

**THE MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE
REPUBLIC OF KAZAKHSTAN**

MAQSUT NARIKBAYEV UNIVERSITY

SCHOOL OF LIBERAL ARTS



MASTER'S THESIS GUIDELINES

Astana 2025

The following methodological recommendations have been developed in accordance with the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, the state general educational standard of higher education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604, model rules for the activities of organizations of higher and postgraduate education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 16, 2013 No. 420.

Approved by the Research Committee of School of Liberal Arts
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1. REGULATIONS ON MASTER THESIS

1.1 Understanding Master Thesis

The State compulsory standard of postgraduate education in the Republic of Kazakhstan (2016) claims that “Master's thesis in higher educational institutions is an independent graduates’ scientific research containing theoretical and/or practical developments of an urgent problem in the field of the chosen specialty, based on modern theoretical, methodological and technological achievements of science for an academic degree” (p.126).

Thesis is supervised by the School of Liberal Arts (hereinafter SLA) faculty member. Every graduate is to pass all SLA ethical review procedures and meet all the requirements to complete the thesis.

SLA is responsible for students identifying research topics relevant to their program major and of interest to them, designing appropriate and rigorous research projects, carrying them out, and writing about the research in the thesis.

1.2 Master thesis content

The Master’s thesis in the research-based program includes approximately 15,000 to 18,000 words in length, excluding endnotes, tables, appendices, and bibliography. The Master's thesis in the professional program consists of approximately 6,000 to 8,000 words. Requests to submit a shorter or longer thesis in exceptional circumstances must be approved by the student’s supervisor. The topic of the thesis must be approved by the supervisor and then by the SLA Research Committee (hereinafter referred to as RC).

Students should use academic English language while writing thesis and give well-reasoned and scientifically based ideas and suggestions. Graduate students, together with the supervisor, should follow format of the Master’s thesis, according to which they will build their research.

Structure of the Master’s thesis

- cover paper
- declaration
- abstract
- table of contents
- lists of tables and figures
- introduction
- literature review
- methodology
- findings
- discussion
- conclusion
- references
- appendices

Master Thesis (MT) is a written analysis of literary sources describing the relevance of the selected study, its theoretical and practical significance, literature analysis, methodology, main research results, recommendations, and conclusions.

The section “Declaration” expresses graduate’s agreement to grant to Maqsut Narikbayev University the right to store and distribute the MT results in print and electronic format; and confirm that this is the result of their own original work, and it does not infringe any copyright (See Appendix 6). In addition, graduates are required to complete the **AI Declaration Form**, confirming that any use of artificial intelligence tools during the preparation of the Master’s Thesis was appropriately acknowledged and did not compromise the originality or academic integrity of the work.

The “Abstract” section is informative section in English, Kazakh, and Russian languages. Abstract does not critique or evaluate a project, but it briefly describes the whole work. Abstract includes all the main arguments and the main results and evidence in the final paper. These are purpose, methods, scope, results and conclusions of the research and the recommendations with further implications. The length of abstract should not make up more than 10% of the length of the entire work (350 words approximately).

The “Table of contents” section includes the list of all sections of student’s research, the same as “lists of tables and figures”. Student should organize these sections according to the [APA 7 Ed. Manual](#)

The “Introduction” section includes background information, problem statement, purpose of the study, research question (s) and significance of the study.

The purpose of the background information is to provide the historical context of the issue. It refers to the existing literature indicating the root and the scope of the issue and how far previous research studied the issue. Background information also indicates the gap that the current study should fill. Problem statement aims to define and explain the problem. It usually contains 1-3 sentences and is a short description of a problem that should be addressed. Problem statement explains why the issue should be studied in Kazakhstan. Purpose of the MT is narrower than problem statement and tells what exactly should be studied. Research questions are “interrogative statements that narrow the purpose statement to specific questions that researchers seek to answer in their studies” (Creswell, 2012, p. 627). The MT has at least 1 or 2 research questions, contains target population, and offers a methodology. Significance of the MT describes how potential audience, for example, students, employers, researchers, practitioners etc., could benefit from the research (see Appendix 7).

The “Literature review” section contains the analysis and synthesis of the existing studies of the topic. It summarizes articles, books, conference papers and other documents (See Appendix 8).

The “Methodology” section identifies how the research has been carried out. First, it justifies the choice of research design and research methods for the study. Secondly, the section explains sampling strategy, criteria for choosing research site and selection of participants. Then data collection instruments and procedure are indicated. Finally, it informs how anonymity and confidentiality of the involved participants and research site are guaranteed (see Appendix 9).

The “Findings” section reports the most notable findings of MT and relate them to research questions as set out in the introduction section of the MT. This section is written in past tenses and the analysis description according to the chosen method of the research.

The “Discussion” section explores the relevance and significance of research findings giving the opportunity to demonstrate student’s analytic and critical thinking skills. In other words, graduate student should demonstrate how exactly research findings answer the research questions and make sure that they are in line with the aims and objectives established. It is critically important to compare research results with the existing knowledge and literature described in the section “Literature review”.

The “Conclusion” section of the MT portrays the ideal picture of research topic, and it also delivers an idea whether the purpose of MT is achieved or not. It is a well-written section that summarizes and analyzes each of the MT sections. Moreover, in this section the researcher has an opportunity to accentuate on those main points that were omitted in previous sections. In addition, the author can express their own opinion about the results, predicts the future research and gives recommendations.

The “References” section should appear at the end of the paper. It includes every single source used and cited in the body of the paper. References should appear on a new page separate from the main text; it is important to name this page "References" in bold, centered at the top of the page (do NOT underline or use quotation marks for the title). All text should be double-spaced ([See APA 7 Ed. Manual](#))

1.3 Procedure for the Approval and Re-approval of Master’s Thesis Topics

The topic of the master’s thesis is determined by the student in consultation with the supervisor, taking into account the field of the educational program and the student’s research interests, after which it is submitted to the Committee for approval. The Committee reviews the application, evaluating the relevance, feasibility, and scientific novelty of the proposed topic.

If it becomes necessary to change the topic, the student-researcher must first coordinate the modifications with the supervisor.

After obtaining the supervisor’s approval, the student submits an official application to the Committee for consideration and re-approval of the master’s thesis topic.

The final approval or re-approval of the master’s thesis topic is formalized by a decision of the Committee and recorded in the official minutes.

2. RESULTS EVALUATION

2.1 Proposal defense and ethics approval

Most research conducted by SLA students need to receive research ethics permission. All research that involves human subjects needs to be approved by SLA Research Committee (hereinafter referred to as RC). The SLA RC is the school internal body that is responsible for ethical compliance. The Committee approves students’ proposals of the studies based upon the report and checklist signed by the research supervisor.

Students are required to submit their research instruments between by February 28th for ethical approval. All research proposals are uploaded by the deadlines outlined in CANVAS. Before the upload date the graduate student should show the proposal to the research supervisor to get

it signed according to the checklist criteria and to submit a scanned version together with the checklist to SLA RC by the given deadline. The proposals are submitted to Canvas and rec_sla@kazguu.kz

IMPORTANT: Students is not permitted to start any research until the research proposal has been approved by a thesis supervisor and the SLA RC approval is received.

2.2 Preliminary defense

Preliminary defense of the MT is carried out by means of presentation of the results obtained at an expanded meeting of the Research and Ethics Committee of School of Liberal Arts in the context of approved scientific areas, with the participation of program managers, scientific supervisors, teaching staff and students. During the preliminary defense of the MT, those present can ask questions, and a graduate student can give explanations, including using computer presentations, diagrams, tables, graphics, and statistical information.

Master thesis is allowed to be defended if it meets the above requirements with more than 80% of the main work completed. If the graduation thesis does not meet the requirements, including facts of plagiarism, non-participation of the graduate student in the work on the project (systematic absence from meetings, failure to comply with the obligations and conditions of the assignments), such a project / work or student to public defense is not allowed.

The decision on the admission or non-admission of a master thesis for public defense is formalized by the decision of the Research Committee of the SLA.

2.3 VIVA defense

Public defense of a thesis will be conducted by the graduate student at the meeting of State Attestation Commission. The author of the thesis text shall defend the research results within 15 minutes presentation revealing the aim, objectives, novelty, findings of the research conducted, also explaining the methodology and implications for further development.

Those who are present during public defense are entitled to ask the author questions regarding his or her thesis, and the author may answer those questions with the help of visual tools such as presentations, schemes, tables, and statistical data.

The Secretary of the SAC makes a video recording of the speech and questions asked by the members of the SAC to the student defending their master thesis / project, as well as answers to them. The decision on the successful defense of the master thesis is documented in the minutes of the SAC meeting.

The defense of the MT ends with the provision of the defended final word, in which graduates have the right to express their opinion on the comments and recommendations made during the discussion of the project, as well as the final word of the SAC members with the announcement of the assessment for the defense of the MT.

2.4 Depositing final thesis to the repository

All passing master's theses are now required to be deposited in Maqсут Narikbayev University Library repository for open access to readers. Deposit of the thesis to the MNU Library Repository is authorized by the *Author Agreement*. All final theses must include a signed Author Agreement. Signing this form and including it in the thesis gives the library the right to make the thesis available to the MNU community.

All deposited theses must demonstrate the highest quality of presentation, with an absolute minimum of errors of spelling, punctuation, or spacing, suggestive of very careful proofreading. Additionally, full compliance with [APA 7 edition](#) is expected, specifically all in-text citations, quotations, paraphrases, and the References page are accurate according to the seventh edition of the *Publication Manual of the American Psychological Association*.

2.5 MT evaluation

Upon completion of the public defense the members of the State Attestation Commission evaluate each thesis conferring a master's degree according to each student's area of specialization. The final grade must be decided upon by the agreement of the Chair and each member of State Attestation Commission (40% of the final grade), grade of the supervisor (40%) and customers'/reviewer's grade (20%). The decision about the final grade of thesis is registered in the report written by State Attestation Commission members (See Table 1).

