...

Referring to the work of other researchers

- *X identifies* poor food, bad housing, inadequate hygiene and large families as the major causes of...
- *X lists* three reasons why the English language has become so dominant. These are: ...
- *X traces* the development of Japanese history and philosophy during the 19th century.
- *X provides* in-depth analysis of the work of Aristotle showing its relevance to contemporary times.
- *X draws our attention to* distinctive categories of motivational beliefs often observed in...
- *X highlights* the need to break the link between economic growth and transport growth...
- *X discusses* the challenges and strategies for facilitating and promoting...
- *X questions* whether mainstream schools are the best environment for...
- *X considers* whether countries work well on cross-border issues such as...

Referring to other researchers' ideas

X points out that...

argues / maintains / claims / concludes / suggests / argues for / offers / proposes / suggests

Introducing quotations

- In the final part of his work, X writes...
- X concludes: ...
- As X argues: ...
- As X states: ...

17.3 Useful phrases: Description of the Research

In the practical part of your paper, you should give a detailed account of how the research was carried out.

Describing the methods

- To date various methods have been developed and introduced to measure X:
- In most recent studies, X is measured in four different ways.
- This method is used to determine...

- Different authors have measured X in a variety of ways.
- A variety of methods are used to assess X. Each has its advantages and drawbacks.
- The semi-structured approach was chosen because...
- Smith et al (1994) identify several advantages of the case study, ...
- It was decided that the best method to adopt for this investigation was to...
- The design of the questionnaires was based on...
- The X method is one of the more practical ways of...
- It was considered that quantitative measures would usefully supplement and extend the qualitative analysis.

Mentioning the participants

- The sample consisted of 200 students...
- All of the participants were aged between 18 and 19 at the beginning of the study...
- Two groups of subjects *were interviewed*, namely X and Y.
- A random sample of students was recruited for this study...
- Forty-seven students studying X were recruited for this study.
- The students were divided into two groups based on their performance on...
- The project used a convenience sample of 32 first year modern languages students.
- Just over half the sample (53%) was female, of whom 69% were...
- A small sample was chosen *because of* the expected difficulty of obtaining...
- The subjects were selected *on the basis of*...
- Criteria for selecting the subjects were as follows...

Describing the purpose

- *In order to identify*..., the subjects were asked to...
- *In order to understand how*..., a series of questionnaires was performed..
- *To control for bias*, measurements were carried out by another person.
- *To measure X*, a question asking... was used.
- To determine whether...
- To establish whether...,
- *In an attempt to make* each interviewee feel as comfortable as possible, the interviewer...
- *For the purpose of* height measurement, subjects were asked to stand...
- *For the purpose of analysis*, 2 segments were extracted from each...

17.4 Useful phrases: Results

Referring to aim/method

- To assess X, the Y questionnaire was used.
- Changes in X and Y were compared using...
- The average scores of X and Y were compared in order to...
- Nine items on the questionnaire measured the extent to which...
- The correlation between X and Y was tested.
- Simple statistical analysis was used to...

Locating the results:

- Table 1 shows/ compares/ presents/ provides the experimental data on X.
- The results obtained from the preliminary analysis of X are shown/ can be compared/ are presented in Table 1.
- As shown in Figure 12.1,...
- As can be seen from the table (above),...
- It can be seen from the data in Table 12.1 that...
- From the graph above we can see that...

Highlighting significant data in a table/chart

- It is apparent from this table that very few...
- Data from this table can be compared with the data in Table 4.6 which shows...
- From the data in Figure 9, it is apparent that...
- From this data we can see that...
- The histogram in Fig 1. indicates that...
- What is interesting in this data is that...
- As Table III shows, there is a significant difference between the two groups.
- Strong evidence of X was found when...
- There was a significant positive correlation between...
- There was a significant difference between the...
- Interestingly, for those subjects with X, ...
- A positive correlation was found between X and Y.
- Further analysis showed that...
- Further statistical tests revealed...
- There were no significant differences between...
- No significant differences were found between...
- No increase in X was detected.

