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FACULTY OF PHILOLOGY
DEPARTMENT OF ENGLISH PHILOLOGY

Daiva Verikaitė-Gaigalienė

A GUIDE TO WRITING A THESIS

Teaching Aid



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Recenzavo:

doc. dr. Jurga Cibulskienė (Lietuvos edukologijos universitetas)

doc. dr. Linas Selmistraitis (Lietuvos edukologijos universitetas)

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PREFACE

The thesis is a research paper based on an independent, original scientific study (theoretical and practical) which is a prerequisite for the degree.

First, the thesis must demonstrate the student's ability:

- to determine subject matter for the thesis;
- to choose an appropriate methodology;
- to conduct the research;
- to draw independent conclusions and show their practical implications.

Second, the thesis must also demonstrate the student's ability:

- to think critically;
- to appropriately organise the material of the research;
- to discriminate between relevant and irrelevant information;
- to present the gist of the research;
- to budget his / her time;
- to report the research in correct and coherent academic English.

This book is designed to help a student to achieve the above mentioned goals. It covers:

- general requirements for the thesis;
- the model structure of the thesis;
- the key concepts and necessary attributes of the thesis;
- the regulations and recommendations for the thesis writing and defence;
- the thesis defence procedure;
- the assessment criteria for the thesis.

This book is primarily intended to assist the BA and MA students majoring in English. However, it could also be of some help to all of those who are involved in research at the Bachelor or Master level.

ACKNOWLEDGMENTS

I am sincerely grateful to all of you who helped me to write this book. Although I am the sole author, in many ways the book represents a collaborative effort. I especially appreciate the help of the reviewers – Assoc. Prof. Dr. Jurga Cibulskienė and Assoc. Prof. Dr. Linas Selmistraitis as well as Assoc. Prof. Dr. Eglė Petronienė. I feel deeply indebted to all the colleagues of the Departments of English Philology and English Language Didactics for their constructive advice. And, last but not least, I am indebted to all the students who have contributed to the writing process of the book by providing questions and comments.

Daiva Verikaitė-Gaigalienė

INTRODUCTION

The thesis and its defence are the final stage of the research that extends over three semesters: it begins in the sixth semester and ends in the eighth semester for BA students and it begins in the second semester and ends in the fourth semester for MA students. Each semester marks a distinctive stage of the BA and MA thesis writing, with the student accomplishing specific tasks related to the research.

Tasks for Semester 6 (BA students) and Semester 2 (MA students)

Formulation of the problem statement, hypothesis / research question(s), aim(s) and objectives of the research.

Preliminary choice of methodology and rationale for the choice.

Identification of the research instruments, the scope and explanation of the procedures for data collecting.

Collection of most of the material for the theoretical part of the thesis, compilation of the list of references needed for the thesis.

Development of the final outline and a detailed planning calendar for implementing the research.

Tasks for Semester 7 (BA students) and Semester 3 (MA students)

Preparation of the first draft of *Introduction* and *The Literature Review* (theoretical part) of the thesis for submission to the academic advisor.

Collection of the data for *The Research Results* (research description part) of the thesis.

The submission of the work done for assessment:

the contents page,

the introduction,

the literature review,
the rationale for the choice of the methodology,
the list of references,
the appendices (documentation of the data collecting).

Tasks for Semester 8 (BA students) and Semester 4 (MA students)

Review of the introduction of the thesis.
Review of the theoretical part and summary of the research results.
Completion of the research results part.
Writing of conclusions.
Final editing of the thesis.
Submission of the thesis for assessment.

1. METHODOLOGICAL GUIDELINES FOR THE THESIS WRITING

1.1 THE LENGTH OF THE THESIS

The length of the BA thesis is from 40 to 50 pages (approx. from 18,000 words to 22,500 words). It includes introduction, literature review, research results and conclusions.

The length of the structural parts of the BA thesis

The cover page – 1 page.

The title page – 1 page (in Lithuanian).

The contents page – 1 page.

The abstract – 0.3–0.5 page (100–200 words).

The introduction – 2–4 pages (900–1,800 words).

The literature review (theoretical part) – 10–15 pages (4,500–6,750 words).

The research results (research description part) – 25–30 pages (11,250–13,500 words).

The conclusions – 1 page (approx. 450 words).

The summary (in Lithuanian) – 1 page (approx. 430 words).

The list of references.

The appendices (if necessary).

The length of the MA thesis is from 50 to 70 pages (approx. from 22,500 words to 31,500 words). It includes introduction, literature review, research results and conclusions.

The length of the structural parts of the MA thesis

The cover page – 1 page.

The title page – 1 page (in Lithuanian).

The contents page – 1 page.

The abstract – 0.3–0.5 page (100–200 words).

The introduction – 3–4 pages (1,350–1,800 words).

The literature review (theoretical part) – 15–21 pages (6,750–9,450 words).

The research results (research description part) – 28–40 pages (12,600–18,000 words).

The conclusions – 1–2 pages (450–900 words).

The summary (in Lithuanian) – 1 page (approx. 430 words).

The list of references.

The appendices (if necessary).

1.2 GENERAL REQUIREMENTS

The thesis should comply with the following requirements:

It must be printed on white plain (unlined) A4 (210x 297 mm) standard format paper.

It should be written in correct academic English.

The cover page is written in English, the title page is in Lithuanian.

The contents page is presented after the title page.

The abstract is presented at the beginning of the thesis and is written in English. It contains a concise description (100–200 words) of the research problem, the aims of the research and the results.

The summary in Lithuanian is presented at the end of the thesis.

The appendices are presented after the list of references.

The pages of the thesis must be numbered continuously starting with the abstract (the cover page, the title page, and the contents page are not numbered) to the final pages; page numbers are placed at the bottom of the page on the right.

The thesis must be bound.

It must be word processed or typewritten in *Times New Roman* font, font size 12, font style *regular*, 1.5 line spacing, the left margin – 3 cm, top and bottom – 2 cm, right hand – 2 cm; alignment *justify*.

The text must be written in paragraphs; the indentation of a new paragraph is 1 cm.

The examples must be presented either in a running text or on another line, indented; shorter examples – words, morphemes and phrases – must be incorporated into larger text sequences and they must be put in *italics*:

For example:

It has to be noted that the demonstrative *this*, functioning as head of the noun phrase, is an item of reference rather than an item of ellipsis.

Numerous examples must be presented on a new line which is indented 10 spaces and numbered in parentheses before each example; they must be indented and must always appear with a lead-sentence before them. The relevant words in the example must be put in **bold type**.

For example:

Consider the following examples:

(1) *The clinical conditions of the pigeons was improved by **this** treatment, the mortality reduced and the outbreak controlled (PSJ, 21).*

(2) *The mean annual number of cases of gangrenous dermatitis was 15.9. **This** disease is thought to be a result of immunosuppression caused by gumboro. The use of the killed gumboro vaccines has the potential virtually to eliminate **this** disease (PSJ, 160).*

Examples taken from literary sources must be provided with a reference to the sources in an abbreviated form – either the surname of the author or the title followed by the page number, e.g. PSJ, 21.

The numbers in parentheses must be used as references to the examples.

The list of literary sources / analysed texts must be provided as an appendix.

Statistical data must be presented in the form of tables, diagrams, graphs, etc.

Any graphic illustration which is not a table is known as a figure and could be used in the text, but if it is likely to make the text too heavy, it must be moved to the appendix. When used in the text, it must be placed as close to the relevant part of the text as possible but it must not precede the description of it in the text.

Tables and figures must be numbered by using running numbers through the text for both of them respectively; the number must be followed by a caption in title case, e.g. *Table 1. Types of Deixis*.

The number and caption must be located **above** the table.

The number and caption must be located **under** the figure, e.g. *Figure 1. Distribution of Personal Deictics in Texts*.

Full stop is used at the end of captions of tables and figures.

Reference to tables and figures in the main body of the text must be made either directly as part of a sentence *Table 1 shows that (...)* or indirectly, in brackets (*see Table 1*).

Additional information on the topic, which is important but not important enough to interrupt the flow of the text, must be presented in footnotes.

Footnotes must be placed at the foot of the page, printed in smaller type (font size 10) and single-spaced.

Footnotes must be numbered consecutively.