Table 1. *Final assessment components*

Activities	Total points	Weight in Canvas (%)
1	2	3
The Master's thesis VIVA	0-100	40
The Master's thesis supervisor's mark	0-100	40
The reviewer's mark	0-100	20
Total		100

Once final grades for thesis have been reconciled, they cannot be reconsidered. To know more about assessment criteria and its submission, see Appendix 4.

2.6 Appeal

The results of the public defense of the master thesis can be appealed by the student within 24 hours from the moment the assessment was announced by submitting an application addressed to SLA Dean in the Smart MNU system.

The basis for the appeal may be the disagreement of the student with the assessment of the SAC on the defense of the MT Viva with the obligatory indication of the reason. The evaluation of the opponent and supervisor is not subject to appeal.

To conduct an appeal, by order of the Dean, a commission is created, consisting of at least 3 specialists in this field of knowledge who did not participate in the process of defending the master thesis.

In the process of the appeal, the members of the commission check the grounds set forth in the student's application, study the video protocol of the defense and make a decision to satisfy or refuse to satisfy the appeal.

If the appeal is satisfied, the minutes of the meeting of the appeal commission are re-drawn. In this case, the results of the first protocol are canceled with the inscription “The assessment is revised by minutes No. ___ dated _____ on page _____” and signed by all members of the commission present.

MNU SLA Code of Practice for master’s thesis supervisors and students

2.7 Master’s Thesis Supervisor

A principal supervisor is appointed to each graduate student. The supervisor oversees the design and implementation of the thesis research, as well as the thesis writing process. In the event of the departure or absence of the supervisor or in the event of an irreconcilable breakdown in the supervisory relationship between supervisor and student, another faculty member will take over the main supervisory role by the decision of the SLA RC.

2.8 Responsibilities of the Thesis Supervisor

The responsibilities of the thesis supervisor include:

- (a) giving guidance about the nature of research and the standard expected, about the planning of the research project, appropriate literature and sources, and research methods;
- (b) meeting or communicating with the student on a regular basis (generally, once every three weeks, in person or online), and being available to the student within reasonable limits when advice is needed;
- (c) requesting written work as appropriate and returning submitted work with constructive comments within a reasonable time frame;
- (d) giving advice on the necessary rates of progress of successive stages of the work so that the thesis may be submitted within the scheduled time. Provides consultations for the students on MT preparation (at least 2 times a month) in person and/or online), and continuously supervises the progress of research progress and writing via the LMS Canvas. In particular, the supervisor creates assignments, sets deadlines, checks completed assignments, and provides comments on them;
- (e) ensuring that the student’s research meets SLA ethical guidelines and standards and is approved by the SLA RC;
- (f) helping the student to develop understanding of professional and ethical conventions for educational research;
- (g) ensuring that the student is made aware of inadequacy of progress or of standards of work below those generally expected and informing the Dean and the Program Coordinator in such cases so that supportive or ameliorative action can be implemented as necessary;
- (h) supervisor is also responsible for checking all parts of the Master's thesis for plagiarism *via the Strike Plagiarism system WITHOUT saving the* uploaded parts of the Master's thesis in the repository.

The whole work is uploaded to the Strike Plagiarism system without saving in the repository *a week before the pre-defense of Master's thesis*. If plagiarism is detected, the supervisor immediately notifies the student, and on the basis of the identified violation of academic integrity has the right not to *admit the research work* to the pre-defense.

The final work is uploaded to the repository *2 weeks before the date of the defense of the Master's thesis*. In case of plagiarism, the work is not admitted to the defense;

- (i) 2 days before the defense of the Master's thesis, the supervisor sends an email to rec_sla@kazguu.kz with the following set of documents in one folder: the final version of the Master's thesis (PDF), the final Strike Plagiarism report, the opponent's evaluation

form with a mark, and the supervisor's evaluation form with a mark and completed and signed AI declaration form.

- (j) encouraging the student to engage with others working in the field of research, for example, by attending conferences or submitting papers for journals where appropriate;
- (k) arranging appropriate opportunities for the student to practice communication skills, for example, through presentations;
- (l) providing a certain level of pedagogical support and referring the student to sources of appropriate support where required;
- (m) being available to mark the Master's thesis and attend the viva.

2.9 Responsibilities of the Graduate Student

The responsibilities of the student include:

- (a) accepting ultimate responsibility for his/her own research activity and timely completion of the thesis;
- (b) discussing with his/her supervisor the type of guidance and commentary they find most helpful, agreeing a schedule of meetings, and meeting the supervisor on a regular basis;
- (c) taking the initiative in raising problems or difficulties concerning thesis writing;
- (d) maintaining the progress of the work in accordance with the stages indicated by the supervisor including, in particular, the presentation of written material as required in sufficient time to allow for comments and discussion before proceeding to the next stage;
- (e) researching responsibly and ethically;
- (f) keeping a written note of meetings with the supervisor, which should include items for action;
- (g) developing responsibility for the direction and implementation of the research project as it progresses.

Supervisors can guide and comment on students' Master's thesis plans and progress but **will not rewrite students' theses**. Supervisors will advise students on what to do but **will not do it for them**. Ultimately, **the thesis is the student's own independent piece of work**.

3. ADHERENCE TO ACADEMIC INTEGRITY PRINCIPLES

3.1 Plagiarism

Plagiarism is the representation of the works, ideas, thoughts, conclusions, or expressions of other people as one's own. One of the aims of the master's programs of the MNU School of Liberal Arts (MNU SLA) is to nurture novice researchers with the high level of academic integrity. MNU SLA follows the policy on plagiarism as stated in [the Handbook on Ensuring Academic Integrity](#).

The Master's thesis must be a product of a student's independent work. The students may use other resources giving credit to the authors/sources. It is also allowed to consult with supervisors or fellow students, but the final draft must be written by the student in his or her own words.

Forms of plagiarism as stated in the Handbook on Ensuring Academic Integrity:

Word-for-word Plagiarism without Clear Acknowledgement. Quotations should be put in double inverted commas or indented and introduced with full acknowledgement of the used sources. A reader should be able to understand which part of the text belongs to the author and where someone else's thoughts and / or ideas are quoted.

Copying and Pasting Information from the Internet without Clear Acknowledgement. Information obtained from the Internet should be properly cited and included in the Reference list. Such information should be thought throughly and analyzed to successfully pass a plagiarism test and to further undergo review procedure.

Paraphrasing. Paraphrasing someone's work by changing some words, word order or structure of an argument is also plagiarism if you do not acknowledge authorship of this work.

You should make sure that a reader may not fall under the erroneous impression the paraphrased text or sequence of the idea belongs to you, therefore referencing in your text may not be enough. It is recommended to sum up a general argument of an author in one's own words by pointing out that it is someone else's thought. It will provide deep understanding of the argument.

Another form of a plagiarism is *self-plagiarism* when an author uses his/her own academic paper again without indicating the fact of its earlier publication, i.e., passing the previously published academic paper or its part off as an independent or a new one.

Collaboration with other persons without permission from authorized officials discords with principles of academic integrity and questions the originality of the master's thesis. If rendering assistance (excluding proofreading) in writing master's thesis it is required to apply to the school's regulations. If assistance or clarification is needed or there are questions concerning conducting research, it is recommended to consult a research supervisor for clarification.

It is important to note that plagiarism is considered as a violation of academic integrity the principles of which are strictly followed by at Maqsut Karikbayev University, which is given serious consideration, and usually results in expulsion from the university.

3.2 Strike Plagiarism

The system that is used by Maqsut Narikbayev University to ensure the academic integrity and originality of the master's theses is called Strike Plagiarism. It is a software platform that checks paper projects of master students for text similarity against its own *Strike Plagiarism reference database* or other texts on the Internet, such as journal articles, reports, documents, etc.

The Strike Plagiarism system users shall admit and recognize that originality reports provided by the system are only tools for detecting text similarity between the compared papers, but not means for final plagiarism detection. Only the thesis supervisor can interpret the originality reports and detect true plagiarism. Results of checking a student's paper are taken into account when a verdict on admitting a thesis to defence and / or its assessment is rendered.

The process of checking the paper for plagiarism

The thesis supervisor creates an assignment in Canvas for the submission of the drafts of the master's theses. Because Strike Plagiarism is integrated in Canvas LMS the submitted works are redirected to Strike Plagiarism right away. The drafts of the master's theses must be submitted as a MICROSOFT WORD DOCUMENT. PDF is not acceptable. Please name your file with the following format: Family Name First Name Year of Graduation.

E.g. Yemelyanova_Yelena_Translation Studies_2024

NOTE: In addition, you still must send an electronic copy in Word or PDF to rec_sla@kazguu.kz, and bring one hard copy, spiral bound, together with opponent revision, Strike Plagiarism report and supervisor's recommendation letter to SLA (room 512).

A research supervisor having received a report of the Strike Plagiarism system on plagiarism detection or on a high rate of borrowed text fragments or otherwise having noticed academic dishonesty should independently assess the paper for violations of the Handbook. In case the thesis supervisor does not confirm the violation, the master's thesis will be subject to further assessment without any reservations.

If the thesis supervisor believes that the master's thesis is plagiarized, they should conduct analysis in accordance with the Handbook on Ensuring Academic Integrity and assess the master's thesis independently or make a decision to submit materials to the RC.

If the supervisor believes that the master's thesis contains other forms of violation of academic integrity besides plagiarism and self-plagiarism, they need to draft a report on alleged breaches. This report should be submitted to the Ethics Committee within the time limit prescribed by regulations of the relevant department.