Reporting results from questionnaires and interviews

- Over half of those surveyed reported that...
- 70% of those who were interviewed indicated that...
- Almost two-thirds of the participants (64%) said that...
- A small number of those interviewed suggested that...
- Only a small number of respondents indicated that...
- A minority of participants (17%) indicated...
- In response to Question 1, most of those surveyed indicated that...
- The overall response to this question was very positive.
- When the subject were asked..., the majority commented that...
- Other responses to this question included...
- The overall response to this question was poor.

17.5 Useful phrases: Discussion and Implications

Stating result

- The results of this study show/indicate that...
- This experiment did not detect any evidence for...
- On the question of X, this study found that...
- The current study found that...
- The most interesting finding was that...
- Another important finding was that...
- The results of this study did not show that.../did not show any significant increase in...
- In this study, Xs were found to cause...

Unexpected outcome

- Surprisingly, X was found to...
- One unanticipated finding was that...
- It is somewhat surprising that no X was noted in this condition...
- What is surprising is that...
- Contrary to expectations, this study did not find a significant difference between...
- However, the observed difference in between X and Y in this study was not significant.
- This finding was unexpected and suggests that...

Referring to previous research

- This study produced results which corroborate the findings of a great deal of the previous work in this field.
- These findings of the current study are consistent with those of Smith and Jones (2001) who found...

- This finding is in agreement with Smith's (1999) findings which showed...
- These findings further support the idea of...
- These results are consistent with those of other studies and suggest that...
- The present findings seem to be consistent with other research which found...
- This also accords with our earlier observations, which showed that...
- However, the findings of the current study do not support the previous research.
- This study has been unable to demonstrate that...
- However, this result has not previously been described.
- Although, these results differ from some published studies (Smith, 1992; Jones, 1996), they are consistent with those of...

Providing explanations for results:

- There are several possible explanations for this result.
- These differences can be explained in part by the proximity of X and Y.
- A possible explanation for this might be that...
- Another possible explanation for this is that
- This result may be explained by the fact that.../ by a number of different factors.
- It is difficult to explain this result, but it might be related to...
- It seems possible that these results are due to...
- The reason for this is not clear but it may have something to do with...
- It may be that these students benefitted from...
- This inconsistency/discrepancy may be due to...
- This rather contradictory result may be due to...
- These factors may explain the relatively good correlation between X and Y.
- There are, however, other possible explanations.
- The observed increase in X could be attributed to...
- The observed correlation between X and Y might be explained in this way.

Suggesting general hypotheses

- It is therefore likely that such connections exist between...
- It can thus be suggested that...
- It is possible/likely/probable therefore that...

- Hence, it could conceivably be hypothesised that...
- These findings suggest that...
- It may be the case therefore that these variations...
- It is possible, therefore, that...
- Therefore, X could be a major factor, if not the only one, causing...
- It can therefore be assumed that the...

Implications

- This finding has important implications for developing...
- An implication of this is the possibility that...
- One of the issues that emerges from these findings is...
- Some of the issues emerging from this finding relate specifically to...
- Further research should be done to investigate the...
- Research questions that could be asked include...
- Future studies on the current topic are therefore recommended.
- A further study with more focus on X is therefore suggested.
- Further studies, which take these variables into account, will need to be undertaken.
- This is an important issue for future research.

17.6 Useful phrases: Conclusions

Conclusions summarise and comment on the main points covered in the paper. They also make reference to significance of the findings and recommendations for future work.

- This paper has given an account of and the reasons for the widespread use of X...
- This assignment has explained the central importance of...
- This dissertation has investigated...
- This study set out to determine...
- The present study was designed to determine the effect of...
- In this investigation, the aim was to assess...
- The purpose of the current study was to determine...
- Returning to the hypothesis/question posed at the beginning of this study, it is now possible to state that...
- This study has shown that...
- These findings suggest that in general...
- One of the more significant findings to emerge from this study is that...

- It was also shown that...
- This study has found that generally...
- The following conclusions can be drawn from the present study...
- The relevance of X is clearly supported by the current findings.
- This study/research has shown that...
- The second major finding was that...
- The results of this investigation show that...
- The most obvious finding to emerge from this study is that...

