**MASTER’S THESIS**

The term ‘thesis’ usually refers to a study completed as part of a Master’s program. A completed thesis or dissertation is a major accomplishment of sustained concentration. It represents setting and achieving a high academic goal. At the most basic understanding, a thesis is the result of a substantial piece of research and scholarly writing executed with a high level of autonomy.

**Thesis formats**

The standard thesis is a single, book-like monograph that contains interlinking chapters, usually an introduction, literature review, methodology, the research findings, and a conclusion clearly identifying the contribution to knowledge. Some theses conclude by indicating the need for future research and questions or directions that emerged from the research.

 Academic format – research is carried out in order to obtain new knowledge about the structure, properties and patterns of the studied object (phenomenon).

 Project oriented format - the development (individually or within a group) of an applied issue, as a result of which a certain product (design solution) is created.

**Topic development**

The first step in thesis writing is to choose the appropriate research area. The research topic should be thirst area of the particular specialty in which the students doing his/her master degree and should be relevant to the existing knowledge gap.

Departments, as well as teaching staff of the Higher School of Economics, whose area of ​​scientific interests intersect with the field of study of the educational program, can propose topics for theses. It is also possible for potential employers to propose topics for theses.

The student can initiate their own topic and propose it to the academic supervisor of the master's program and the potential scientific supervisor.

 Before October 15 of the current academic year on the website of the educational program the educational office publishes information containing the following:

 suggested thesis topics,

 thesis format,

 available scientific supervisors (with links to personal pages if a person is employed at HSE),

 the language of the thesis,

 prerequisites,

 the possibility of group work,

 deadlines (before November 20 of the current academic year the students should make their choice),

 the instructions how to choose the topic, including a link to application templates, if a special module in LMS or other information systems is not used,

 a link to the Guidelines how to write a Master’s thesis.

The student chooses the topic of a Master’s thesis from the proposed list of topics. In order to make a decision or obtain additional information on the topic, the student must consult with a potential supervisor. Consultations can be arranged via email, videoconference or LMS.

Allocation of the chosen topics is carried out on the basis of the student's personal application addressed to the academic supervisor of the master's program (Appendix 1).

The Academic Council of the program, within no more than five working days, makes a decision on allocation of topics and scientific supervisors of master’s theses.

Before December, 15 of the academic year the order on the approval of the themes of the theses and the deadline for submission of the final version of the draft is issued.

Any amendments, including clarification, to the topic of the thesis can be accepted no later than one month before the deadline for the submission of the final version of the draft according to the procedures established by the educational program.

An application for changing the topic of the master's thesis is forwarded to the director of the campus (Appendix 2).

It is possible to change the topic of the thesis by the order of the campus director.

A student who has not chosen the topic of the thesis within the prescribed period is considered to have academic deficiency. He/she is obliged to make them up in the manner and within the time limits established by the legislation of the Russian Federation and local regulatory acts of the University.

**Master’s thesis supervision**

Selecting the guide/supervisor is of vital importance since the conduct and completion of the research requires tremendous help from the guide. Supervisor also helps in identifying the suitable topic with their experience.

The supervisor of the thesis is usually the member of the faculty or research staff of the University. By agreement with the academic supervisor of the EP (educational program), an employee of a third-party organization may be appointed as the supervisor of the thesis.

It is possible to appoint another supervisor of the thesis by the order of the campus director no later than 1 month before the deadline for submitting the final version of the thesis.

It is also possible to appoint another supervisor no later than 2 months before the defense.

A student working on a thesis must report to the supervisor at least once a month on task achievement and on the difficulties encountered.

In order to optimize the work of the supervisor and get the thesis written, the student must:

 conduct systematic research work, relying on scientific literature and materials for linguistic analysis;

 constantly keep in touch with the scientific supervisor, regularly informing him/her about the progress of work and emerging difficulties;

 regularly report to the scientific advisor on their activities;

 as the chapters and paragraphs of the work are written, show the draft to the supervisor and make the necessary corrections and changes in accordance with his comments and recommendations;

 within the time period established by these Rules, submit the finished text of the draft (on paper and electronic media) to the department and the reviewer ;

 prepare the text of the speech for defense using modern technologies for presentation, and, if necessary, visual and handout material;

 defend the thesis at the appointed time.

The ongoing monitoring of the student's implementation of the master's thesis plan is carried out within the framework of the research seminar (NIS). Control over the student's work, carried out by the supervisor, can be supplemented by the Educational Office control.