1.3 THE STRUCTURE OF THE THESIS

The preliminaries

The cover page.

The title page (in Lithuanian).

The contents page.

The abstract.

The introduction

The problem statement.

Hypothesis / research question(s).

The aim and the objectives of the research.

Research methods and procedures.

The scope of the research.

Relevance of the research and significance of the results.

The main body

The literature review (theoretical part).

The research results (research description part).

The conclusions

The supporting materials

The summary in Lithuanian.

The list of references.

The appendices.

1.4 THE PRELIMINARIES

The cover page

The cover page should include (*see Appendix 1*):

the name of the university;

the name of the faculty;

the department to which the thesis is being submitted;

the author's name and surname;

the full title of the thesis;

the degree the thesis is submitted for;

the academic title, scientific degree and the full name of the academic advisor.

place and year of submission.

The requirements of the cover page layout are as follows:

The name of the university, the faculty and the department as well as the author's name must be printed in bold type, font size 14, single-spaced, upper case, centered.

The title of the thesis must be printed in bold type, font size 16, single-spaced, upper case, centered.

The subtitle of the thesis (**BA THESIS** or **MA THESIS**) must be printed in bold type, font size 14, upper case, centered.

The academic title, the scientific degree and the name of the academic advisor must be printed in bold type, font size 14, title case, right alignment.

The place and year of submission of the thesis must be printed in bold type, font size 12, title case, centered.

The title page (in Lithuanian)

The title page should include (*see Appendix 2*):

the name of the university;

the name of the faculty;

the department to which the thesis is being submitted;

the full title of the thesis;

the degree the thesis is submitted for;

the author's name and surname;

the declaration of academic integrity, signature of the author, and the date of submission;

the academic title, scientific degree, and the full name of the academic advisor, his / her permission for the submission of the thesis for the defence, and the date.

The requirements of the title page layout are as follows:

The name of the university, the faculty and the department must be printed in bold type, font size 14, single-spaced, upper case, centered.

The full title of the thesis must be printed in bold type, font size 16, single-spaced, upper case, centered.

The information about the degree the thesis is submitted for must be given in bold type, font size 14, single-spaced, sentence case, centered.

The name of the author and the academic title, the scientific degree, and the name of the academic advisor must be printed in bold type, font size 12, single-spaced, title case, right alignment.

The declaration of the academic integrity and the date must be printed in regular type, font size 12, single-spaced, sentence case.

The contents page

The contents page gives the reader a quick understanding of the main points of the thesis and the order of development; it presents the contents as well as hierarchical structure of the text in a visually meaningful way. Therefore, it is important to use a logical, consistent and not too complicated system of outlining. The system of outlining closest to our tradition is a system of decimal outlining, which you are advised to use in your thesis. It is most reasonable to use a hierarchy of three levels (e.g. 2.; 2.1; 2.1.1). However, if you decide to use the lower level make sure that you have at least two subchapters (e.g. 2.1.1 and 2.1.2) The division of the text into chapters and subchapters must comply with the principle of logical subordination, i.e. the title of the subchapter cannot be more general than the title of the chapter.

The contents page must contain (*see Appendix 3*):

The caption **CONTENTS**.

The names of the structural parts of the thesis (e.g. *INTRODUCTION* and *CONCLUSIONS*) and the names of the chapters (e.g. *ON THE CONCEPT OF REGISTER, REFERENCE, SUBSTITUTION*, etc.).

The names of the sub-chapters (e.g. *Linguistic prose, Scholarly papers*, etc.).

The page numbers.

The requirements of the contents page layout are as follows:

The caption **CONTENTS** must be printed in bold type, font size 12, upper case, centered.

The names of the structural parts of the thesis and the names of the chapters must be printed in upper case; the names of the sub-chapters must be printed in sentence case.

Abstract, introduction, conclusions, summary, references and appendices are not numbered.

The abstract

The abstract (*see Appendix 4*) is usually written as one paragraph and contains 100 to 200 words. It conveys the gist of the thesis by pre-

senting the aim, the objectives, methods, results and conclusions of the research. Background information, the literature review and the detailed description of methods are not included in the abstract. The style of the abstract must be concise, clear and non-repetitive.

You can take the following steps of an effective abstract writing:

Underline the aim and the objectives of your research indicated in the introduction of your thesis.

Underline information in the methods section of your thesis.

Underline the results from the conclusions chapter.

Condense the above underlined information into a single paragraph.

Follow a logical order that reflects your thesis.

Include only the information from your thesis, do not introduce new information.

Delete extra words and phrases, such as unnecessary adjectives, e.g. *very*, or phrases, e.g. *due to the fact that*.

Delete any background information.

Start the first sentence with the phrase *this thesis* or *this study*. This will help you to start off with the new information contained in the thesis, rather than with general truths.

Revise the paragraph so that the abstract conveys the most essential information.

Although the abstract appears as the first section of a thesis, it must be written last. You need to have completed all the other sections before you can select and summarise the essential information from those sections.

TASKS

- ✧ Prepare a draft of the cover page and the title page of your thesis.
- ✧ Prepare a draft of the tentative contents page of your thesis giving special attention to logical subordination of hierarchical structure of the text and outlining system.

- ✧ Select an article from a research journal related to the topic of your thesis. Read the article. Do not read the abstract (if it is available). Write an abstract of the article following the above described steps of an effective abstract writing. Compare your abstract with the original abstract (if it is available).

1.5 THE INTRODUCTION

The introduction of the thesis contains the problem statement, hypothesis / the research questions, the aim and the objectives of the research, methods and procedures of the research, the scope of the research, the relevance and significance of the research.

The problem statement is a very clear formulation of the research problem. The way the problem is formulated will affect the organisation of your thesis; therefore, you must give special attention to its accurate formulation.

In order to develop a clear problem statement, you must:

- identify a research topic;
- read enough of the literature in the field to be able to refine the topic as a research problem;
- make a decision about the methodology.

Decide what type of problem statement is most appropriate: a hypothesis or research question(s) (either a hypothesis or research question(s) could be used in the thesis).

Consult your academic advisor throughout the process.

Many problem statements include a hypothesis. **The hypothesis** is the researcher's prediction or expectation of what the results will be. Hypotheses are derived from theory. As you review the literature on your chosen topic, you must look for the theory-derived hypotheses. The hypothesis is usually stated in positive form, e.g. *Genre predetermines the use of discourse markers*. **The research question** is framed as an open-ended question, e.g. *In what ways does the genre of the text influence the*

use of discourse markers? In order to achieve greater specificity, you may support an open-ended question with more specific questions related to the main research question. For example, *Are the discourse markers used in the research articles as frequently as in the fairy-tales? What discourse markers prevail in the research articles? What discourse markers prevail in the fairy-tales?*

Developing a research question you are recommended to mind the following:

Before formulating a question, one needs to determine the general topic area one is interested in.

Having identified a general area, and a topic within that area, one begins the task of formulating a question.

Not all questions are researchable.

The questions need to be worth asking and capable of being answered.

In formulating a research question we need to strike a balance between the value of the question and our ability to develop a research proposal we are capable of carrying out.

The question should be derived from the literature.

It should be theoretically motivated.

After the question is asked, one should think about the data one needs to collect to explore the questions.

To facilitate the process, we need to develop a research outline.

The following **research outline** could be filled in to guide the development of a research project:

General area:

The topic of the thesis:

Hypothesis / research question(s):

Key concepts:

Justification:

Subjects / data sources:

Procedure and methods:

Type of data:
Outcome(s):
Anticipated problems:
Possible solutions:
Resources required:

(Adapted from Nunan, 2010, 216)

After you develop the hypothesis or research question(s), you need to define the aim and the objectives of the research.

The aim of the research is to solve the problem of the research, i.e. to prove or disprove the hypothesis or to answer the research questions. The aim of the research must reflect the topic of the research. The thesis usually contains one general aim and from two to four clearly defined objectives. **The objectives of the research** must be very specific and disclose certain aspect of the research. The objectives as well as the aim must be original and must not be copied from other researches. The aim and the objectives of the research must outline the logic of the research procedure and should comply with the principle of logical subordination, i.e. an objective of the research cannot be more general than the aim of the research.

For example:

The research aim is *to analyse the use of cohesive devices in the research article genre*.