Suggesting implications

- The evidence from this study suggests that...
- The results of this study indicate that...
- The results of this research support the idea that...
- In general, therefore, it seems that...
- Taken together, these results suggest that...
- An implication of this is the possibility that...
- The findings of this study suggest that...

Significance of the findings

- These findings enhance our understanding of...
- This research will serve as a base for future studies and...
- The current findings add to a growing body of literature on...

Recommendations for further research

- Further work needs to be done to establish whether...
- Further experimental investigations are needed to estimate...
- More broadly, research is also needed to determine...
- Further research might explore/investigate...
- Further investigation and experimentation into X is strongly recommended.
- It would be interesting to assess the effects of...
- More information on X would help us to establish a greater degree of accuracy on this matter.
- If the debate is to be moved forward, a better understanding of ... needs to be developed.
- Considerably more work will need to be done to determine...

17.7 Logical Connectors

- **Linking Ideas**

also, however, since, whereas, although, moreover, so, while, as, on the other hand, therefore

- **Emphasis**

and, also, as well as, moreover, further, furthermore, in addition, additionally, next, secondly, thirdly

- **Comparison**

similarly, likewise, in the same way, equally

- **Contrast**

on the other hand, although, for all that, however, on the contrary, conversely, otherwise, yet, but, even so, despite

- **Difference or similarity**

yet, even so, despite, notwithstanding

- **Reason**

for this reason, to this end, for this purpose, because, since, so that

- **Explaining results**

as, as a consequence, as a result, hence, therefore, thus, inevitably, so

- **Example**

for example, for instance, in other words, by way of illustration, such as, this demonstrates

- **Conclusion**

as has been noted, finally, in brief, in short, to summarise, consequently, therefore, in conclusion, so, in other words, accordingly

A research paper presents the results of your study of a selected topic. Based on your own thoughts and the facts and ideas you have gathered from a variety of sources, a research paper is a creation that is yours. The experience of gathering, interpreting, and documenting information, developing and organizing ideas and conclusions, and communicating them clearly will prove to be an important and satisfying part of your education. It is important to follow consistently and accurately the format recommended in this guide.

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Appendix 1

Criteria for evaluation of course papers and theses (“Thesis marking criteria”)

(accepted and used at the School for English and American Studies and the Department of English Applied Linguistics, ELTE University, Budapest)

I. FORM (10 points — 40%)

Format (5 points)

Layout: Professional appearance (neatness, spacing, fonts, margins).

Structure: Division into main parts, clarity of organization, subheadings, paragraphs.

APA reference and citation style.

Language (5 points)

Accuracy (grammar, punctuation, etc.).

Register (appropriate academic style, reader-friendliness).

Discourse (clarity of argumentation, cohesion within and transition between paragraphs).

II. CONTENT (15 points — 60%)

Review of the literature (5 points)

Clear relationship between the research question and the literature survey.

Familiarity with relevant literature and research results (placing the research topic within the development of the field).

Familiarity with analytical procedures available.

Analysis (10 points)

Research question(s) and objectives: original and explicitly formulated.

Materials: a well-specified and justified set of materials (e.g. empirical quantitative data, corpus of texts, set of course books or practical activities).

Originality: proof of original and independent use of academic research tools, provides new approach to the area researched.

Procedures: (of data collection, data analysis and interpretation) clearly and systematically presented with convincing arguments / justification.

Results: clearly presented (e.g. in tables, figures, charts or graphs if necessary) and interpreted.

Conclusion: well-supported, convincingly related to the study as a whole, includes consideration of alternative interpretations and views, draws practical implications from the study (where appropriate).

Appendix 2

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Курсова робота

**СПІВВІДНОШЕННЯ
МІЖ ЗНАНЯМИ ІНШОМОВНОЇ ЛЕКСИКИ
ТА КОМУНІКАТИВНОЮ КОМПЕТЕНТНІСТЮ УЧНІВ**

САБОВ ГАБРІЄЛЛИ ЄВГЕНІВНИ

Студента(ки) III -го курсу

Спеціальності 014 Середня освіта. Мова і література (англійська)

Освітній рівень: Бакалавр

Тема затверджена на засіданні кафедри

Протокол № /

Науковий керівник:

Завідуючий кафедрою філології:

Робота захищена на оцінку _____, «__» _____ 20.. року
Протокол № _____ / 20..