All results of academic integrity violation should be reported in transcripts, certificates, personal records, and other documents reflecting performance of students.

4. GENERAL REQUIREMENTS TO MT FORMATTING

4.1 Font, spacing, and margin requirements

The thesis must be printed single-sided on A4 paper.

- 12-point Times New Roman is recommended throughout the dissertation. Font size requirement for figures, charts and graphs is 12-point Times New Roman as well. Quotations, words in a foreign language, or book titles may be italicized.
- Your thesis should be double-spaced with 1-inch (2,5 cm) margins on the right, top and bottom sides of every page, except the left margin (1,5 inches/3 cm). The first line of paragraphs must be indented by 0.5 inches. The required margins apply to all pages.

4.2 Pagination

- All pages of the thesis must be numbered with the exception for the Title Page.
- Declaration, ethics approval, acknowledgement, abstract, table of contents, and lists of tables and figures are numbered by lower case Roman numerals (i, ii, iii, iv, v, etc.).
- The main text, references, appendices are numbered by Arabic numbers (1, 2, 3, 4, 5, etc.) starting with page 1 on the first page of text.
- Page numbers should be placed at the upper-right corner of the page inside the right margin.

4.3 Additional requirements

For tables, figures, footnotes, and other details, follow the guidelines in the Publication Manual of the American Association of Psychology ([7th edition](#)).

Headings

There is a special heading system that should be followed according to the APA Style. The heading system is used for organizing paper sections. Overall, there are 5 levels of headings, which should not be indicated with numbers or letters in the paper (See Table 2):

Table 2. Levels of headings

Level	Format
1	Centered, Boldface, Title Case Heading
2	Flush Left, Boldface, Title Case Heading
3	<i>Flush Left, Boldface Italic, Title Case Heading</i>
4	Indented, Boldface, Title Case Heading, Ending with a Period.
5	<i>Indented, Boldface Italic, Title Case Heading, Ending with a Period.</i>

Seriation

To list the key ideas in a specific order, use Arabic numbers followed by a period. Each key idea should be presented as a full sentence, not as fragment.

- 1) Use Arabic numbers to organize the key ideas.
- 2) Use a period after the Arabic numerical.
- 3) Write full sentences.

Seriation of ideas could also be presented by bullets:

- Ideas in bullets do not require a specific order.
- Ideas in bullets are not related chronologically or hierarchically.

Citations and References

- Citations are placed inside the main text and consist of the author's surname and the publication year.
- Direct quotes include the author, year and page number in brackets except for long quoted phrases (more than 40 words) should be presented as an indented quotation block.
- In the reference list, alphabetic ordering is determined by the first author's surname. If the author designation is identical, the ordering is determined by publication date. [See APA page.](#)

4.4 VIVA presentation requirements

Graphic material of the presentation, used as illustrations during VIVA defense, is made in the form of a presentation by means of Power Point, Prezi or other applications.

The presentation should highlight the aim of the MT, and clearly illustrate the main points to be presented, reflecting the essence of the research. Graphic materials should be identical to submissions in the research paper.

The title slide of the presentation is made, stating:

- Title page indicating the name of the university, school/faculty, thesis topic, full name;
- Relevance and purpose of the study;
- Brief literature review on key issues;
- Research question(s);
- Research methods indicating instruments, sample, and research progress;
- Research results;
- Analysis of study results according to literature review;
- Recommendations;
- Conclusions.

On each slide of the presentation slide number must be shown, placed at the upper left corner. General terms of presentation completion are a common style of the whole presentation; high quality images, graphics, drawings, and paintings made by computer graphics; logically presented text (bullet points). The use of large pieces of information in the presentation is not allowed. The number of slides should be comparable to information and presentation time.

5. STUDENT SUPPORT

Maqсут Narikbayev University Library provides a range of support for students preparing their master's thesis. Please be proactive and make sure that you use the support that is available.

The first and most important source of support is the Master's thesis supervisor. As explained in the Code of Practice (Section 3), each student's supervisor cannot and will not rewrite the thesis for the student, but is there to advise students on planning, implementation, analysis and writing.

The next source of support is the Library. MNU Library offers Reference Help and regular sessions on how to use library resources most effectively. Please use these services.

To get the access to the e-databases of the Maqсут Narikbayev University Library you should visit "Databases" section in <https://library.kazguu.kz/en/> official page.

MNU Library offers the following Databases:

1. ScienceDirect - <http://www.sciencedirect.com/>
2. Scopus - <https://www.scopus.com/>
3. Web of Science - Clarivate Analytics <https://bit.ly/33ZCqeZ>
4. JSTOR - Open Access Ebooks - <https://about.jstor.org/oa-and-free/>
5. Section "Resources" - select "Electronic resources" in the menu - a special selection of Electronic resources with an open access on the Internet <https://library.kazguu.kz/ru/elektronnyie-resursyi-2/>

Finally, struggling students do not need to struggle alone. Students should talk to whomever they are most comfortable talking to, whether this is their groupmates, tutors, faculty members, SLA staff, or the members of SLA Research and Ethics Committees. All of these individuals are here to help the students.

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Appendix 1

Proposal requirements for the SLA RC Approval

The proposal includes approximately 3,000-4,000 words in length, excluding endnotes, tables, appendices, and bibliography.

Proposals should contain the following elements: Introduction, Literature Review, Methodology, Plan of work and time schedule, and References.

1. Introduction

Introduction includes background information, problem statement, purpose of the study, research question (s) and significance of the study.

The purpose of the background information is to provide the historical context of the issue. It refers to the existing literature indicating the root and the scope of the issue and how far previous research studied the issue. Background information indicates the gap that the current study should fill.

Problem statement aims to define and explain the problem. It usually contains 1-3 sentences and is a short description of a problem that should be addressed. Problem statement explains why the issue should be studied in Kazakhstan. Purpose of the Study is narrower than problem statement and tells what exactly should be studied.

Research Questions are “interrogative statements that narrow the purpose statement to specific questions that researchers seek to answer in their studies” (Creswell, 2012, p. 627). Master’s thesis has at least 1 or 3 research questions, contains target population and offers a methodology.

Significance of the study describes how potential audience, for example, students, employers, researchers, practitioners etc., could benefit from the research.

Length: 1-3 pages.

2. Literature Review

Literature review contains the analysis and synthesis of the existing studies of the topic. It summarizes articles, books, conference papers and other documents. Students can refer to both quantitative and qualitative studies. This section does not simply list works, but provides critical evaluation of the existing studies.

Length - 3-5 pages

3. Methodology

Methodology identifies how the research is carried out. First, it justifies the choice of research design and research methods for the study. Secondly, the section explains sampling strategy, criteria for choosing research site and selection of participants. Then, data collection instruments and procedure are indicated. Finally, it informs how anonymity and confidentiality of the involved participants and research site are guaranteed.

Length - 1-2 pages

4. *Plan of work and time schedule* section should include an outline of the various stages and corresponding timelines for developing and implementing the research, including writing up your thesis.

5. *References*

This is the list of sources used in the proposal.

Appendix 2
Proposal submission checklist

Criteria	Yes	No
Introduction <ul style="list-style-type: none">• Background information• Problem statement• Research purpose• Research questions• Significance of the research		
Literature review <ul style="list-style-type: none">• Introduction• Conceptual topics/sections• Conclusion		
Research design <ul style="list-style-type: none">• Research design/method justification• Sample and sampling procedures described• Data collection instruments listed and described• Procedures for data collection explained• Anonymity and confidentiality procedures described• Risks of the research for participants and others specified• Benefits of the research for participants and others specified• Potential research limitations		
Plan of work and schedule		
References		
APA is strictly followed		

Student's name and surname _____

Signature: _____

Date: _____

Thesis supervisor: _____

Signature: _____

Date: _____

Appendix 3: Thesis Marking criteria

Student's Name:				
Marker's Name:				
Thesis Title:				
Grade (percentage and letter grade)				
Criteria	Excellent A/A- (100 - 90%) Meets and exceeds requirements	Good B+/B/B- (89 -75%) Meets requirements sufficiently	Satisfactory D/C+ (74- 50%) Meets requirements at a basic level	Fail F (49% and below) Does not meet requirements
Introduction Chapter	<p>The chapter clearly provides relevant background information and rationale for the study.</p> <p>The chapter includes research problem, relevance of the topic, novelty of the topic based on overview of previous research, goal and objectives, hypothesis or research questions. Research methods are outlined and brief overview of paper's structure is provided.</p> <p>The chapter clearly presents the significance, potential benefits and relevant audience of the research.</p> <p>The discussions are clearly and convincingly presented in relation to relevant literature as appropriate.</p>	<p>The chapter provides necessary background information relevant to the research and rationale for the study.</p> <p>The research problem, research purpose, and research questions are presented.</p> <p>The chapter explains the significance, potential benefits, and the relevant audiences of the research. The discussions are presented in relation to relevant literature as appropriate.</p> <p>Subsequent chapters are outlined.</p>	<p>The chapter provides some background information relevant to the research, rationale for the study may be missing. There might be background information that is not directly relevant to the research or its relevance is not clearly explained.</p> <p>The research problem, research purpose, and research questions are presented, but not in a clear manner.</p> <p>The potential benefits, significance and relevant audience may be missing or not presented in a clear way.</p> <p>The quality of discussions may be not consistent.</p> <p>The outline of subsequent chapters may be missing.</p>	<p>The chapter fails in presenting background information, and/or describing and arguing for the research. The research problem, research questions and research purpose are missing.</p> <p>In sum, this chapter does not provide a reader with a clear picture of what this thesis is about.</p>
Literature review	<p>The chapter demonstrates detailed knowledge of original sources, thorough knowledge of the field. There is no dependence on secondary sources. The key concepts, theories, issues related to the topic are clearly examined based on original sources and ideas are linked</p>	<p>A wide range of literature is used, covering the topic area. A few secondary sources are used to analyze the topic.</p> <p>The literature review clearly supports the key concepts, theories and/or issues related to the research.</p>	<p>The referred literature relates to research topic and use of the references is mainly controlled. The used literature knowledge is partly insufficient, subjectively chosen or comes from unreliable or secondary sources. The literature review</p>	<p>This chapter overall does not include an adequate number of literature sources for this study, key ideas, concepts and issues might be explained but in a very vague manner or not explained at all. No critical analysis and summary are given.</p>