**Stages of Preparation of the Master’s Thesis**

The process of implementation of the thesis involves the following stages:

1) writing the synopsis of the final qualifying work;

3) the first presentation of the finished thesis draft to the supervisor, with subsequent correction (if necessary);

4) presentation of the final version of the thesis to the supervisor;

5) uploading the thesis to the LMS system to be checked for plagiarism by the ‘Antiplagiat’ system;

6) submission of the final version of the thesis to the education office (a paper version (number of copies - 1) with an annotation (in Russian), with a reference of the supervisor, a certificate or a registration sheet from the ‘Antiplagiat’ system within the period established by order;

6) reviewing the final qualifying work. The reviewer is appointed from among the teachers or researchers of the University. The reviewers can also be representatives of another educational organization of higher education, employees of other organizations from the professional field, corresponding to the topic of the thesis.

7) public defense of the master’s thesis (the procedure for conducting and the procedure of defense) is regulated by the Regulation on the State Final Certification of Students of Educational Programs of Higher Education - Bachelor's, Specialist's and Master's Programs at the Higher School of Economics.

If a proven fact of plagiarism is revealed in the thesis, the student may be subject to disciplinary sanctions, regulated by the Procedure for the Application of Disciplinary Actions in Case of Violations of Academic Norms in Academic Works at the Higher School of Economics (Appendix 2 to the HSE Students' Internal Regulations).

A student who has got an unsatisfactory mark for the master’s thesis is considered to have academic deficiency. He is obliged to make it up in the manner and within the time limits established by the local regulatory acts of the University.

|  |  |  |
| --- | --- | --- |
|  | **Stages**  | **Deadlines** |
| **1** | Preparation of the synopsis**,** supervisor’s assessment  | **10th December**  |
| **2** | The second presentation of the synopsis to the supervisor(In case the supervisor declined the first draft the synopsis) | **25th December** |
| **3** | Presentation of the thesis draft  | One month prior to the defense |
| **4** | Follow-on revision of the thesis, preparation of the final version of the thesis ( along with presentation of the final version and the abstract to the supervisor) | Three weeks prior to the defense |
| **5** | Supervisor’s report on the thesis  | Within a week after obtaining the final version of the thesis |
| **6** | Uploading the thesis to ‘Antiplagiat’ system in LMS. | Within a week after obtaining the final version of the thesis |
| **7** | Handing over the final version of the thesis | One week prior to the defense |
| **8** | **Thesis review procedure:**Appointment of a reviewer by order of the branch director upon the recommendation of the academic supervisor of the educational program | The order should be signed no later than a month prior to the defense  |
| **9** | **Thesis review procedure:**Thesis is forwarded to the reviewer | The educational office sends the thesis for review within three days after it has been delivered. |
| **10** | **Thesis review procedure:**A written review is delivered  | 6 days prior to the defense |
| **11** | **Thesis review procedure:**Review is brought to the notice of the student | 5 days prior to the defense |
| **12** | **Thesis defense**  | The deadlines are determined by the curriculum and schedule of the State final examination in accordance with the Regulations on the Final State Certification of Graduates of the Higher School of Economics |

**Thesis Structure and Requirements**

Master’s thesis includes the following elements:

1. Title page
2. Declaration
3. Abstract
4. Introduction
5. Main part
6. Conclusion
7. Bibliography
8. Appendices

All parts, except for the appendices, are mandatory structural components of the work.

The recommended minimum length of Master’s thesis is 70 pages, type-face – 14, 1,5 line spacing.

**Title page**

The title page of the Master’s thesis should contain the following information:

• the name of the university, faculty, department (if any);

• name, surname, group number of the author of the work;

• position, academic degree, surname, initials of the supervisor;

• place and year (see “Sample Title Page” appendix 3).

**Declaration**

It should be declared that the presented Master’s thesis is your own original work (see appendix 4).

## Abstract

### What is an Abstract?

An abstract is a succinct summary of a longer piece of work which usually precedes the main text and should therefore stand on its own and be understandable without reference to the work itself. It should report the latter’s essential facts, and should not exaggerate or contain material that is not there.

Your abstract should be a summary of the essential elements of your research project. It should serve as an overview, providing the reader with a good indication of what he or she will find in the pages that follow. This is important because the abstract is the most read part of any research work, An abstract will normally include:

* a statement of the main question or problem (i.e. the purpose of the research);
* the method(s) used to address it;
* the results obtained;
* the conclusions reached.