The objectives could be formulated as follows:

1. *To make a detailed inventory of the three classes of cohesive devices – reference, substitution and ellipsis – in texts of research article genre.*
2. *To present formal and functional characteristics of the analysed cohesive devices in the research article genre.*
3. *To analyse the results of the relative frequency distribution of the investigated cohesive devices.*

The aim and the objectives concern only the research part of the thesis, i.e. you should not set the objective to overview the literature: no

matter that overviewing the literature is a necessary prerequisite for any research, it is not an objective of your research.

After you have completed all the above mentioned procedures – stated the problem, formulated the hypothesis or research questions, pointed out the aim and the objectives of your research – you must define the scope and the methods you are going to use in your research as well as the material from which you are going to draw the data.

How to obtain material for analysis?

If you are carrying out empirical¹ research, you must ask yourself:

What research question am I trying to answer?

What analysis will provide a useful response to the question?

What data do I need to conduct the study?

Where can I draw the data from?

What instruments will I use for drawing the data?

What methods of data analysis will I use?

The answers to these questions very much depend on the field of your research, i.e. whether your thesis is on linguistics, literature or ELT methodology. The methodology, tools and instruments of the data collecting and data analysis of different fields are different and cannot be fully covered in this book. It could only be noted that there are two major research perspectives – quantitative and qualitative. **The quantitative perspective** includes studies that use quantitative methods, seek facts or causes of the phenomenon without regard to the subjective states of the individuals, emphasize measurement and search for relationships. Such studies assume a stable reality, are objective, reliable, generalisable, verification-oriented and outcome-oriented. You can find the following terms in quantitative study: *variable, validity or statistical significance*.

The studies deriving from **the qualitative perspective** use qualitative methods and focus on meaning and understanding, taking place in naturally occurring situations (McMillan, 1996). Such studies assume a

¹ Empirical is defined as “based on scientific testing or practical experience, not on ideas from books” (Longman Dictionary of Contemporary English, 1995, 446).

dynamic reality, are subjective, valid, ungeneralisable, discovery-oriented and process-oriented. They usually make use of the following terms: *field study, case study, context, situational, meaning or multiple realities* (Glatthorn, 1998, 34).

As summarized by Heden (personal communication, 2013), the differences between qualitative and quantitative research perspectives are as follows:

- Qualitative = Small amount of subjects – Large amount of data from each subject.
Quantitative = Large amount of subjects – Small amount of data from each subject.
- Qualitative = Complete objectivity is impossible – Personal experience and interaction is necessary.
Quantitative = Complete objectivity is essential. Researchers rarely form relationships with their subjects and are discouraged from it.
- Qualitative = Flexible design – hypotheses emerge during the data collection.
Quantitative = Design firmly established and hypotheses notated before data collection starts.
- Qualitative = Data can be mountains of pages of script / narrative (words).
Quantitative = Data can be arranged into tables of numerical values (numbers).
- Qualitative = Holistic.
Quantitative = Sequential.

The research perspective predetermines the choice of research methods and tools. **The research method** is a specific technique used to collect the data with respect to the research problem.

Different research methods are used in different fields. They depend on theoretical foundations (i.e. on explanatory patterns of a specific field) and develop within the boundaries of a particular discipline. For

instance, in educational research, ELT methodology included, five major methods are typically used: *tests and measurements, interviews, observations, surveys, and documents* (documents are analysed to establish the record) (Glatthorn, 1998, 38). According to Titscher et al. (2000, 51), the methods of text analysis include *content analysis, conversational analysis, functional pragmatics, critical discourse analysis, discourse historical method, etc.*

The following example of the text investigation provided by Titscher et al. (2000, 35) can serve as an illustration of the procedures that you can adopt for your study:

Research question: What great social and political changes in American society are reflected in influential daily newspapers?

Approach: Content analysis.

From what material do I make selection? From newspapers: the *New York Times* and the *Los Angeles Times*.

What do I select from this? The title pages for the years 1890 to 1989.

How much selection do I analyse? A random sample of each 10 sentences on 10 days of each year.

What are my units of analysis? Selected words and word classes (e.g. 'ritual words', 'change words')

How is the data analysis carried out?

After selecting your research method, you need to decide what your data sources will be, i.e. where you are going to draw your data from and to define the scope of your data sources, i.e. how many items you are going to select for your research or what would be the length of the texts from which you are going to select the items for investigation.

The scope of your data sources should be outlined in your *Introduction*. For example:

The texts used for analysis were restricted to research articles taken from psychology research journals. This ensured that the study dealt with the texts of the same genre, within the framework of Modern English. 100 articles written by different authors and published in different journals were subjected to analysis, which involved 500 pages (225,000 words) of the text. The research

articles on psychology were selected randomly, but from the point of view of their generic characteristics they can be attributed to the research article genre. The selection of psychology research journal as the focus of the present study was not to bias the results of the research as “all texts in a genre must have a uniform, invariant organization” (McCarthy and Carter (1994, 26)), which influences the choice of language means. Therefore, it is hoped that in spite of the restricted range of the linguistic data the conclusions concerning the nature of reference, substitution, ellipsis and conjunction will have relevance to the texts of research articles on psychology as well as to the texts of the research articles of other sciences.

In conducting research it is very important to clearly define and specify the scope of the research. **The scope of the research** is the range of aspects of the research problem your thesis covers. Due to the limited scope of your thesis, you cannot deal with all the aspects of your research problem; therefore, you must specify your choice of the aspects selected for analysis and must give justification for your choice. For example, in discourse analysis it is generally accepted that there are five classes of cohesive devices. If, due to the limited scope of your thesis, you decide to analyse three of them you must state that your thesis concentrates on the three classes of cohesive devices, e.g. reference, substitution and ellipsis. You must also give valid reasons for your choice of those particular classes of cohesive devices. For example:

Due to the restricted scope of the present study, there were two ways: either to present a general analysis of all classes of cohesive devices or to present a detailed analysis of the selected cohesive devices. The latter way seemed more acceptable; therefore, the study concentrated on the three classes of cohesive devices.

Reference, substitution and ellipsis were chosen for the following reasons: the fact that ellipsis and substitution are supposedly not typical of written texts in general and research texts in particular contradicts the generally accepted view that research texts are economical and concise. This contradiction urged us to choose substitution and ellipsis for the research. The two classes are closely interrelated with the third class of cohesive devices refer-

ence since for a long time the referring elements have been regarded as substitutes; therefore, reference was also subjected to analysis.

After you discussed the scope of your research, you must outline **the relevance and significance of the research**. You must simply provide justification what for the research was carried out and where the results of the research could be applied.

The research problem has professional significance if it makes the following contributions (Glatthorn, 1998, 85):

- tests a theory,
- contributes toward the development of theory,
- extends existing knowledge,
- changes prevailing beliefs,
- suggests relationships between phenomena,
- extends a research methodology or instrument.

The relevance and significance of the research could be outlined as follows:

The present study contributes to the development of the general theory of genre. Its findings can be used for comparative analysis with regard to the same genre of other types of language such as Lithuanian or Russian. It could contribute to the development of the discourse-based grammar within the frame of discourse analysis and to the teaching of reading and writing texts of research articles as well as texts of academic English in general.

TASKS

- ✧ Fill in the research outline. Consult your academic advisor throughout the process.
- ✧ Develop the aim and the objectives of your research. Give special attention to logical subordination of the aim and the objectives.
- ✧ Decide which research perspective – qualitative or quantitative – you will use in carrying out your research.
- ✧ Decide which methods of data analysis you will use.
- ✧ Highlight the relevance and significance of your research.

1.6 THE MAIN BODY

1.6.1 The literature review

The Literature Review (theoretical part of your thesis) presents the reader with the knowledge upon which your study is built. As pointed out by Nunan (2010, 216), “the function of the literature review is to provide background information on the research question, and to identify what others have said and / or discovered about the question. <...> if carried out systematically, [it] will acquaint you with previous work in the field, and should also alert you to problems and potential pitfalls in the chosen area”. Nunan (op. cit., 216) recommends starting a literature review with the preparation of an annotated bibliography. An annotated bibliography contains a list of relevant studies relating to the topic of your thesis.

For example:

1. Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method*. London and New York: Routledge.