	<p>directly to the research purpose and research questions.</p> <p>The referred literature material is chosen with justification (not in the form of a ‘shopping list’ of unconnected topics) and use of references is precise and explicit.</p> <p>The chapter is effectively summarized clearly presenting author’s critical, analytic approach, with an understanding of sources of similarity and differences of opinion.</p>	<p>Literature is effectively summarized, critically analyzed and synthesized.</p> <p>The literature is presented in the form of arguments linked directly to the research, not in the form of a ‘shopping list’ of unconnected topics.</p> <p>However, precision in use of the references varies a little.</p>	<p>analyses the key concepts, theories and issues related to the research but not always in an insightful way.</p> <p>Some ideas presented in the chapter may not be directly linked to the research.</p> <p>There is some unclarity in summarizing and synthesizing literature, and critical analysis may be missing.</p> <p>Some parts of the chapter have a ‘shopping list’ of unconnected topics.</p>	
Methodology Chapter	<p>The chapter thoroughly and critically describes methodological choices which are effectively justified in relation to the research purpose and questions.</p> <p>A particular design strategy (e.g., Ethnography Action Research, Case Study) is clearly justified.</p> <p>Description of the data collection or models as well as the analysis methods is complete and clear.</p> <p>The research site and/or sample selection is clearly described and justified.</p> <p>Ethical considerations are followed for all stages of the whole research process.</p> <p>The required literature is used to explain the concepts related to methodology.</p> <p>The benefits of the chosen form of research above others are clearly presented.</p>	<p>Methodological choices are justified in relation to the research purpose and questions.</p> <p>The research design is described and justified quite clearly, with discussion of any particular design strategies (e.g., Ethnography Action Research, Case Study). The research site and/or sample selection is described; however, a few details may be missing.</p> <p>Research data collection instruments are acceptably described and justified</p> <p>Data analysis procedures are described and justified clearly. Ethical considerations are followed for all stages of the research process. The required literature to explain certain methodological concepts is used. The benefits of the chosen form of research above others are generally presented.</p>	<p>Methodological choices are described and some justification for them is offered.</p> <p>Description of the data (collection, treatment) or models as well as the analysis methods used is lacking in a number of places. The research design is presented, satisfying the requirements at the basic level. The research site and/or sample selection is not clearly described. Data analysis procedures are described and justified, achieving the basic standard required.</p> <p>Ethical considerations are explored and observed, but some ethical aspects are missing.</p>	<p>This chapter fails in clearly justifying the methodological choices. The candidate does not explain why certain methods were selected, or how data were analyzed. Ethical aspects are not discussed at all.</p>
Results/ Findings/ Analysis/ Discussion	<p>The results and the conclusions drawn of them are connected well to each other.</p> <p>The data analysis approach is fully appropriate to the research questions.</p> <p>The answers to the research problems are systematically and critically scrutinized and it is examined how achieved results</p>	<p>The results and the conclusions drawn of them are connected well to each other.</p> <p>The research results provide quite full answers to the posed research questions.</p>	<p>There is only limited discussion of the results, and it is repetitive.</p> <p>Linkage of own results to existing knowledge is partly weak. The conclusions have been drawn slightly over- or underestimating manner. The significance of the results is missing.</p>	<p>The results and the conclusions are presented in a very limited way or not presented at all.</p> <p>The data analysis approach is not appropriate to the research questions.</p> <p>The significance of the research is not presented.</p>

	change or improve previous knowledge of the topic. The significance of the results is presented and the relevance of research conclusions to educational policy, practice or theory is clearly explored. Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions. The research results provide thorough answers to the posed research questions. In sum, candidate clearly demonstrates WHY each particular analysis was conducted, HOW the analysis was done, and WHAT the analysis tells us about the data.	The answers to the research problems are critically scrutinized, but not always in a consistent manner and it is examined how achieved results change or improve previous knowledge of the topic. Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions though there may be a lack of clarity in the discussion. The relevance of research conclusions to educational policy, practice or theory is addressed.	The data analysis approach is appropriate to the research questions and data, but could have been more clearly justified. Data are not consistently presented in a logical or clear way; findings are either not highlighted sufficiently for the reader or are not presented carefully enough. Not all the findings are clearly supported by the evidence presented in the data analysis. The relevance of research conclusions to educational policy, practice or theory is not clearly addressed.	Findings may not be supported by the data analysis; there may be no effort to present findings in relation to literature or conclusions to education policy, practice or theory.
Conclusion Chapter	The chapter provides exceptional conclusions that relate strongly to the topic of the thesis with excellent justification in the evidence. Conclusions add new insight to the topic of the dissertation and identify clear and practical recommendations / opportunities for further development. Limitations of the study are clearly presented. In sum, the chapter effectively concludes the thesis, providing a clear sense of: the extent to which the research purpose was achieved; the extent to which the research questions were ‘answered’; and the importance of the conclusions to the researcher.	The chapter provides clear conclusions that relate strongly to the topic of the thesis with justification in the evidence. Conclusions add new insight to the topic of the dissertation and identify practical recommendations / opportunities for further development. However, practical recommendations and opportunities could have been discussed in a more detailed and clearer manner. Limitations of the study are clearly presented. The chapter concludes thesis with some discussion as to the extent to which the research purpose was achieved; the extent to which the research questions were ‘answered’; and the importance of the conclusions to the researcher.	The chapter provides general conclusions that possibly relate to the topic of the thesis with some justification in the evidence, but there is some lack of clarity in the discussion. Conclusions may not provide new insight to the topic of the dissertation and may not identify clear practical recommendations / opportunities for further development. Limitations of the study are presented, but in a very vague manner. Overall, the discussions are superficial and unconvincing. The chapter concludes the thesis, overall, but it could be more readable, engaging, succinct and relevant.	The chapter does not provide clear conclusion with justification. Major findings are not connected to the topic of the thesis. Limitations of the study and practical recommendations for further development are missing.
Organization and language use	Information is presented in a readable, stylistically excellent manner; the	Information is presented in a readable, stylistically excellent manner, creating	Information is presented in a readable way, but some parts/chapters are not	Chapters are not coherently linked and information within chapters is not

	<p>structure is clear and consistent. Each chapter is effectively introduced and concluded. No spelling or grammatical errors.</p>	<p>a coherent text overall that presents no significant challenge for the reader. Each chapter is effectively introduced and concluded. There are noticeable errors of grammar, structure and/or expression in the thesis, but these present no significant problems of readability and clarity.</p>	<p>coherently linked presenting significant challenge to the reader. Each chapter is quite clearly introduced and concluded but there may be lapses or repetitions. There are many noticeable errors of grammar, structure and/or expression in the thesis, significant enough to distract the reader from the work.</p>	<p>presented in a readable and coherent manner. Many errors of grammar, spelling, punctuation make it challenging to understand the thesis text and presentation.</p>
<p>Referencing and formatting</p>	<p>All in-text citations, quotations, paraphrases and the references page are accurately presented according to the seventh edition of the <i>Publication Manual of the American Psychological Association</i>. The whole thesis is formatted in compliance with MNU SLA Master's Thesis Guidelines.</p>	<p>Overall, in-text citations, quotations, paraphrases and the references page are accurately cited according to APA, with few lapses. The thesis overall is formatted in compliance with MNU SLA Master's Thesis Guidelines with some lapses.</p>	<p>There are frequent lapses in APA accuracy with in-text citations, quotations, paraphrases and/or the References page. The thesis overall is formatted in compliance with MNU SLA Master's Thesis Guidelines, however, there are significant errors.</p>	<p>In-text citations, quotations, paraphrases and/or the References page are not cited accurately according to APA. The thesis is not clearly formatted in compliance with MNU SLA Master's Thesis Guidelines. There are many significant errors.</p>

VIVA assessment criteria

Student Name:	
Title of the thesis:	
Committee member:	
Date:	

Purpose: The purpose of the oral defense of the dissertation is to evaluate whether the graduate student has successfully completed a body of original research within his/her sub-discipline and/or area of concentration.

Criteria	Excellent 4 Meets and exceeds requirements	Good 3 Meets requirements sufficiently	Satisfactory 2 Meets requirements at a basic level	Fail 1 Does not meet requirements
Research problem/question	Demonstrates excellent ability to describe and conceptualize research problems. Communicates a high level of sophistication in presenting and situating research questions; well-grounded and convincingly presented.	Demonstrates good ability to describe and conceptualize research problems. Clearly presents research questions.	Demonstrates fair ability to describe and conceptualize research problems and research questions; however, research questions could be more precise.	Demonstrates no or little ability to describe and conceptualize research problems. Research questions are not clearly presented.
Literature review	Demonstrates excellent ability to integrate and critique relevant literature. Demonstrates depth of knowledge and thorough preparation in review of literature. The key concepts, theories, issues related to the topic are clearly examined based on original sources and ideas are linked directly to the research purpose and research questions.	Demonstrates good ability to integrate and critique relevant literature. A wide range of literature is used, covering the topic area. The literature review clearly supports the key concepts, theories and/or issues related to the research.	Demonstrates fair ability to integrate and critique literature, adequate literature review, but with some visible gaps. The literature review analyses the key concepts, theories and issues related to the research but not always in an insightful way.	Demonstrates no or little ability to integrate and critique literature. Literature review is incomplete, inaccurate and superficial.

