

Master's Thesis Guidelines
Applied Linguistics MA program

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Appendix 2: Declaration	Hiba! A könyvjelző nem létezik.

Introduction

Research is an essential component of graduate education and the Master's Thesis is the culmination of graduate research work. The thesis is a formal product of your Master's programme and as such, it has to meet several requirements. This document is a manual about the structure, format and other elements of the thesis.

Students are guided and supported by their supervisors in their work, so close communication is crucial between the student and the supervisor in order to complete the thesis. But:

ultimately it is the student's responsibility for making adequate progress toward the completion of his or her thesis and for producing high quality work.

The Master's thesis should be the result of work that is independently conducted, and that represents original research and critical analysis. The Master's thesis should demonstrate that the student:

- ✓ knows and understands the important current work in the field;
- ✓ is able to plan a research activity;
- ✓ has knowledge and motivation to carry out the planned research activity;
- ✓ is able to analyze the results of the research;
- ✓ is able to draw reasonable conclusions from the research;
- ✓ is able to complete a written description of the work in the form of a well-written, properly organized thesis.

The title of the chosen topic and the name of the supervisor should be submitted by the end of the first semester: **30th of April** (download from the Institutes webpage)

Suggested timeline

1st semester	2nd semester	3rd semester	4th semester
<ul style="list-style-type: none">•Explore the areas of Applied Linguistics and meet with a professor in the area of subject interest	<ul style="list-style-type: none">•Formulate the topic•Start reading the literature•Write a research plan	<ul style="list-style-type: none">•Complete data collection•Analyze data•Work on literature review	<ul style="list-style-type: none">•Finalize the thesis•Format the thesis according to guidelines•Submit

Format

Length

min. 50 pages (without appendices), max 80 pages

min. 70.000 characters (with spaces)

Font

Type: Times New Roman

Size: 12

Paragraph

Alignment: justified

Line spacing: 1.5

No extra spaces before and after paragraph (indentation before and after text: 6)

Margins

left: 3.5 cm

right: 2.5 cm

top: 2.5 cm

bottom: 2.5 cm

Page number

Position: bottom of the page

Alignment: Centre

Start numbering on Acknowledgements page

Chapter structure

- Title page (see Appendix 1)
- Declaration (see Appendix 2)
- Acknowledgements
- Table of Contents
- Preface
- Chapter 1: Introduction
- Chapter 2: Methods
- Chapter 3: Results
- Chapter 4: Discussion¹
- Chapter 5: Conclusions
- References
- Appendices

¹ If the thesis is purely qualitative, Chapter III and IV can be merged into *Results and Discussion*.

The thesis consists of chapters (1, 2, 3, 4, 5) and subchapters (1.1, 1.2, 1.3). Figure 1 shows how to plan the length of each chapter.

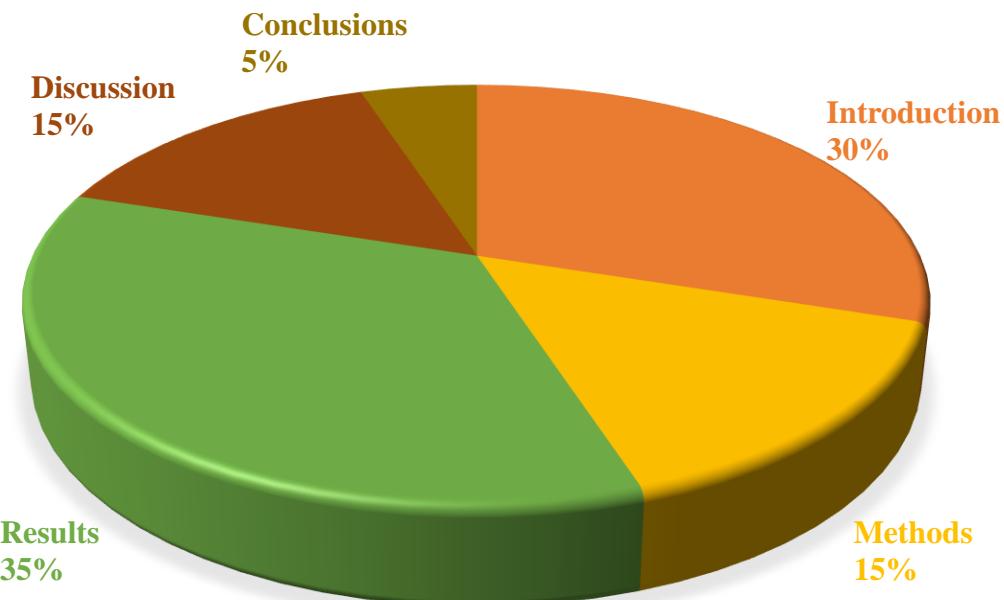


Figure 1. Ratio of each chapter

Introduction

The Introduction is a review of existing literature on the topic. It is a highly orchestrated, logical argument consisting of a number of statements to provide the reasoning behind the study. Each statement needs to be supported by findings from at least one study.

e.g.