The author examines the field of discourse analysis and presents his unique integrated approach which incorporates both a theory of language-in-use and a method of research. Gee includes new material such as examples of oral and written language, ranging from group discussions with children, adults, students and teachers to conversations, interviews, academic texts and policy documents. He also presents perspectives from a variety of approaches and disciplines, including applied linguistics, education, psychology, anthropology and communication.

2. Fairclough, N. (2010). *Critical Discourse Analysis: The Critical Study of Language*. London and New York: Routledge.

The author brings together papers written over a 25 year period and examines the following topics: language in relation to ideology and power; discourse in processes of social and cultural change; dialectics of discourse; dialectical relations between discourse and other moments of social life; methodology of critical discourse analysis research; analysis of political dis-

course; discourse in globalisation and 'transition' as well as critical language awareness in education.

A list of annotated bibliography will help you to make sense of the material published in the field and facilitate the process of writing the literature review.

While collecting relevant literature do not forget to make appropriate references, i.e. put down the bibliographical information of the source you are going to use in *The Literature Review* (see example above). After you finish the collecting stage, you have to reread all the usable sources that you have found. In the rereading process, put aside irrelevant information, include only relevant theoretical literature and the empirical research.

A literature review differs from an annotated bibliography in that while writing a literature review you extract and synthesise the main points, issues and findings which arise from the critical review of the readings.

Before writing *The Literature Review*, you must develop an outline. The development of the outline includes two steps:

1. Determine the major components of the chapter.
2. Split major components into divisions and subdivisions.

While writing *The Literature Review*, you can use the following pattern:

Provide an overview – the overview helps the reader to understand how the section is organised and what its main divisions are.

Generalise – you are obliged to make coherent sense of the literature, not simply describing it. Begin the developmental paragraphs of the section with one or two sentences that generalise what the studies show.

Specify – provide specific evidence, cite and discuss each study relating to the generalisation you have made. A study of major importance must be described in considerable detail whereas less-important studies might simply be noted. The length of the description of each study must correspond to the importance of the study for your research.

While writing your literature review, make sure that it is as current as possible. To make it as current as possible, you have to use all possible sources. You must check current issues of journals, books, search the Internet for computerised databases, check conference programs and attend scholarly conferences.

Finally, in order to check whether *The Literature Review* is appropriately written or not, you can answer the following questions (Glatthorn, 1998, 143):

Is your review...

comprehensive, including all major works relating to your topic?

in-depth, providing the reader knowledge about the prior research?

current, including works published recently?

unbiased, without you skewing the prior research to suit your point of view?

clearly organised, so that the reader can easily follow the plan and flow of the chapter?

coherent, making sense of the studies, not simply describing them?

effectively written, with a scholarly style?

If your answers to the above questions are not positive, try to improve the chapter along the lines of the above guidelines.

1.6.1.1 REFERENCING AND QUOTING

In *The Literature Review* you will refer to a number of ideas that will serve you as a foundation for your study. There are certain rules of **referencing and quoting** which you must follow:

Direct quotation must be verbatim.

Do not cite sources you have not read.

Wherever possible, cite primary, not secondary, sources.

Do not distort the source; do not twist the evidence just to support your own ideas.

Do not overuse quotations.

Use direct quotation only when it is important to preserve the exact words of the origin. In most cases, paraphrase. While paraphrasing, do not forget to refer to the original source of the idea.

Square brackets are used to mark anything that is added [*like this*], three spaced dots (...) are used to indicate an omission.

When the quotation is short, just a phrase or sentence, quotation marks must be used; when the quotations are more than four lines, they must be indented as a separate paragraph with no quotation marks. The lines must be single-spaced.

Refer to the original text as early as possible.

While referring indicate the author's surname (no initials), which is followed by the year of publication and the page number. The page number is separated from the year of publication either by a comma or a colon, e.g. as described by *Gee (2014, 25)* or as described by *Gee (2014:25)*. Be consistent.

If you refer to more than one author, separate them by semi-colons, e.g. *Gee, 2014, 27; Fairclough, 2010, 32; Nunan, 2010, 23*.

If there are two authors, both are given in the reference, e.g. *Flowerdew and Forest (2014, 52)*.

If there are more than two authors, only the first is mentioned by name in the reference, which is followed by the abbreviation **et al.** (see *Jones et al., 2012, 201*). For the list of the most common abbreviations, see *Appendix 5*.

If you refer to some author or give quotation as part of your text, do not repeat the author's name in the brackets, just indicate the year of publication and the page number, e.g. *According to Brown (2014, 221), pragmatics is a branch of linguistics that studies meaning in the context.*

If you paraphrase the idea, you must refer to the original source by indicating the author's name, the year of publication and the page number in the brackets, e.g. *Pragmatics is a branch of linguistics that studies meaning in the context (Brown, 2014, 221).*

If you refer to the secondary source, indicate both the primary and the secondary sources, e.g. *Jones (as cited in Smith, 2013, 25) agreed that*

the experiment failed. Provide the details of the secondary source in your list of references. Remember that secondary sources should be used sparingly, only when the original work is unavailable.

Vary the way you cite sources, to avoid excessive repetition, e.g.:

According to Gee (2014, 2), "in language, there are important connections among saying (informing), doing (action), and being (identity)".

Gee (2014, 2) concluded that language connects information, action and identity.

Language connects what we say, what we do and what we are (Gee, 2014, 2).

In the 2014 study by Gee, language is seen as connecting information, action and identity (Gee, 2014, 2).

If you refer to the original source in other scripts (e.g. kirillica), transliterate the name of the author in the text but give reference in original, e.g. *Valgina points out that text theory as a science discipline was formed in the second half of the 20th century (Валгина, 2003, 7).*

While referring do not forget to indicate the page number. You can omit the page number only if you are referring to the book as a whole, not to a particular idea, classification, sentence, phrase, etc.

Referred items must be presented in a list of references. There must not be items in the list of references which were not referred to in the text.

If you find a useful quotation while reading materials you must copy it verbatim and indicate the author, the title, the year of publication and the page number. If later you decide to use it in your thesis, you will save your time and will not need to search for it again.

1.6.1.2 ACADEMIC INTEGRITY

Ideas that belong to other people are their intellectual property. Therefore, copying sentences or entire paragraphs and presenting them as your own work without referring to the original source is stealing. Us-

ing other people's ideas as your own is called **plagiarism**. There are different degrees and forms of plagiarism:

Explicit plagiarism – copying the exact words without alterations. No reference is given.

Implicit plagiarism – the exact wording is changed, but the overall structure and vocabulary are the same. The reference might be given without the indication of the page numbers.

A cut-and-paste plagiarism – parts of the original mixed and joined together in a different order.

You are obliged to avoid all forms of plagiarism in your thesis by the declaration of academic integrity, which you sign on the title page of your thesis. The best way to avoid plagiarism is to quote and paraphrase with accurate and complete references.

In case of plagiarism, the thesis is not given a permission to be defended. The topic of the thesis is changed and the student begins writing a new thesis next academic year.

1.6.1.3 MASTERING THE ACADEMIC STYLE

For writing of a chapter, you need to:

Systemize your knowledge: review and systemize what you know about the contents of that chapter.

Plan your chapter and give it someone to review. You should not start writing a chapter until someone else has reviewed your outline.

Check your outline and start writing the section, without worrying too much about the style.

While writing a chapter, use appropriate paragraphing. The length and structure of the paragraph play an important part in the scholarly style: write main paragraphs of about 100-150 words in length or longer; very short paragraphs might give the impression of an immature style or shallow thinking; paragraphs that are too long aggravate the reader. End a paragraph when you have fully developed an idea. Then begin a new one when you are ready to move to a new idea. Start the paragraph with

a topic sentence. The topic sentence is a sentence that states the main idea of the paragraph.

As suggested by Glatthorn (1998, 109), you should revise as you write:

Write a paragraph.

Stop and read what has just been written.

Revise that paragraph.

Write another paragraph – and start the cycle all over again.

At the beginning of paragraphs and within the paragraph, make appropriate use of transition devices. A transition device is any expression or verbal strategy that helps the reader make connections. The devices that are typically used:

A counting word – *firstly, secondly, next, finally*.