<p>Research methods</p>	<p>Methodological choices are effectively justified in relation to the research purpose and questions. Description of the data collection as well as the analysis methods is complete and clear. The research site and/or sample selection is clearly described and justified. Ethical considerations are followed for all stages of the whole research process. The required literature is used to explain the concepts related to methodology.</p>	<p>Good use of research approaches and methods. The research site and/or sample selection is described; however, a few details may be missing. Research data collection instruments are acceptably described and justified. Data analysis procedures are described and justified clearly. Ethical considerations are followed for all stages of the research process. The required literature to explain certain methodological concepts is used.</p>	<p>Fair use of research approaches and methods. Description of the data collection as well as the analysis methods used is lacking in a number of places. The research design is presented, satisfying the requirements at the basic level. The research site and/or sample selection is not clearly described. Data analysis procedures are described and justified, achieving the basic standard required. Ethical considerations are explored and observed, but some ethical aspects are missing.</p>	<p>This section fails in clearly justifying the methodological choices. The candidate does not explain why certain methods were selected, or how data were analyzed. Ethical aspects are not discussed at all.</p>
<p>Results and implications</p>	<p>Presents results thoroughly, with full discussion of their implications for the research question. Excellent justification and defense of conclusions. Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions. The research results provide thorough answers to the posed research questions.</p>	<p>Presents results with some discussion of their implications. Good justification and defense of conclusions. The answers to the research problems are critically scrutinized, but not always in a consistent manner. Findings are fully supported by the evidence presented in the data analysis and critically and convincingly interpreted in relation to the relevant research literature and the research purpose and research questions though there may be a lack of clarity in the discussion.</p>	<p>There is only limited discussion of the results, and it is repetitive. Linkage of own results to existing knowledge is partly weak. The conclusions have been drawn slightly over- or underestimating manner. Data are not consistently presented in a logical or clear way; findings are either not highlighted sufficiently or are not presented carefully enough.</p>	<p>The results and the conclusions are presented in a very limited way or not presented at all. The data analysis approach is not appropriate to the research questions. The significance of the research is not presented. Findings may not be supported by the data analysis.</p>

<p>Oral presentation and presentation quality</p>	<p>Demonstrates excellent ability to present and defend the dissertation research. All questions from the committee members are answered directly and succinctly; good control of both theory and findings. Demonstrates excellent ability to present clearly and convincingly at professional level. No spelling, pronunciation, lexical or grammatical errors.</p>	<p>Demonstrates good ability to present and defend the dissertation research. Most of the questions are answered fully, only occasional stumbles. Demonstrates good ability to present clearly and convincingly at professional level. There are noticeable errors of grammar, structure and/or expressions in the presentation, but these present no significant problems of readability and clarity.</p>	<p>Demonstrates fair ability to present and defend the dissertation research. Questions are answered adequately, but minor uncertainty on some facts or details; occasional confusion or lack of clarity. There are many noticeable errors of grammar, structure and/or expressions in the presentation.</p>	<p>Demonstrates no or little ability to present and defend the dissertation research. Questions are not answered; a lot of confusion. Demonstrates no or little ability to present clearly and convincingly at professional level. Many errors of grammar, spelling, pronunciation make it challenging to understand the presentation.</p>
<p>Overall Assessment</p>	<p>/20*5=</p>			

Master's student's name: _____

Final Draft Checklist

(2 points – excellent/good, 1 point – satisfactory, 0 points – poor/not included)

Total: 100 points

SE	TE	
Title Page		
_____	_____	APA format
_____	_____	MNU University requirements
Introduction		
_____	_____	appropriate, interesting hook
_____	_____	sufficient background information
_____	_____	clear and convincing statement of problem
_____	_____	explicitly stated research purpose and questions and/or hypothesis (if relevant)
_____	_____	description of topic importance and relevance and/or contribution
_____	_____	brief overview of effective research methods to answer RQs
_____	_____	outline of the paper
Literature review		
_____	_____	introduction with preview statement
_____	_____	clear, focused summary of current knowledge and research analysis, evaluation, synthesis of information from sources
_____	_____	discussion of what we do not know and what needs to be researched
_____	_____	sufficiently developed
_____	_____	based on at least 10 reliable, relevant sources
Methodology		
_____	_____	introduction briefly restating objectives and identifying research design
_____	_____	justification of the research design and sampling technique
_____	_____	detailed description of research participants

_____ thoroughly explained data collection techniques and procedure
_____ thoroughly explained data management and data analysis
_____ description of ethical standards followed in this research

Results

_____ introduction
_____ sufficient and useful presentation of the findings
_____ appropriate use of data (figure, tables, description, transcription
extracts, etc.)
_____ appearance and clarity of figures
_____ clear written description of data with identification of trends,
contradictions
_____ sufficient complexity to the data presented (comparison of
multiple variables)

Discussion

_____ introduction
_____ answers the original research questions
_____ shows original thoughts in discussion/interpretation/explanation
of findings
_____ synthesizes findings with literature reviewed earlier
_____ sufficiently developed

Conclusion

_____ short summary of the whole study
_____ provides practical implications/recommendations
_____ addresses limitations and suggestions for future research
_____ effective use of a concluding technique

References and Appendices

_____ all sources cited in the text are listed in the references
_____ only sources cited in the text are present in the references
_____ reference list items are listed in alphabetical order
_____ correct content and format of the references
_____ each appendix is labeled with the appropriate letter
_____ all necessary materials are included in separate appendices

(consent form, interview questions, questionnaires, etc.)

Writing, organization, APA style

- | | | |
|-------|-------|---|
| _____ | _____ | well organized |
| _____ | _____ | sections and paragraphs logically flow |
| _____ | _____ | general clarity of writing |
| _____ | _____ | grammar and mechanics |
| _____ | _____ | sustains reader's interest |
| _____ | _____ | relevant sources are used and cited in the text |
| _____ | _____ | correct content and format of the in-text citations |
| _____ | _____ | APA formatting |

Comments:

Appendix 4: Title page

Title of Thesis

[Author's name]

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Translation Studies

MAQSUT NARIKBAYEV UNIVERSITY

School of Liberal Arts

[Month, Year]

Word Count: [number of words, excluding references and appendices]

© Copyright by [Author's name]

Appendix 5: Declaration

DECLARATION

I, the undersigned _____ grant to MAQSUT NARIKBAYEV UNIVERSITY the right to store and distribute my submission in print and electronic format.

I confirm that I am the sole author of this thesis, and that it does not infringe any copyright. This thesis is the result of my own original work, except where due acknowledgement has been made.

MAQSUT NARIKBAYEV UNIVERSITY will clearly identify my name(s) as the author(s) of the submission, and will not make any alteration, other than as allowed by this agreement, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:

Date:

Appendix 6: Introduction draft chapter

This guide will help you to write your introduction chapter in a logical way. The chapter needs to be coherent description of and argument for the study.

Use this guide *two ways*:

- (1) a guide as you write (do not use it as a rigid blueprint!);
- (2) a checklist at the end, before you submit, to make sure everything is complete.

	Content	Comments
Introduction	<ul style="list-style-type: none"> • Purpose of chapter' statement ("In this chapter, I will..."); • 'Preview' of chapter argument, section by section: <ul style="list-style-type: none"> ○ "In the first section, I will discuss...This is important for my study because it establishes... ○ In the second section, I will present...This is important to my study because... 	<ul style="list-style-type: none"> • The purpose of this chapter is to present your reader with: <ul style="list-style-type: none"> ○ The background information needed to understand the rationale of the research; ○ The research problem to be investigated; ○ The purpose and research questions that guide your study; ○ The argument for why your study needs to be done; ○ The outline of your thesis
Background information	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction ("In this section, I will...); • Use Sub-headings (APA-appropriate) as necessary; • Section Conclusion (1 or 2 sentences). 	<ul style="list-style-type: none"> • This section should offer a broad context for your study. • If an alien (or, more likely, a foreign researcher who has never been to Kazakhstan) reads your thesis, what do they need to know about your context to understand your study? For example, what is NIS? What is the trilingual policy? What is Kazakhstan 2050? In the chapter, these will likely take the form "According to the Kazakhstan 2050 policy..." Or "Nazarbayev Intellectual Schools are..."
Statement of problem	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction ("In this section, I will...); • Use Sub-headings (APA-appropriate) as necessary; • Section Conclusion (1 or 2 sentences). 	<ul style="list-style-type: none"> • Within the context you identify in the background, there must be some general problem or issue that you have identified. Explain it in a few paragraphs. • Note: "No one has studied this in Kazakhstan" is a problem, but there also has to be a reason why it is worth studying in Kazakhstan. What are the issues here?

Purpose of the study	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Write the purpose statement in a single sentence: <ul style="list-style-type: none"> ○ Begin the statement with key identifier words, such as “The purpose of this study is...”, to clearly signal readers. ○ Use a verb that clearly indicates what you intend to do in your study (describe, analyze, explain, explore, interpret, understand...). ○ State your central phenomenon/variables next. ○ Include participants and research site in your purpose statement. 	<ul style="list-style-type: none"> • Now within that problem and within that context, you provide a narrower focus. Within this general problem, what subproblem or sub issue does your thesis address? • Your purpose, like your questions, should also suggest a methodology.
Research questions	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • List your research questions using bullet points 	<ul style="list-style-type: none"> • Choose at least one but not more than three questions. • You may have sub questions as well. • Make sure your questions are not biased (not showing a conclusion before they start), that they indicate the target population of the study, and suggest a methodology.
Significance of the study	<ul style="list-style-type: none"> ▪ Section Heading (APA-appropriate); ▪ Present effectively the significance, potential benefits and the relevant audience of the research. <ul style="list-style-type: none"> ○ What will you gain from knowing the results of the study? ○ Who else will learn and grow from this knowledge? ○ How will they learn and grow from the knowledge you acquire in this study? 	<ul style="list-style-type: none"> ▪ Provide evidence to document the need to study the problem. You can justify the importance of the problem by citing evidence from other researchers and experts as reported in the literature, experiences others have had in the workplace, and personal experiences. ▪ Identify the audiences that will potentially profit from the study and the ways they will profit. Audiences may include researchers, practitioners, policy makers, school principals, employers, individuals participating in the study... E.g., “Policy makers will potentially benefit from this study because...”
Outline of the thesis	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Conclude the introduction by presenting a reading map where you outline the structure of the thesis and the content of the chapters that follow. 	<ul style="list-style-type: none"> • Describe subsequent chapters of the thesis described (as “road signs” to the reader) [Note: If you are doing a quantitative study, this section will have a clear pattern. If you are doing a qualitative study, this section might not be completed until you have analyzed your data and at least outlined your chapters.]