Statement:

Mixed results have been found regarding whether writing strategies relate to the quality of writing in L2 (cf. Hall, 1990 vs Pennington & So, 1993).

Subpremises:

- 1) Learners use the same writing strategies in both L1 and L2 (Cumming, 1989). Another study yielded contradictory findings (Raimes 1987).
- 2) Some have hypothesized that learners have a composing competence that allows them to write in both L1 and L2 (Kraples, 1990).
- 3) The correlation between writing ability in L1 and the quality of L2 writing has not been clearly demonstrated (cf. Cumming, 1989 vs Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990).

The Introduction starts with a broad focus where the research area and the main concepts are defined. Then the background information and previous work are woven together and presented

in a way that it logically leads to the research question and the hypotheses of the thesis.

Methods

The *Methods* should be written in a way that others should be able to replicate the study. The ability to replicate a study is the principal criterion used to judge the quality of this component of a research report.

The methodology section tells us who was studied, what was studied, and how the information was collected and analyzed. It consists of 3 subsections:

Participants: presents all the information collected about the participants of the study;

Research design: if the research is quantitative, the chosen research design and variables should be explained;

Instruments/Material: presents the research instruments and/or materials used in the study;

Procedure: a detailed explanation of how the complete study was executed.

Results

In this chapter, the results of any data analysis are given. Depending on the nature of the design (quantitative or qualitative), there are different methods to present the results. In this section results are presented but not discussed (only if the Results and Discussion sections are not merged). Quantitative results can be presented by tables, figures or statistics (see Tables and Figures below). Qualitative results often contain verbal data consisting of detailed descriptions of what was observed.

The presentation of the results should follow the order of research questions and hypothesis.

Discussion

In this chapter, results are interpreted in light of the research question(s) being asked and/or any hypothesis being tested. No results are presented in this section! The discussion section also relates the findings of the study to previous research that has been done and to any theories or models that are closely connected to the research topic.

The discussion of the results should follow the order of presentation in the Results section.

Conclusions

In this chapter, the main conclusions of the study are drawn. In addition, the author(s) should evaluate his or her own study by pointing out its strengths and weaknesses. This section also concludes with what further research needs to be done and suggestions on how it might be done.

Submission information

Deadline: 30th of April in Spring semester, 30th of November in Autumn semester. No extension is allowed!

The thesis should be submitted in **3 bound copies** and an electronic version on CD or DVD. The University of Pannonia library will retain one copy, the department will receive one copy, and one copy will be returned to the student.

Guidelines for the text of the thesis

(based on APA 6 Style)

Citation

If the quotation comprises fewer than 40 words, incorporate it into text and enclose the quotation with double quotation marks.

If the quotation appears in midsentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentence requires such punctuation.

IDs are now seen as “consistent predictors of L2 learning success” (Dörnyei, 2009, p. 2), rather than distractors that prevent deeper insight into the unique developing process of L2.

If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with a period or other punctuation outside the final parenthesis.

In contrast, a hot cognition approach examines learning “...in which multiple levels of cognition are sparked by motivation and emotions in lively sociocultural contexts” (Oxford, 2016, p. 25).

If the quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotation marks. Start such a block quotation on a new line and indent the block about a half inch from the left margin (in the same position as a new paragraph). If there are additional paragraphs within the quotation, indent the first line of each additional half inch. Double-space the entire quotation. At the end of a block quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark.

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event. In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997, pp. 111–112)

Citing References in Text

One Work by One Author

- *According to Ellis (2006), the study of IDs in SLA research seeks answers to four basic questions*
- *As early as 1988, van Lier described the importance of taking such classroom effects into consideration in classroom research*

One Work by Multiple Authors

When a work has two authors, cite both names every time the reference occurs in text.

When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by *et al.* and the year if it is the first citation of the reference within a paragraph.

Kisangau, Lyaruu, Hosea, and Joseph (2007) found [Use as first citation in text.]

Kisangau et al. (2007) found [Use as subsequent first citation per paragraph thereafter.]

Kisangau et al. found [Omit year from subsequent citations after first nonparenthetical citation within a paragraph. Include the year in subsequent citations if first citation within a paragraph is parenthetical.]

Precede the final name in a multiple-author citation in running text by the word *and*. In parenthetical material, in tables and captions, and in the reference list, join the names by an ampersand (&):

as Kurtines and Szapocznik (2003) demonstrated

as has been shown (Jöreskog & Sörbom, 2007)

When a work has six or more authors, cite only the surname of the first author followed by *et al.* (not italicized and with a period after *al.*) and the year for the first and subsequent citations.

Two or More Works Within the Same Parentheses

Order the citations of two or more works within the same parentheses alphabetically in the same order in which they appear in the reference list (including citations that would otherwise shorten to *et al.*).

Arrange two or more works by the same authors (in the same order) by year of publication. Place in-press citations last. Give the authors' surnames once; for each subsequent work, give only the date.