An expression that shows the relationship of ideas – *on the one hand, on the other hand, however, therefore, as a result, furthermore, consequently, etc.*

Referential phrase, e.g. *Linguistic items (...). These linguistic items(...).*

Write clear, mature sentences: combine shorter sentences. Shorter sentences suggest immaturity. Put the main idea in the main clause. Reduce the number of *ands*. Excessive use of the conjunction *and* suggests a childish style. Achieve an effect of clarity and directness by expressing the main action of the sentence in the verb and the main doer of the action (the agent) in the subject. Avoid excessive nominalization (e.g. *demonstration, explanation*). Avoid inserting long modifiers between the subject and the verb. A sentence is easier to read if the subject and verb are reasonably close. Avoid using subordinate clauses that modify other subordinate clauses. Place modifiers so that they clearly modify what you intend them to modify.

Avoid excessive use of the passive voice, e.g. *It was decided by this researcher that (...)* should be better substituted by *The researcher investigated the relationship between (...)*. Avoid the use of the contracted forms, e.g. *won't, isn't* and colloquial expressions, e.g. *a lot*.

Be consistent in using the verb tense: use past tense in the literature review, unless you are referring to a current belief of the researcher; use past tense for the design or procedure (e.g. *the sample was selected*); use present tense to describe and discuss the results that are there before the reader (e.g. *the results suggest that (...)*).

With the first draft finished, you are advised to put it aside for a few hours – and then read it with a fresh eye. Pretend you are the reader, not the writer. See if organization is clear, if the generalizations are well supported, if the sentences flow clearly and smoothly, if the words sound right. Then revise to improve.

In the revising process, use the spell-check programs, however, remember that they will not detect an error such as using *then* when you should have used *than*.

TASKS

- ✧ Search the databases available at http://www.leu.lt/biblioteka/lt/biblioteka_informacijos_istekliai/informacijos_istekliai_leu_istekli-ai/leu_istekliai_prenumeruojamos_db.html and compile a list of annotated bibliography relevant to your thesis.
- ✧ Develop a draft of an outline of *The Literature Review* of your thesis. Present the draft to your academic advisor and ask for comments and suggestions.
- ✧ Write the draft of the first subchapter of *The Literature Review*.
- ✧ Revise the subchapter paying special attention to academic style and quoting and referencing. Check the spelling.
- ✧ Present the revised subchapter to your academic advisor and ask for comments and suggestions.
- ✧ Write the draft of *The Literature Review* of your thesis and submit it to your academic advisor for revision.

1.6.2 The research results

The Research Results chapter is a detailed description of your research. In this chapter you are supposed to present the results of your investigation, therefore, you must:

1. Describe the procedure of the data collection and methods used for processing the data.
2. Display the reduced data in a narrative form, tables, graphs or charts – the data must be processed, compared, grouped and systematised (Lileikienė et al., 2004, 20).
3. Analyse and interpret your data.

The data analysis usually includes three procedures:

1. Reducing the data – you take the raw data and group it in order to make sense of it.
2. Displaying the reduced data – you can do that by choosing one of the following reporting methods: raw data, percentages, mean, median, or standardized scores. The usual methods for displaying data are narrative text, matrix, tables, graphs, charts or other figures.
3. Explaining how you analysed the data – in quantitative studies you report the statistical tests and procedures used; in qualitative studies, you explain how you interpreted the data.

Before presenting the results, go through the following steps:

Review the results carefully. If you used statistical methods of data analysis, check for accuracy of your results.

Decide on the contents and format of the chapter:

What will be included in the appendix section?

The appendices usually contain the following materials: questionnaires and survey forms, instructions to participants, copies of instruments used; relevant samples of the analysed texts; material which is not directly relevant to the argumentation in your thesis but which needs to be referred to in the text. The appendices are numbered if there are

more than one of them and these numbers are used in the text when an appendix is referred to.

What will be included in tables?

Tables are used to present complex data in columns and rows and are useful because they present multiple data in a form easy to understand. You must bear in mind though that too many tables distract the reader and complicate the processing of the text. If it is likely to make the text too heavy, they must be moved to the appendix. When used in the text, tables must be positioned as closely as possible to their description in the text; they must not precede the description and must be numbered consecutively, e.g. *Table 1, Table 2, and Table 3*. The number and caption are located **above** the table. Reference to the tables in the main body of the text is made either directly as part of a sentence, e.g. *Table 1 shows that (...)* or indirectly, in brackets (*see Table 1*).

For the sample table, *see Appendix 6*.

Glatthorn (1998, 164) offers some guidelines for making effective tables. First, you must answer the following questions:

Is the table essential?

Is the title brief but clear?

Does every column have a column heading?

Are all abbreviations and symbols explained?

Are notes presented in proper form and order?

You must also bear in mind the following:

What figures will be needed?

A figure is any pictorial illustration such as a graph, a photograph or a line drawing. Figures are useful in showing nonlinear relationships. A figure must be easy to read and must complement, not duplicate, the text. If it is likely to make the text too heavy, it must be moved to the appendix. When used in the text, a figure must be positioned as closely as possible to its description in the text, must not precede the description and must be numbered consecutively, e.g. *Figure 1, Figure 2, and Figure 3*. The number and caption are located **under** the figure. Reference to

figures in the main body of the text is made either directly as part of a sentence *Figure 1 shows that (...)* or indirectly, in brackets (*see Figure 1*).

Before writing *The Research Results* chapter, make all the tables and figures that you will need. This will simplify the writing task.

For the sample figure, *see Appendix 7*.

Where will additional information be placed?

Additional information on the topic, which is important but not important enough to interrupt the flow of the text, is presented in footnotes or endnotes. Footnotes are placed at the foot of the page, printed in smaller type and single-spaced. Endnotes are placed at the end of the research paper before the references. Footnotes and endnotes must be numbered consecutively.

How will examples be presented?

Examples can be presented either in the running text or in another line, indented. Shorter examples – words, morphemes and phrases – are incorporated into larger text sequences. They are usually put in *italics*.

For example:

It has to be noted that the demonstrative *this*, functioning as head of the noun phrase, is an item of reference rather than an item of ellipsis.

Longer examples are presented in another line, indented, with a lead-sentence. The relevant words in the example may be put in **bold type**.

For example:

Consider the following examples:

(1) *The clinical conditions of the pigeons was improved by **this** treatment, the mortality reduced and the outbreak controlled (PSJ, 21).*

(2) *The mean annual number of cases of gangrenous dermatitis was 15.9. **This** disease is thought to be a result of immunosuppression caused by gumboro. The use of the killed gumboro vaccines has the potential virtually to eliminate **this** disease. (PSJ, 160).*

Examples taken from literary sources (e.g. books, dictionaries, corpora, research journals, newspapers, etc.), have to be provided with a reference to the sources in an abbreviated form – either the surname of

the author or the title followed by the page number, e.g. *EH, 25* (which stands for Ernest Hemingway, page 25) or *PSJ, 160* (which stands for Poultry Science Journal, page 160). A list of literary sources / analysed texts has to be provided as an appendix. The numbers in parentheses are often used as references to the examples:

Sentence (1) implies that (...) But (2) can be interpreted as (...)

What will be reported as the narrative text?

You are recommended to give the description of the results of your research and interpretation of the data as the narrative text. While interpreting the data, avoid duplication of the information: do not repeat the information expressed in numerical value in the narrative text if it was already presented in tables and figures. If you need to use numerals in the narrative text, do not use numbers – present them as words, i.e., for example, use **twenty three** items instead of **23** items.

While writing the thesis, remember to maintain the coherence of the text:

Each chapter must relate to the whole.

Each chapter should make sense by itself and be organized in such a way that the reader can easily follow the line of argument.

The parts of the chapter should clearly relate to each other, conveying a sense of order and form.

Be sure to frame each chapter with a definite introduction that opens the chapter and suggests what is to come and a clear conclusion that draws the chapter to a close.

If the organization is clear only to you, then you have failed in communicating with the reader.

Provide the reader with an outline of the chapter, so that the reading process is made easier.

Indicate in *The Introduction* how the thesis is organized.

Open each chapter by linking it with the previous chapter and by indicating what will come.

Use headings and subheadings at the major divisions of the chapter.