Appendix 7: Literature review draft chapter

This is a guide for our Literature Review chapter draft. Your professors agree that this is a logical way to present your data analysis and your ‘findings’ interpreted from that analysis. Use this guide *two ways*:

- (1) a guide as you write;
- (2) a checklist at the end, before you submit, to make sure everything is complete. (Circle every bullet-point to indicate that you have included each element.)

	Content	Comments
Introduction	<ul style="list-style-type: none"> • ‘Purpose of chapter’ statement (“In this chapter, I will...”); • Restate Research Purpose and Research Questions (briefly); • State (briefly) research methodology/methods; • ‘Preview’ of chapter argument, section by section: <ul style="list-style-type: none"> ○ “In the first section, I will discuss...This is important for my study because it establishes...” ○ In the second section, I will present...This is important to my study because... ○ Just before the conclusion, I will present my Conceptual Framework in relation to my research questions. 	<ol style="list-style-type: none"> I. The purpose of this chapter to present your reader with: <ul style="list-style-type: none"> • a clear understanding of the nature of your study; • your knowledge and critical analysis of the key issues, data, debates, issues, concepts and theories related to the study; • your argument for how you understand the <i>relevance to your study</i> of key issues, debates, concepts and theories; • your argument for why your study needs to be done. II. Remember this ALWAYS: A Literature Review is NOT a book report or a bulletin board of topics that are <i>possibly</i> relevant to your study. A Lit Review, instead, is a careful presentation an argument for how key data, issues, debates, concepts and theories are central to your study, that help you understand and explain it, and form the conceptual basis for your RQ-s, your data collection instruments, your data analysis, and your findings.

<p>Sections</p>	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction (“In this section, I will...); • Use Sub-headings (APA-appropriate) as necessary with clear and logical language for descriptors; • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. Each section needs a clear, logical section heading that indicates the key idea of the section using key words. (The key words are called “descriptors” in Bloomberg & Volpe, <i>so let us call them ‘descriptors’</i>). II. Sometimes the descriptor comes right from literature (“Learner-centered Instruction”). You can certainly have sections that are about debates, such as: “Learned-centered vs. Teacher-centered Instruction: The Key Points of Conflict.” Other descriptors could be things like “History of Learner-centered Instruction in Kazakhstan,” “A Critique of Learner-centered Instruction,” and so on. The point is to make be clear, conceptually, in what you are talking about, and to signal that clarity with a simple, clear section heading. III. Introduce the section in a couple of sentences: “In this section, I will discuss/present/analyze/compare and contrast/argue...”; “This discussion is central/important/key/important to my study because...” IV. Use connecting language as you move through the section: “First of all...”; “As opposed to Author X, Author Y argues that...”; “Together, these authors share the view that...”; “One study that is consistent with the argument presented by Author X is Author A’s research into why students with...”; V. Always be connecting to your study, point by point. There should be several places where you are saying things like: “This point is important to my study because...” VI. Do not forget methodology. Try to discuss between 3 to 5 articles (NOT methodology book chapters) that (a) help you understand your topic AND (b) help you understand and explain your methodology. <i>Bottom Line: Find studies done similarly to yours.</i> VII. You will be doing a LOT of paraphrase and quotation—<i>mostly paraphrase</i>, but often using KEY quotes. ALWAYS use page numbers when paraphrasing a specific point from any text. You MUST give the reader a chance to check your interpretation of an author’s point, so use page numbers always. VIII. Present ideas in a logical way as we have done all year: <ul style="list-style-type: none"> ○ State the idea clearly; ○ Explain the idea in your words, using cited paraphrases and quotes; ○ Give examples (try to use the examples in the text and also connect to your research context);
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		<ul style="list-style-type: none"> ○ State what is important about the idea, focusing on how it is relevant to your study. <p>IX. Often you will be synthesizing several ideas from different authors, which means bringing together the individual ideas into one, clearly stated point.</p>
Policy Context (Optional)	<ul style="list-style-type: none"> ● Section Heading (APA-appropriate); ● Section Introduction (“In this section, I will...); ● Use Sub-headings (APA-appropriate) as necessary; ● Section Conclusion (1 or 2 sentences): “From the analysis of this/these policy text(s) presented above, we can see that... Central to my study is... 	<p>I. This optional section, following the academic literature review sections, is the place for you to:</p> <ul style="list-style-type: none"> a. Present ideas from key policy texts that help you establish that your research topic is currently an important policy issue in Kazakhstan; b. Show that you are aware of the key policies related to your topic. <p>II. Always do this systematically:</p> <ul style="list-style-type: none"> a. Introduce the text by stating why you are talking about it: “Discussion of this text will help me establish...” b. State the FULL text name, in both English (translate if necessary, and say you translated it) and in the original language (in parentheses); c. State the author(s) and the intended audience and where it is available (or where you found it); d. State what you did with the text: “I analyzed this text for statements about/the Ministry’s strategy for...”; e. Very briefly (two or three sentences) summarize the entire text so the reader knows, in general, what sort of text it is. Be sure to list the major sections or chapters that comprise the text; f. State which section or sections (or chapters) are going to be explored in depth in your discussion; or, if you are using small passages from several places in the text, say so, but always state which sections/chapters of the text; g. Always use APA appropriate citations; make an APA reference for the References page.

Conceptual Framework	<ul style="list-style-type: none"> ● Section Heading (APA-appropriate); ● Section Introduction (“In this section, I will...); ● Present an analytic framework, RQ by RQ: <ul style="list-style-type: none"> ○ RQ1: State the research question completely; ○ “This question was explored drawing on the following key ideas described above. First, Author X’s notion of ‘.....’ is important because... Second...” ● Use Sub-headings (APA-appropriate) as necessary; ● Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. The purpose for this framework is fourfold: <ol style="list-style-type: none"> a. It shows the reader that you know HOW the information you discussed above is important in your study; b. It shows the reader that your study is firmly based in relevant and important literature; c. It is a logical summary of all the points you made above; d. The framework is something that you built to actually use as a conceptual ‘frame’ for your entire study. It is a major reason you wrote the chapter. II. The framework is built by connecting key ideas (Bloomberg and Volpe’s “descriptors”) to your RQs, one by one. It is possible to use the same descriptor for more than one question; <u>but each RQ needs at least one descriptor.</u> III. You will be providing definitions throughout this entire discussion. NEVER assume your reader knows what you mean by a key term. Use appropriate definition language, and make CLEAR that you are doing either: <ol style="list-style-type: none"> a. Using an author’s definition: “The definition of ‘autonomy’ I will be using throughout this thesis is that presented by Author X, who defines it as...” b. The definition of ‘autonomy’ I will be using in this thesis is drawn from both Author A and Author B. I will be combining Author A’s description of ‘blah, blah, blah,’ with Author B’s notion of ‘blah.” Together these combine in my definition of ‘autonomy’ as ...”; Also, “My definition of ‘autonomy’ has three dimensions. The first dimension, economic autonomy, refers to the freedom of an institution to.... This economic dimension is drawn from Author X, who describes.... The second dimension of autonomy in my three-part definition is...” IV. Each RQ is a sub-heading. Write the rest as a paragraph. V. See pages 29 – 30 in Bloomberg and Volpe on “Conceptual framework.” Notice how they link the concepts to the RQs.
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Conclusion	<ul style="list-style-type: none"> • Re-state ‘Purpose of chapter’ (“The purpose of this chapter was to...”); • Summarize chapter content (“As we saw above, the chapter began with...Next I...Finally I...”): • State that the topics discussed above, and the conceptual framework you developed, formed the basis of the methodological instruments you developed, which will be described in detail in the next chapter, Methodology and Methods. 	<ol style="list-style-type: none"> I. This is a conventional conclusion. II. Be sure to make the ‘transition’ to the next chapter clear. This will show your reader that you understand the relationship of this chapter to the next, and prepare your reader for what is to come in the following chapter.
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Appendix 8: Methodology, Results, Discussion & Conclusion drafts

This is a guide for our Methodology chapter draft. Your professors agree that this is a logical way to present your Methodology chapter. You can use this guide *two ways*:

- 1) a guide as you write (do not use it as a rigid blueprint);
- 2) a checklist at the end, before you submit, to make sure everything is complete. (Circle every bullet-point to indicate that you have included each element.)