Appendix 3

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

СПІВВІДНОШЕННЯ МІЖ ІНШОМОВНИМ СЛОВНИКОВИМ ЗАПАСОМ ТА КОМУНІКАТИВНОЮ КОМПЕТЕНТНІСТЮ УЧНІВ

Курсова робота

Виконав(ла): студент(ка) III-го курсу
Спеціальності 014 Середня освіта
Мова і література (англійська)
Сабов Г. Є.

Науковий керівник:

Берегове
20..

Appendix 4

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology**

CORRELATION BETWEEN THE LEXICAL KNOWLEDGE OF EFL STUDENTS AND THEIR COMMUNICATIVE COMPETENCE

Course Paper

Presented by: Gabriella Szabó

a 3rd year student
of the Philology Department
Speciality 014 Secondary Education
Language and Literature (English)

Academic Supervisor:

**Beregszász
20..**

Appendix 5

**Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології**

Реєстраційний № _____

Кваліфікаційна робота

**СПІВВІДНОШЕННЯ
МІЖ ІНШОМОВНИМ СЛОВНИКОВИМ ЗАПАСОМ
ТА КОМУНІКАТИВНОЮ КОМПЕТЕНТНІСТЮ УЧНІВ**

САБОВ ГАБРІЕЛЛИ ЄВГЕНІВНИ

Студента(ки) IV-го курсу

Спеціальності 014 Середня освіта. Мова і література (англійська)

Освітній рівень: Бакалавр

Тема затверджена на засіданні кафедри
Протокол /

Науковий керівник:

Завідуючий кафедрою філології:

Робота захищена на оцінку _____, «__» _____ 20.. року
Протокол № _____ /

Appendix 6

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Кваліфікаційна робота

**ПІДХОДИ СТУДЕНТІВ
ДО НАВЧАННЯ СЛОВНИКОВОГО ЗАПАСУ
ТА ЇХ ЗВ'ЯЗОК З УСПІШНІСТЮ
ЗАСВОЄННЯ ІНОЗЕМНОЇ МОВИ**

Освітній рівень: бакалавр

Виконав(ла): студент(ка) IV-го курсу
Спеціальності 014 Середня освіта
Мова і література (англійська)
Сабов Габрієлла

Науковий керівник:
Рецензент:

Берегове
20..

Appendix 7

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of
Higher Education
Department of Philology**

**STUDENTS' APPROACHES
TO VOCABULARY
LEARNING AND ITS
RELARIONSHIP WITH
ACHIEVEMENT LEVEL**

Bachelor's Thesis

Presented by: Gabriella Szabó

a 4th year student of the
Philology Department
Speciality 014 Secondary
Education Language and Literature
(English)

**Thesis Supervisor:.....
Second Reader:.....**

**Beregszáz
20..**

Appendix 8

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Ілона Густі, Каталін Лізак, Маріанна Леврінц

Методичні рекомендації до написання курсових, бакалаврських та магістерських робіт. Навчально-методичне видання (для студентів факультетів іноземних мов) Закарпатського угорського інституту ім. Ф. Ракоці II. 2-е перероблене та розширене видання. / Автори: Ілона Густі, Каталін Лізак, Маріанна Леврінц. – Берегове: Закарпатський угорський інститут імені Ференца Ракоці II, 2020. – 75 с. (англійською мовою)

У посібнику представлено рекомендації до написання курсових, бакалаврських і магістерських робіт студентами відділення іноземних мов. У зміст посібника включено теоретичні і практичні аспекти виконання вище вказаних робіт, подано рекомендації щодо організації і формату науково-дослідницьких робіт.

УДК (ЕТО): 1.378.147(076): 811.111

Навчально-методичне видання

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО
НАПИСАННЯ КУРСОВИХ,
БАКАЛАВРСЬКИХ ТА МАГІСТЕРСЬКИХ
РОБІТ

Навчально-методичний посібник

2020 р.

Рекомендовано до друку Вченою радою ЗУІ (протокол №1 від
10.02.2020)

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