As each division begins, use a transition paragraph or a transition sentence to show the connection between that division and what has gone before. A transition paragraph is a short paragraph that links major sections of the thesis. The first sentence looks back to the previous section or division. The second looks ahead. A transition sentence has the same structure in a condensed form: the first part of the sentence, usually a subordinate clause, refers back. The second part, usually the main clause, refers forward.

TASKS

- ✧ When finished collecting the data, process them: group, categorise and systemize.
- ✧ Decide about the form of the data display:
 - which data will be displayed in tables and which in figures;
 - what charts are most efficient to be used in your thesis: Bar, Pie, Line, Area, Surface charts or some other format;
 - which charts and which tables will be presented in the texts and which will be moved to appendices.
- ✧ Draw necessary tables and charts before starting to write *The Research Results* chapter.
- ✧ Write a draft of the first subchapter of *The Research Results* chapter and present it to your academic advisor for comments.

1.7 THE CONCLUSIONS

The chapter *Conclusions* reports the general findings of your research. In this chapter you must demonstrate that the aim of your thesis has been achieved and objectives were accomplished. You also have to prove or disprove the hypothesis or answer the research questions of your study with the help of your findings. In *Conclusions* you are recommended to avoid introduction of new questions and problems that

were not analysed in your *Research Results* chapter. Avoid quotations and referencing.

The *Conclusions* chapter is very important since it demonstrates your own critical intelligence with respect to your findings. Your *Conclusions* chapter can:

- relate your findings to previous research;
- examine theoretical implications – confirm existing theory or present disconfirming evidence;
- explain the unanticipated findings – if the results seem unanticipated or surprising, do not apologize for yourself or blame others, simply note the problem;
- give implications for practice – make effective recommendations avoiding dogmatic assertions;
- give recommendations for further research – note only the research that your own study suggests.

1.8 THE SUPPORTING MATERIALS

1.8.1 The summary in Lithuanian

BA and MA theses of students majoring in English are written in English. However, a summary of approximately one page length must be presented in correct academic Lithuanian. The summary is a longer piece of writing than the abstract. The summary must include the concise presentation of the pertinent points:

- the problem of the research;
- the hypothesis / research questions;
- the aim and objectives of the research;
- the research methods, the results and conclusions.

1.8.2 REFERENCES AND RULES OF REFERENCING

The *References* section is very important for your thesis: it requires accuracy and checking before presentation. There are several terms to identify literary sources used in the research paper but the most popular are “*references*” and “*bibliography*”. One must distinguish the difference and use an appropriate one. **References** usually are works referred to *directly* in the text. **Bibliography** is a broader term covering the works referred to in the text as well as those consulted but not mentioned in the text. A bibliography is more usual for a book than for a thesis; therefore, you will use the heading *References*. While compiling the list of references, make sure that:

You have included all the works – and **only** those works – referred to in the text.

The works not referred to in the text cannot be included in the list of references.

While reading your thesis before submitting it, as you find a reference, check it against the reference list – whether the names are spelled correctly; in case of multiple authorship, whether the names are listed in the same order; whether all elements of reference are correct – the title of the book, the year of publication, the place of publication and the publishing house. Mark each reference that corresponds with the list of references. Marking will enable you to identify references that appear in the text but not in the reference list – and items that appear in the reference list but do not appear in the text. This will help you to compile an accurate list of references.

There are several standards for recording reference entries. One of the most widely-spread is APA (American Psychological Association) system of referencing, which you are advised to use in your thesis.

The list of references is given at the end of the thesis, arranged in alphabetical order by authors’ surnames. The list of references should be double spaced with hanging indents used for the second and subsequent lines of each entry. A hanging indent is where the left line starts

at the left margin and subsequent lines are indented (approx. 1.3 cm). You can use your word processor to automatically format the double-spacing and hanging indents.

If there are several authors, the book is listed under the surname of the first author / editor.

If there is more than one publication by the same author, the earlier comes first. If the author wrote two books in one year, they are listed as follows: 2014 a, 2014 b.

If there are sources in different scripts, sources in Latin script are given first.

While compiling the list of references, follow the given examples:

Books and book chapters

Single author

Crystal, D. (2014). *Language death*. Cambridge: Cambridge University Press.

Two authors

Flowerdew, J., & Forest, R. W. (2014). *Signalling nouns in academic English. A corpus-based discourse approach*. Cambridge: Cambridge University Press.

Three to five authors

Barber, C., Beal, J. C., & Shaw, P. A. (2009). *The English language. A historical introduction*. Cambridge: Cambridge University Press.

Six or more authors²

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). *Morphology and syntax*. New York: Benjamins.

No author

Concise Oxford English dictionary. (2011). Oxford: Oxford University Press.

Edited book

One editor

James, G. (Ed.). (1984). *The ESP classroom – methodology, materials, expectations*. Exeter Linguistic Studies 7. University of Exeter.

Two editors

Bohnemeyer, J., & Pederson, E. (Eds.). (2014). *Event representation in language and cognition*. Cambridge: Cambridge University Press.

Chapter or article in an edited book

Benson, C. (2014). Adopting a multilingual habitus: What north and south can learn from each other about the essential role of non-dominant languages in education. In Gorter, D., Zenotz, V., & Cenoz, J. (Eds.), *Minority languages and multilingual education. Bridging the local and the global* (pp. 11-28). Educational linguistic series. Springer.

² All authors should be given when there are 6 or 7 authors. If a book has 8 or more authors, place three ellipsis points between the sixth and final author names to indicate that some names have been omitted e.g. Jones, P., ... Adams, N (2014). When citing more than two authors in text give the name of the first author and abbreviate the others to et al. ("and others") in the first and subsequent citations. Jones et al. (2014) found (...)

E-book

Storey, K. B. (2004). *Functional metabolism: Regulation and adaptation*. Retrieved from <http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=129390>

Journal article (print version)

Cohen, C. (2014). Probabilistic reduction and probabilistic enhancement. *Morphology*, 24, 25-34.

Journal article (full-text from electronic database)

Jackson, D., Firtko, A., & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: A literature review. *Journal of Advanced Nursing*, 60(1), 1-9. doi:10.1111/j.1365-2648.2007.04412.x³

Article (from the Internet, not available in print version)

Mayr, R., & Montanari, S. (2014, October 22). Cross-linguistic interaction in trilingual phonological development: the role of the input in the acquisition of the voicing contrast. *Journal of Child Language*. Retrieved from <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9390067&fulltextType=RA&fileId=S0305000914000592>.

Newspaper article (from electronic database)

Wentworth, W. C. (1984, January 24). Why we need a permanent base on the moon. *The Sydney Morning Herald*, p. 11. Retrieved from <http://archives.smh.com.au/index.php>

³ When referencing electronic resources it is necessary to provide details about the location of the item. Wherever possible the DOI (digital object identifier) should be provided in the reference. Electronic sources should be referenced in the same format as that for a "fixed-media source", such as a book, with the DOI included at the end. If a DOI is available no further publication or location elements are required. If no DOI is available, provide the direct URL if the item is freely accessible, or the home page URL if access is restricted.

Conference paper in the conference proceedings

Duff, P. (1990). Developments in the case study approach to SLA research. In T. Hayes and K. Yoshioka (Eds.), *Proceedings of the 1st Conference on Second Language Acquisition and Teaching*. Tokyo: International University of Japan.

Thesis

Skliar, O.S. (2007). *Gender representations and gender bias in ELT textbooks published in the Middle East: A case study of ELT textbooks published in Turkey and Iran*. MA thesis. Ankara: Middle East Technical University.

Abstract of Thesis

Skliar, O.S. (2007). *Gender representations and gender bias in ELT textbooks published in the Middle East: A case study of ELT textbooks published in Turkey and Iran*. Abstract of MA thesis. Ankara: Middle East Technical University.

Unpublished work

Hawkins, B. W. (1984). *The Semantics of English spatial prepositions*. Unpublished PhD dissertation. San Diego: University of California.