	Content	Comments
Introduction	<ul style="list-style-type: none"> • Explain the purpose of this chapter. • You may remind the reader about your research focus and briefly state it. • You may paraphrase your research questions, but do not copy research purpose and research questions word by word. • State (briefly) research methodology/methods: <ul style="list-style-type: none"> ○ “I will describe and justify the choices I have made in developing a qualitative, interview-based study that will help me answer the research questions described above” • ‘Preview’ of chapter argument, section by section: <ul style="list-style-type: none"> ○ “In the first section, I will discuss...” ○ In the second section, I will present...” ○ Etc. 	<ol style="list-style-type: none"> I. The purpose of this chapter to present your reader with: <ul style="list-style-type: none"> • a clear understanding of the design of your study; • your explanation and justification for your approach (qualitative, quantitative or mixed methods), your data collection instruments (interviews, questionnaire, etc.), your data analysis approach and other important features of the study; • your understanding of the relevant ideas from the literature (theoretical or secondary sources and empirical studies). II. Remember: A methodology is a careful presentation of <i>an argument</i> for <i>why</i> you have chosen your approach and your methods. These were chosen because you believe they are most appropriate for your research project. Make sure your reader sees this argument CLEARLY! Always be connecting ideas discussed to YOUR study, your Research Purpose, your Research Questions. III. Use one or two relevant quotes from Creswell, Judith Bell and/or another author to state the purpose of a methodology chapter. IV. Try to keep the word count for this chapter only as large as necessary (so, not too long). Present full and detailed discussions, but keep the sections concise and clear.

Research Design	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction (“In this section, I will...); • Describe and justify the “<i>approach</i>” qualitative, quantitative, mixed or combined (This section should <i>not</i> be too long): <ul style="list-style-type: none"> “This research uses a qualitative research approach, described by Creswell (2011) as ‘.....’ I understand my research as being qualitative because, as Creswell (2011) describes, my research includes...A qualitative research approach is justified for my study because...” • (If appropriate) describe and justify your use of special design strategies, such as Case Study or Action Research design. • If your design has no special name, use a descriptor like “interview-based study.” <ul style="list-style-type: none"> ○ “Consistent with the qualitative approach of this study, this is interview-based research (described in detail in Research Methods below). Interviews are described in the literature as being consistent with qualitative inquiry because...This is the case in my study because...” • Briefly describe the <i>research process</i>: <ul style="list-style-type: none"> ○ “First, I developed a research problem and then a research purpose aimed at that problem, and then research questions working to achieve that purpose. Then I developed data collection instruments based in my research questions. I developed a 10-question interview protocol, pilot tested it on three people, and then...Next, I used the information from the interviews to develop a questionnaire that I administered to...” • Use Sub-headings (APA-appropriate) as necessary with clear and logical language for descriptors; • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. Here you are doing two important things: (1) describing and justifying the ‘approach’ you used (see Creswell, for example on qualitative, quantitative or mixed methods); and (2) describing and justifying your choices as appropriate for your particular study. Naturally, this conversation is linked to your research purpose and questions. Always. (‘Justify’ means argue for why you did what you did.) II. Narrate the process of the research, from the beginning when you developed your research questions through the development of the instruments to the data collection to the data analysis and interpretation of findings. This should be brief, but clear. The focus here is on the research steps, with special emphasis on data collection. In sum, tell the story. Briefly but clearly. III. Use literature throughout this discussion. IV. A methodology discussion is NOT a book report or a bulletin board of methodological topics that are <i>possibly</i> relevant to your study; it is an argument for choices you made. For example, how do you understand YOUR study as qualitative case study design? How do you understand the manner in which you mixed methods? Why did you decide these things needed to be done? V. This section should be shorter than the Research Methods section below, which is more important. Master students are expected to be able to accurately describe their methods and how they were used, as well as justify them.
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Sample	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction (“In this section, I will...); • Describe your sample, and include a Participant Chart, either in this chapter or, if it is too large, in the Appendix, which you will reference here. • Describe the research site, if appropriate, and describe relevant and interesting details of data collection context: the location, setting, atmosphere; • Describe what you did to sample and justify that approach (why?). • Use literature to help; • Use Sub-headings (APA-appropriate) as necessary with clear and logical language for descriptors; • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. You need to give your reader all the information they need to see how and why you selected the sample (‘Participants’) that you did. Naturally, this conversation is linked to your research purpose and questions. Consult the literature to help you understand and describe your sampling. II. Bloomberg and Volpe (2008, pp. 6-8) nicely detail what this discussion needs to have: <ol style="list-style-type: none"> a. the sample and the population from which that sample was drawn b. the sampling strategy used. (Depending on the qualitative research tradition, a sample can include people, texts, artifacts, or cultural phenomena.) c. the research site if appropriate (program/institution/organization) d. the criteria used for inclusion in the sample, how participants were identified, how they were contacted, the number of individuals contacted, and the percentage of those who agreed to participate (i.e., the response rate). III. Typically, in qualitative studies like ‘purposive sampling’ is used. IV. In Mixed Methods studies, we need to describe each sampling procedure for each method. Organize your discussion logically by method. VERY IMPORTANTLY: describe the relationship of these methods: which came first and why? How you combined the data in the data analysis. V. You may include “demographic information,” a “participant profile information that describes who the participants in your study are—where they come from, some of their history and/or background, education, and personal information such as age, gender, and ethnicity” (p. 11). VI. Do not forget to provide a brief description of details of the research site (place) and the actual setting where your data collection took place if you were doing observations or interviews. VII. When using literature, make sure you are ALWAYS connecting the ideas to YOUR study. VIII. This should not be an exceptionally long section. So be concise and clear, using literature consistently, but in small amounts.
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Research Methods	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction: <ul style="list-style-type: none"> ○ “In this section I will describe and justify my research methods used to collect data for my study. First I will present...” • Present your methods, one by one: <ul style="list-style-type: none"> ○ “As described above, this is an interview-based study in which I did semi-structured interviews of 5 pre-school teachers who have.... Wellington (2006) defines semi-structured interviews as...This description by Wellington fits my study because I used... I selected interviews as the appropriate method for this study because...” • As you present your methods, be sure to include details: <ul style="list-style-type: none"> ○ “The ten interview questions focused on the issues of A, B, C, D and E (please see Appendix A).” ○ “The interviews lasted between 40 to 60 minutes. Each interview began with my explanation of the study and my presentation of the Consent Form. Once the form was signed, I began the questions.” • Use Sub-headings (APA-appropriate) as necessary; • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. This chapter is especially important. Details matter here. Readers are looking to see that you understand the methods you used and that you understand why you chose them. Naturally, this conversation is linked to your research purpose and questions. II. Here, you are emphasizing the methods, the actual instruments you developed to collect data. In the Research Design discussion, you were talking about the ‘approach’ and the overall large-picture view of your study. Yes, you mentioned your instruments in that section above, BUT it was brief and only to support the design discussion. Here, it is a detailed, complete discussion of your data –collection methods. III. Organize the discussion logically using section headings. Separate individual methods, discussing them one at a time. Keep it simple. Keep it clear. IV. Remember you are ALWAYS arguing for WHY these methods are appropriate for YOUR study. Always make clear who or what the sample is, as needed. V. Provide specific details. For example, if you did interviews: how many? For how long? Were they recorded? How? Did you use follow-up questions? Did things go smoothly? Any problems? How did you solve them? VI. When using literature and you should always be doing so, make sure you are ALWAYS connecting the ideas to YOUR study. VII. When mixing methodological approaches (quant/qual) or combining methods using the same approach, make CLEAR what the relationship between the methods is. VIII. Include all instruments in the Appendix. This means interview protocols, questionnaires, observation protocols, and even protocols for content analysis! [Just write the ‘questions’ you were asking the text. For example. “I analyzed the text for words, phrases or larger passages of text that would provide the following information: A, B, C, D, and E.) IX. Learn the APA appropriate way to make references to your Appendix: “As presented in Appendix A, I developed a 10-question interview protocol.” X. It is often interesting for readers to hear interesting description of challenges and how they were overcome, or one or two interesting aspects of the experience. Insert these where they seem appropriate. Keep them brief, though.
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<p style="text-align: center;">Data Analysis Approach</p>	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction: <ul style="list-style-type: none"> • “In the section above, I described the methods I used to collect data. In this section, I will...” <ul style="list-style-type: none"> ○ Begin the narrative with what you did with the collected data: “The six 30-minute interviews were recorded on my iPhone recorder. I transferred the file to an mp3 and uploaded it to... I also backed up the data by...” • Next, describe the way you engaged the data: <ul style="list-style-type: none"> ○ “I played back the mp3 file on my stereo and, through headphones, and transcribed each of the interviews. Once transcribed, I read through each transcript to get a sense of the overall information. Then, I began a coding process, looking for themes related to categories already existing in my research questions, but also themes I did not anticipate. These existing categories were A, B, C (please See Appendix B). Once I...” • Then, show how you went from categories to findings: <ul style="list-style-type: none"> ○ “These categories were further analyzed in order to develop my statements of findings (please see Statements of Findings in page 33; also see Appendix B). For example, my second finding stated that “FINDING.” This finding is developed using the categories of... (please see Appendix B); • State how you combined any mixed methods (e.g. questionnaire and interview) or combined methods (e.g. qualitative content analysis and interviews); • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. The purpose of this section is very nicely described by Bloomberg and Volpe (2008): in this section “you report on how you managed, organized, and analyzed your data in preparation to write up and present your findings and then how you went on to analyze and interpret your findings” (pp. 16-17). II. This section is CRITICAL for qualitative inquiry, because the data analysis was not done by a computer, it was done in your brain—you interpreted themes and you coded them; then you interpreted these smaller themes into larger categories, and you gave them descriptors. These categories formed the basis of your findings. So, your job here is to make VISIBLE what is an essentially <i>invisible</i> data analysis process. III. The Bottom Line is that you MUST convince your reader that you effectively and honestly developed findings based in a transparent process of data analysis. You must SHOW the process. How? Prepare a Data Analysis Example Chart for your Appendix. This need only be one page. We used these in our data analysis workshops. I suggest one organized around 1 or 2 findings, showing the largest category (labeled with descriptor), the sub-categories (labeled with descriptors) and a passage of transcribed text for each sub-category. This will be described in narrative in the chapter, but referenced to the Appendix in the discussion. You need not include all categories, but do include 2 or 3 substantially-supported categories. IV. Remember that the Data Analysis Example Chart MUST correspond to your Data Analysis & Findings Chapter! So make sure that findings, descriptors and quoted passages are the SAME. V. It is often interesting for readers to hear interesting description of challenges and how they were overcome, or one or two interesting aspects of the experience. Insert these where they seem appropriate. Keep them brief, though.
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Ethical Considerations	<ul style="list-style-type: none"> • Section Heading (APA-appropriate); • Section Introduction: <ul style="list-style-type: none"> • “In this section, I will...” • Describe the ways you worked through the SLA ethics approval process: <ul style="list-style-type: none"> ○ “Once I developed the proposal for my research, I used that information to prepare the SLA Ethics Form (please see Appendix C). On this form, I described.... This research was approved on March 17, 2014 by...” ○ “Important to this ethics review process was my Consent Form, on which I described...” • Describe whether confidentiality or anonymity is important in this study and why. Make clear what was promised in your ethics form for these issues, and how you stated you would ensure this confidentiality or anonymity. Also, describe how you did, in fact, actually keep these promises in your storage of data and representing the participants in your writing. SHOW this with text examples. • Explain why any participants or research sites or departments will be named. If people are anonymized but a school or department is named, describe how you worked to protect their identity in this case. • Discuss any issues or challenges of ethics that emerged and how you worked to address them. • Describe how you stored and protected data and if and when this will be destroyed. • Use Sub-headings (APA-appropriate) as necessary; • Section Conclusion (1 or 2 sentences). 	<ol style="list-style-type: none"> I. This is not an exceedingly long discussion, probably. But it is important. Your reader wants to see that you followed all required SLA ethical practice guidelines and procedures; that you were consciously seeking to be an ethical researcher during the research, and that you are VERY careful about keeping promises made in your Consent Form—particularly confidentiality and anonymity. II. Keep this simple and clear and work through the topics concisely. III. Be sure to append your consent form and any SLA approval documents. Check the SLA Thesis Guidelines for clarification on what MUST be included. IV. It is always interesting—and important—for readers to see how you encountered and addressed any challenges of ethics. Briefly discuss these as narratives. V. It is critical that you describe how you are protecting confidentiality and anonymity. VI. If you promised to ‘member check’ and you did so, describe this process and why you used it. At least describe how you worked, ethically, to represent the ideas of your participants accurately, and in a manner that would not put them at risk professionally or in society. VII. It is often interesting for readers to hear interesting description of challenges and how they were overcome, or one or two interesting aspects of the experience. Insert these where they seem appropriate. Keep them brief, though.
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Conclusion	<ul style="list-style-type: none"> State that design, methods and data analysis approach described above formed the basis of the discussion in the next chapter, Data Analysis & Findings. 	<ol style="list-style-type: none"> I. This is a conventional conclusion. II. Be sure to make the ‘transition’ to the next chapter clear. This will show your reader that you understand the relationship of this chapter to the next, and prepare your reader for what is to come in the following chapter.
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Appendix 9: Results