Training materials are available (Department of Veterans Affairs, 2001, 2003)

Past research (Gogel, 1990, 2006, in press)

Identify works by the same author (or by the same two or more authors in the same order) with the same publication date by the suffixes *a*, *b*, *c*, and so forth, after the year; repeat the year. The suffixes are assigned in the reference list, where these kinds of references are ordered alphabetically by title (of the article, chapter, or complete work).

Several studies (Derryberry & Reed, 2005a, 2005b, in press-a; Rothbart, 2003a, 2003b)

List two or more works by different authors who are cited within the same parentheses in alphabetical order by the first author's surname. Separate the citations with semicolons. *Several studies (Miller, 1999; Shafranske & Mahoney, 1998)*

Exception: You may separate a major citation from other citations within parentheses by inserting a phrase, such as see also, before the first of the remaining citations, which should be in alphabetical order:

(Minor, 2001; see also Adams, 1999; Storandt, 2007)

Secondary Sources

Allport's diary (as cited in Nicholson, 2003).

Citing Specific Parts of a Source

(Centers for Disease Control and Prevention, 2005, p. 10)

(Shimamura, 1989, Chapter 3)

Tables and figures

Be selective in choosing how many graphical elements to include in your paper.

An informative table/figure supplements—rather than duplicates—the text. In the text, refer to every table and tell the reader what to look for.

Limit the content of your tables/figures to essential materials.

Tables/figures should be integral to the text but **should be designed so that they can be understood in isolation.**

Number all tables and figures with Arabic numerals in the order in which they are first mentioned in text, regardless of whether a more detailed discussion of the table or figure occurs later in the paper.

Give every table a brief but clear and explanatory title. Explain abbreviations.

e.g.:

Table 1. Demographic data of participants (N = number of participants, M = mean age)

Graphical presentations are not always optimal for effective communication. For example, the results of many standard statistical significance tests can often be effectively presented in text: *The one-way ANOVA, F(1, 136) = 4.86, MSE = 3.97, p = .029, $\eta^2 = .03$, demonstrated statistically significant differences between the two groups, as theory would dictate.*

Reference list

Arrangement

Alphabetize letter by letter. When alphabetizing surnames, remember that “nothing precedes something”: Brown, J. R., precedes Browning, A. R., even though *i* precedes *j* in the alphabet.

❖ One-author entries by the same author are arranged by year of publication, the earliest first:

Schmid, M. (2013).

Schmid, M. (2017).

❖ One-author entries precede multiple-author entries beginning with the same surname (even if the multiple-author work was published earlier):

Alleyne, R. L. (2001).

Alleyne, R. L., & Evans, A. J. (1999).

References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author or, if the second author is the same, the surname of the third author, and so on:

Boockvar, K. S., & Burack, O. R. (2007).

Boockvar, K. S., Carlson LaCorte, H., Giambanco, V., Friedman, B., & Siu, A. (2006).

Reference Components

If an author’s first name is hyphenated, retain the hyphen and include a period after each initial (Lamour, J.-B., for Jean-Baptiste Lamour).

1. Journals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters. General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, *xx*, pp–pp. doi:xx.xxxxxxxxxx

❖ Include the digital object identifier (DOI) in the reference if one is assigned

❖ If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference. Use this format: **Retrieved from** <http://www.xxxxxxxxx>

Journal article with DOI

Lightbown, P. M. (2003). SLA research in the classroom/SLA research for the classroom. *Language Learning*, 28, 4-13. doi: <http://dx.doi.org/10.1080/09571730385200151>

Journal article with DOI, more than seven authors

- Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., . . . Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249–267. doi:10.1080/14622200410001676305

Journal article without DOI (when DOI is not available)

- Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>
- Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73–82.

No retrieval date is needed.

Journal article without DOI, title translated into English, print version

- Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictives des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19, 5–17.

If the original version of a non-English article is used as the source, cite the original version. Give the original title and, in brackets, the English translation.

In-press article posted in a preprint archive

- Briscoe, R. (in press). Egocentric spatial representation in action and perception. *Philosophy and Phenomenological Research*. Retrieved from <http://cogprints.org/5780/1/ECSRAP.F07.pdf>

Special issue or section in a journal

- Haney, C., & Wiener, R. L. (Eds.). (2004). Capital punishment in the United States [Special issue]. *Psychology, Public Policy, and Law*, 10(4).

2. Books, Reference Books, and Book Chapters

Author, A. A. (1967). *Title of work*. Location: Publisher.

Author, A. A. (1997). *Title of work*. Retrieved from <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. doi:xxxxx

Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher.

For a chapter in a book or entry in a reference book, use the following formats:

- Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx–xxx). Location: Publisher.

- Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor & B. Editor (Eds.), *Title of book* (pp. xxx–xxx). Retrieved from <http://www.xxxxxxx>
- Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx–xxx). doi:xxxxxxxx

Entire book, print version

- Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.
-

Electronic version of print book

- Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>
- Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722 20.

Electronic-only book

- O'Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

Book chapter, print version

- Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17–43). New York, NY: Guilford Press.