Web page / document on the Internet

Este, J., Warren, C., Connor, L., Brown, M., Pollard, R., & O'Connor, T. (2008). *Life in the clickstream: The future of journalism*. Media Entertainment and Arts Alliance. Retrieved from http://www.alliance.org.au/documents/foj_report_final.pdf

Document on the Internet, no author, no date

Developing an argument. (n.d.⁴). Retrieved March 30, 2014, from http://web.princeton.edu/sites/writing/Writing_Center/WCWriting_Resources.htm

Video (from the Internet)

Norton, R. (2006, November 4). *How to train a cat to operate a light switch* [Video file]. Retrieved from <http://www.youtube.com/watch?v=Vja83KLQXZs>

For the sample reference list, *see Appendix 8.*

1.8.3 The appendices

As already mentioned, the list of literary sources / analysed texts has to be provided as an appendix. Statistical data presented in the form of tables and graphs, which is likely to make the text too heavy, must be moved to the appendix. The appendices usually contain questionnaires and survey forms, instructions to the participants, copies of the instruments used; relevant samples of the analysed texts; material which is not directly relevant to the argumentation in your thesis but which needs to be referred to in the text.

The appendices are numbered if there are more than one of them and these numbers are used in the text when an appendix is referred to.

⁴ Note: (n.d.) = no date. Always include details of authorship or publication date when available. Carefully consider the reliability and authority of websites with no author and / or no date before including them as a reference.

2. RULES AND REGULATIONS ON THE BA THESIS WRITING AND DEFENCE

Methodological guidelines for the BA thesis writing are announced in Virtual Learning Environment of Lithuanian University of Educational Sciences.

Topics of the BA thesis approved by the Committee of the Study Programme are announced to students in **September of Semester 5**⁵.

The title of the BA thesis can only be changed with the approval of the Department responsible for the BA thesis writing no later than a week after the preliminary defence.

Consultations with the academic advisor and intermediary accountings for the BA thesis writing tasks are mandatory in **Semesters 6, 7 and 8**.

Two accountings are mandatory **in Semester 6**:

The first accounting is on the first week of April.

The second accounting is on the first week of June.

After the second accounting in **Semester 6**, the academic advisor assesses a student's fulfilled BA thesis writing tasks for Semester 6 (see *Tasks for Semester 6*) and gives an assessment on 10-point scale. This mark makes up 30% of the final mark of the course *Introduction to Research Methodology* evaluation for students of English Philology and 40% of the final mark of the course *Introduction to Research Methodology* evaluation for students of English Philology and Another Foreign Language.

Two accountings are mandatory **in Semester 7**:

The first accounting is on the first week of October.

The second accounting is on the first week of December.

⁵ Exact dates are set and announced by the Department of English Philology every academic year.

In case of failure to account for one intermediary accounting, the mark for *BA Thesis Project* is reduced by 50%; in case of failure to account for two intermediary accountings, a student is considered to have failed the *BA Thesis Project*.

Two accountings are mandatory **in Semester 8:**

The first accounting is on the last week of February.

The second accounting is on the last week of March.

In case of failure to account for the fulfilled tasks at two accountings, the academic advisor is obliged to not recommend the BA thesis to be defended at the preliminary defence.

Students are informed about the deadlines and the BA thesis writing requirements **in Semester 5.**

2.1 PRELIMINARY VIVA VOCE DEFENCE OF THE BA THESIS

A student has a right to check his / her thesis against plagiarism through anti-plagiarism system of Lithuanian University of Educational Sciences prior to the preliminary Viva Voce Defence.

The BA thesis for the preliminary Viva Voce Defence is due to be submitted to the Department of English Philology one week before the preliminary defence. The BA thesis should be 90% completed. The preliminary Viva Voce Defence of the BA thesis takes place in April⁶.

During the preliminary Viva Voce Defence:

a student should give a short presentation on his / her thesis (5 min.): what is accomplished and what is achieved;

an academic advisor presents his / her opinion about the BA thesis (if the thesis is qualified for the defence or not);

a student is presented with questions and recommendations.

⁶ Exact date to be set and announced in advance.

After the preliminary Viva Voce Defence there are two possible conclusions: the thesis is recommended for the defence or the thesis is not recommended for the defence.

2.2 THE SUBMISSION OF THE FINAL VERSION OF THE BA THESIS

The submitted BA thesis is checked against plagiarism through anti-plagiarism system by an authorised person of the administration of the Faculty of Philology. If there is plagiarism, it is noted in the review of the thesis – what the extent of plagiarism is, which parts of the thesis are plagiarised and where from.

Three copies of the final version of the BA thesis are submitted. One copy is submitted to the academic advisor in person, another copy is submitted to the reviewer in person, and the third copy (together with the electronic version of the thesis in CD) is submitted to the Department of English Philology.

The final version of the BA thesis is submitted on the last but one week of May.

The final version of the BA thesis is accepted only if it is duly signed by the student and the academic advisor on the title page of the thesis.

2.3 THE BA THESIS VIVA VOCE DEFENCE PROCEDURE

A student has a right to get acquainted with the review of the thesis three days before the defence. A student takes the review from the Department of English Philology.

If there is plagiarism, it is stated in the review of the thesis and the thesis is not given a permission to be defended.

The BA thesis defence is open to public. Junior students are recommended to take part in the Viva Voce Defence.

At the Viva Voce Defence, students have to have their BA theses printed in order to be able to answer questions or to respond to comments referring to the thesis. At the Viva Voce Defence, when the reviewer is talking, the student is noting down the reviewer's comments, remarks and questions in order to be able to respond to them later.

The review presented by the reviewer has to comply with the requirements for reviews. The time allotted to the review is from five to ten minutes. The reviewer has to ask the student no less than two questions. The student is not familiarized with questions in advance. The review is finished with the assessment of the BA thesis: *The BA thesis meets the requirements for the award of the BA degree* or *The BA thesis does not meet the requirements for the award of the BA degree*.

The Viva Voce Defence committee members present their assessment of the BA thesis quality prior to the BA thesis Viva Voce Defence.

If the academic advisor or the reviewer is the Viva Voce Defence committee member he / she sustains from assessing the BA thesis of his / her student under supervision as the Viva Voce Defence committee member.

Only the Viva Voce Defence committee members are present at the discussion of the final marks.

Academic advisors, reviewers and the Viva Voce Defence committee members use a 10-point scale for assessment.

The students are notified of their final mark on the day of defence.

2.4 THE PREPARATION OF THE PRESENTATION FOR VIVA VOCE DEFENCE

The length of the presentation is 10–15 minutes. The form of the presentation might vary; however, the following important points of the BA thesis must be dwelt upon in the presentation:

- the problem statement, the hypothesis / research questions;
- the aim and the objectives of the research, the methods, the scope, the significance and relevance of the research;

the results of the research, conclusions and implications for practice.

The presentation is an important part which will have a significant effect on the overall assessment of the BA thesis; therefore, the presenter must:

- choose an appropriate form of the presentation;
- reveal the results of the research;
- select / prepare appropriate visual aids such as Power Point presentation;
- speak fluently (avoid reading the text of the presentation);
- not exceed the time limit given for the presentation.

2.5. THE ASSESSMENT CRITERIA FOR THE BA THESIS

The final assessment of the BA thesis consists of the following parts:

- assessment of the Viva Voce Defence committee members makes up 40% of the final mark;
- assessment of the reviewer makes up 30% of the final mark;
- a student's performance at the BA thesis Viva Voce Defence makes up 20% of the final mark;
- assessment of the academic advisor makes up 10% of the final mark.

3. RULES AND REGULATIONS ON THE MA THESIS WRITING AND DEFENCE

3.1 PRELIMINARY VIVA VOCE DEFENCE OF THE MA THESIS

A student has a right to check his / her thesis against plagiarism through anti-plagiarism system of Lithuanian University of Educational Sciences prior to the preliminary Viva Voce Defence.

The MA thesis for the preliminary Viva Voce Defence is due to be submitted to the Department of English Philology one week before the preliminary defence. The MA thesis should be 90% completed. The preliminary Viva Voce Defence of the MA thesis takes place in April⁷.

During the preliminary Viva Voce Defence:

- a student should give a short presentation on his / her thesis (5 min.): what is accomplished and what is achieved;
- an academic advisor presents his / her opinion about the MA thesis (if the thesis is qualified for the defence or not);
- a student is presented with questions and recommendations.

After the preliminary Viva Voce Defence there are two possible conclusions: the thesis is recommended for the defence or the thesis is not recommended for the defence.