The purpose of the RESULTS section is to present the data you collected during your field research. To do that, you will need to show, describe, and interconnect your data in a clear way for the reader. Before writing this section, you will need to decide which of your results are significant and what the important relationships in the data are. A clear presentation and description of results is necessary before you interpret and analyze your findings in the next report section (Discussion).

Content	Comments

Introduction to this section: This is an introduction to your field research results, not to your research project as a whole. It should provide a smooth transition to this part of your project and prepare the reader for your results themselves.

Presentation and description of results: For quantitative results, you will generally have a graph / graphs followed by a paragraph describing what the graph(s) show(s) and comparing it/them to your other results. At the end of the paragraph, you should state the main trend shown in the graph(s). For qualitative results, you will usually make a generalization about some aspect of the results, provide concrete examples from your results (e.g. direct quotation(s) from the participant(s), and explain how the examples support your generalization.

Structure: Your results section should have a clear structure with an opening/transitioning sentence, a body divided into logical paragraphs, and a conclusion that summarizes/transitions to the next section (Discussion).

The introduction should include:

1. A brief restatement of your topic and its relevance.
2. A preview of the significant findings.

Graphs and charts: If you have numerical data you will need to include visual aids. Axes must be clearly labeled, graphs and charts should be numbered (Figure 1, Figure 2, etc.), titled (a title that clearly explains what the graph/table is showing), and the main features should be thoroughly described and compared in writing. *If you want your reader to notice something important about the graph, you must describe it to bring it to his or her attention.* Remember that you are only **describing and comparing** results of your data collection, not analyzing or interpreting them yet. Do not include unnecessary graphs that will not be useful in answering your research question(s).

Supporting examples and details: When you make a generalization about your results, use examples to support it. If you have a large number of questionnaires with closed answers you may refer to percentages followed by n= and the number of respondents in parentheses. You may quote particularly useful or important answers (to interviews or questionnaires). Do not include long quotes (40+ words) unless there is something unique about the way the interviewee/respondent answered.

Separate description and analysis: First start with describing your results in this section, then write up the analysis in the next section (Discussion). To this end, avoid inserting your own opinion or interpretation of what someone has said or what your results demonstrate here. Describe what you saw, heard, read, or calculated. You must be selective about what you describe. Highlight connections and contradictions within your data but avoid making judgments about your results. Note that any results you want to discuss further must first be presented in this section.

Appendix 10: Discussion

The purpose of the DISCUSSION section is to make sense of the data you collected during your field research. To do that, you will need to interpret, analyze, provide explanations for, make arguments about, and otherwise discuss your results. It is important to not only discuss the results of your research, but also how your results relate to the experts' opinions, other researchers' results, etc. that you included in your literature review section. Thus, before writing this section, you will need to revisit your literature review and consider how your results compare to what you wrote there.

Content	Comments
<p>Introduction to this section: This is an introduction to the discussion of your research results, not to your research project as a whole. It should provide a smooth transition to this part of your project and prepare the reader for your interpretation of your research.</p> <p>Discussion of results: This should be the bulk of your discussion section. The discussion section looks at the results presented in the previous section and starts interpreting the data. You should make references to your research findings and start making connections between the problem statement or research hypothesis and observable results in the data. Also present any reflections, ideas, thoughts, and observable links between the research project and the problem.</p>	<p>The introduction should include:</p> <ol style="list-style-type: none"> 1. A brief restatement of your research questions and hypothesis. 2. The major results for your main research question and sub questions. What did you find? 3. The main argument you are making about your results (i.e. your thesis). It could be your answer to your main research question based on your results or an argument related to this answer. It should give your reader an idea of what to expect in the discussion. <p>You will probably need to answer most of the following questions in some way:</p> <ol style="list-style-type: none"> 1. Did your results prove or disprove your hypothesis? How? 2. Why do you think you got the results you did? Why might your interviewees or respondents have answered or behaved the way they did? 3. How did your field research results connect to your literature review? Did your field research results support the sources you read or disagree with them? Why might this be so?

Appendix 11: Conclusion

The “Conclusion” section delivers an idea whether the purpose of MT is achieved or not. It is a well-written section that summarizes and analyzes each of the MT sections. Moreover, in this section the researcher has an opportunity to accentuate on those main points that were omitted in previous sections. In addition, the author can express their own opinion about the results, predicts the future research and gives recommendations.

Content	Comments
<p>Prepare a conclusion section of the research paper. The purpose of this section is to summarize the entire research report and bring it to a close.</p>	<p>The conclusion of a research paper has several key elements you should make sure to include:</p> <ul style="list-style-type: none">• A restatement of the research problem.• A summary of your key arguments and/or findings (clearly express the answers to the research questions you investigated). What significance do these results hold?• A short discussion of the implications of your research (key takeaways, practical or theoretical, from your paper). Write about the practical implications or recommendations that can be made based on the results and analysis of your research.• Any limitations of the current paper. What conclusions can you realistically draw considering the limitations of your research? What were these limitations? <p>Finish your paper on a forward-looking note by suggesting how you or other researchers might build on this topic in the future (suggest directions for future research).</p> <p>It is important to <u>not</u> include <u>new</u> citations, data, or analysis here.</p>

<p>Summary of major parts of the report: Start with a final restatement of your topic's importance/problem statement, your purpose and research questions, and/or hypothesis. Briefly describe your research design and major results. Restate the most important points from the discussion section, including ways that your results significantly relate to the literature. End with important implications, a call for action, or another concluding technique.</p> <p>Implications/recommendations based on your research: How can the information you reviewed and gathered be useful? To whom? What advice or solutions can you offer, if any?</p> <p>Limitations and suggestions for future research: What flaws did you research have that might limit the reliability of your results? How can future researchers avoid these limitations? Knowing what you know at the end of your project, what do you think would be important for researchers to continue to study about this topic?</p>	<p>Effective concluding technique: End your report on a strong note by using a concluding technique. Such techniques encourage the reader to keep thinking about your topic after they have finished reading. Some techniques are: restating the seriousness of a problem; calling for awareness about or action on the issue; connecting this issue/study to a broader context; revisiting a story from the hook in the introduction; prognosticating what might realistically happen in the future if something is or is not done.</p> <p>Structure: Your conclusion should have a clear structure consistent with the structure of the whole research paper. If necessary, the conclusion may be divided into paragraphs.</p>
<p>APA style: APA style, for both in-text citations and your reference list is critical. Reacquaint yourself with APA references if you feel uncertain about how to format them. Please follow typical APA style and formatting.</p>	<p>Writing style/stylistics: Your writing must be formal. Avoid 1st person and include your opinions <u>implicitly</u> and through your arguments. Also, grammar and general writing quality will be assessed here.</p>