3.2 THE SUBMISSION OF THE FINAL VERSION OF THE MA THESIS

Three copies of the MA thesis must be submitted:

One copy is submitted to the Department under supervision of which the MA thesis was written no later than two weeks before the Viva

⁷ Exact date is set and announced in advance by the Department of English Philology every year.

Voce Defence. The copy must be signed by the academic advisor of the MA thesis who gives the permission to submit the thesis for the defence.

The second copy is submitted to the reviewer.

The third copy is submitted to the academic advisor.

3.3 THE MA THESIS VIVA VOCE DEFENCE PROCEDURE

The Viva Voce Defence is organised by the Viva Voce Defence Committee according to the following steps:

The Chairperson of the Viva Voce Defence Committee invites the MA student, introduces the title of his / her thesis as well as the academic advisor and the reviewer of the thesis and asks the MA student to present the study.

The MA student makes a brief presentation (10–15 min.) of the results of the research. It includes the problem statement, the hypothesis / research questions, the aim and the objectives of the research, the methods and research procedure, scope, the significance and relevance of the research, the major results of the research, conclusions and implications for practice.

The MA student responds to the questions put by those participating in the Viva Voce Defence.

The reviewer (if he / she is absent, then the Chairperson of the Viva Voce Defence Committee) reads out the review of the MA thesis.

The MA student answers the reviewer's questions and responds to the remarks (if appropriate).

The academic advisor makes comments on the performance of the MA student in the process of the research (if appropriate).

The MA student responds to the comments.

3.4 THE ASSESSMENT CRITERIA FOR THE MA THESIS

The final assessment of the MA thesis consists of the following parts:

assessment of the quality of the thesis by Viva Voce Defence committee members makes up 40% of the final mark;

assessment of the reviewer makes up 30% of the final mark;

a student's performance at the MA thesis Viva Voce Defence makes up 20% of the final mark;

assessment of the academic advisor makes up 10% of the final mark.

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A Sample Cover Page

**LITHUANIAN UNIVERSITY OF EDUCATIONAL SCIENCES
FACULTY OF PHILOLOGY
DEPARTMENT OF ENGLISH PHILOLOGY**

VARDĖ VARDAITĖ

**COHESION IN RESEARCH ARTICLES
BA / MA THESIS**

Academic advisor: Assoc. Prof. Dr. Vardė Pavardė

Vilnius, 2015

A Sample Title Page

LIETUVOS EDUKOLOGIJS UNIVERSITETAS
FILOLOGIJOS FAKULTETAS
ANGLŲ FILOLOGIJOS KATEDRA

RIŠLUMO PRIEMONĖS MOKSLINIUOSE STRAIPSNIUOSE

Bakalauro / Magistro darbas

Bakalauro / Magistro darbo autorė **Vardė Vardaitė**

Patvirtinu, kad darbas atliktas savarankiškai,
naudojant tik darbe nurodytus šaltinius

(Parašas, data)

Vadovas doc. dr. **Vardas Vardaitis**

(Parašas, data)

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Adapted from: Verikaitė, D. (2006). Writing an MA paper. Guidelines for students of English Philology. Vilnius: VPU.

A Sample Abstract

ABSTRACT

This study aims at exploring the influence of a genre on the use of lexico-grammatical cohesive devices. Two genres were subjected to analysis – editorials of newspapers and introductions of research articles. The quantitative approach was employed in the study: the relative frequency of the occurrence of items under investigation – reference, substitution, ellipsis and conjunction – was calculated. The research demonstrated that the frequency of the items of reference were significantly higher in editorials of newspapers than in introductions of research articles. It also demonstrated that the editorials of newspapers gave preference to the items of substitution rather than to those of ellipsis. Further studies of the influence of a genre on means of lexical cohesion – collocation and reiteration – must be conducted to determine the influence of a genre on the means of cohesion in general.

Common Abbreviations

approx. – *approximate (ly)*, e.g. approx. 2000 words.

cf. – short for confer "*compare*", e.g. stylistic devices cf. epithet, metaphor and simile.

ed., eds. (also **Ed., Eds.**) – *edition; edited by; editor/s*, e.g. "Eighteenth Century Women Poets", Ed. Lonsdale.

e.g. – short for *exempli gratia* "*for the sake of example*": cohesive devices, e.g. reference and substitution.

et al. – short for *at alii* (m) *et aliae* (f) *at alia* (neuter) "*and others*": used especially after names, e.g. West et al., 1996.

etc. – short for *et cetera* "*and so on*": used after a list to show that there are other things that you could have mentioned, e.g. Remember to point out the aim, objectives, methods, etc.

ff. – *and the following pages*: usually written after the number of a page or line, e.g. see p. 139 ff.

ibid. (also **ib.**) – short for *ibidem* "*in the same place*": referring the reader to a publication mentioned in an immediately preceding note, e.g. (Wilson 1983, 71) *ibid.* p. 330.

i.e. – short for *id est* "*that is*": used to clarify the statement just made, e.g. verbals, i.e. participles, gerunds, infinitives.

loc. cit. – short for *loco citato* “*in the place cited*”: used in notes to indicate a passage already cited, e.g. Johnson, *loc. cit.*

no., nos. – *number, numbers*, e.g. vol. no. 3.

op. cit. – short for *opere citato* “*in the work cited*”: used in notes to indicate reference to a publication already cited, e.g. Johnson (*op. cit.*, 352).

p., pp. – *page, pages*, e.g. examined in Chapter 4 (pp. 109 – 13).

passim – *at many points, recurrent*: used to indicate that a particular name or subject occurs frequently throughout a particular piece of writing, e.g. *The Theory of Genre* (London, 2003) p. 11 and *passim*.

sic – *thus*: used parenthetically by writers and editors, especially in square brackets, to distance themselves from a dubious or erroneous usage, but also sometimes to draw attention to it, perhaps highlighting it in order to mock it, e.g. ... but they did not receive [sic] the letter.

UP – *University Press*, e.g. Oxford UP, Cambridge UP

vol., vols. – *volume, volumes*: used when referring to one or more books in a series of books, e.g. *Columbia Law Review*, vol. no. 6, p. 621.

viz. – short for *videlicet* “*it is permitted to see*” (understood as “*namely*”): used to introduce a list of things that explain something more clearly or are given as examples, e.g. four major colleges of surgery, *viz.* London, Glasgow, Edinburgh and Dublin.

Adapted from: Katkuvienė, L. E., & Šeškauskienė, I. 1999. Writing a research paper. The student's guide. Vilnius.

A Sample Table

Table 1. The Relative Frequency of the Items of Substitution in Editorials of Newspapers and Introductions of Research Articles.

Type of Substitution	Editorials of Newspapers	Introductions of Research Articles
Nominal Substitution	49%	76%
Verbal Substitution	25%	16%
Clausal Substitution	26%	8%

Adapted from: Verikaitė, D. (2006). Writing an MA paper. Guidelines for students of English Philology. Vilnius: VPU.

A Sample Figure

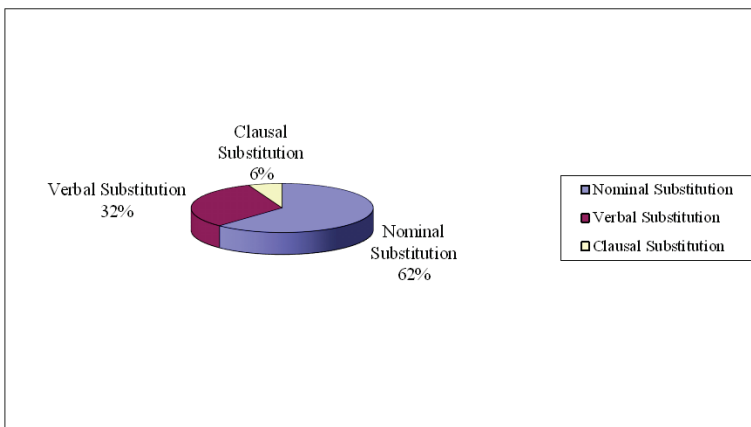


Figure 1. The Relative Frequency of the Items of Substitution in Introductions of Research Journal Articles.

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Išleido ir spausdino Lietuvos edukologijos universiteto leidykla
T. Ševčenkos g. 31, LT-03111 Vilnius
Tel. +370 5 233 3593, el. p. leidykla@leu.lt