### How can one go about writing an Abstract

There are several ways of going about writing an abstract. Some writers find it easier to start with answering these and similar questions: Why have I carried out this research/why have I written the paper? What has been achieved as a result? How has it been achieved? What are the results? How different are they from other findings in the field? What contribution has been made? What are my conclusions and recommendations? Or, alternatively, you can start by writing a statement of the paper’s purpose, which should be as succinct as possible. If you include the background, keep it to a minimum. After that describe the problem raised, the solutions, validity of the method, results, and future work.

As any other piece of writing, an abstract has a structure, too. You can create it by answering the questions above and some of these questions: Why did you undertake the study? What gap in your field of interest is the paper trying to fill? What problem is the paper trying to resolve? What is the paper contributing to the field? What makes it different from previous research? Is the model valid? Have you proved its validity? What results have been achieved? What are their implications? What are your conclusions and recommendations?

After that you can summarize the answers. Length is very important. As the expected length is about 200-250 words, your answers should be very concise and informative at the same time. It won’t be the case if you re-write the contents of your project proposal – summarize the information in a new way!

As you can see, the suggested questions can be grouped around three topics: the purpose, the methodology used, and the results, conclusions and projections (Why? How? What?).

The purpose part of your abstract (why?) is a concise, coherent and clear re-statement of your research question. You can use these and similar expressions in this part: “the study tested/investigated/ analyzed….” or “the project proposal examines/argues/suggests….”

The methodology (how?) part is very specific. Avoid making generalized comments and statements. For the theoretical part write about what themes you identified in the literature under consideration and how you integrated these themes to prove your hypothesis. For the empirical part write about what methods you have adopted and how they have worked for you. The results part (what?) describes the results achieved and the conclusions you have drawn.

A well-written abstract has all the qualities of any well-written piece of writing: it has well developed paragraphs, which are unified, coherent, and concise; there is the introduction/body/conclusion structure; it usually follows the chronology of the paper ; it provides logical connections (or transitions) between the information included with the help of appropriate linking devices; it adds no new information, but simply summarizes the project proposal; due to all the above mentioned, it is understandable not only to specialists in your area, but to wider audiences as well.

List of Phrases used in an Abstract

The research aims to reveal …

This paper aims to analyze …

This paper provides a survey of …

This paper focuses on/examines/gives an account of…

This paper contributes to the debate on …

This paper attempts to show that …

Our most important contribution is ...

This study advances our understanding of ...

Our findings confirm the predicted relationship between ...

In this study we postulate a number of theoretical hypothesis …

In this paper we provide evidence for ...

This paper empirically examines the performance of …

The hypotheses were tested with data covering …

The question addressed in this paper is …

The main contribution of this study is …

This paper frames the problem in terms of …

This paper attempts to show …

The paper also seeks to establish …

A careful examination of … indicates …

In contrast to common perception, we find that …

## Introduction

### Parts of Introduction

Any typical Introduction to a research work usually includes the following:

**The motivation for your research**: you need to explain why you decided to embark on your research project. The Introduction is that part of the course paper/final paper where you indicate the provenance of your research, put it in perspective and set the scene for what is to come in the pages that follow.

**The nature of the investigation**: this is where you should define clearly the research questions you intend to address in your study, the key constructs underpinning them, the variables that will be important, and a statement of your hypotheses

**A brief description of how you approached your research questions**: this component should be a concise account of how you carried out your investigation. It should serve as a preface to the Methodology section and as such the level of detail included should not go beyond what is necessary to give the reader a broad but clear overview of the approach you adopted in addressing your research questions.

### Structuring the Introduction

These different elements are all interconnected, may come in any order in accordance with the logic of your research, but remember the four aspects that you cannot miss:

* describing the general field of research
* indicating the gap in the existing knowledge, or other reasons which necessitate doing this research
* defining the research question and formulating a thesis statement
* stating contribution to solving the problem

One of possible ways to start an Introduction is providing the context for your study, describing the state of knowledge in the area of research. Then state the problem at large and describe in brief how and by what scholars it was solved. Further narrow down the problem and state the objectives of the study, formulate the thesis statement or the hypothesis. State your proposed findings and the contribution made by your research. If possible, indicate the scope and the limitations of the study, i.e. the extent of the research, the area around which the research is centered. If there are key terms that are understood and used differently by different scholars and schools of thought, they should be defined in the Introduction section. You may conclude your Introduction with indicating the outline of the paper.

The Introduction may take up to 10% of your paper.

## Main Part

The structure of the main part will depend on purpose and the study to be carried out. The tables below illustrate two possible approaches to structuring the main part of the master’s thesis.

|  |  |
| --- | --- |
| Chapter 2 | Literature Review  Word Lists  Early word lists.  The Academic Word List.  The Academic Vocabulary List |
| Chapter 3 | Methods  Creation of the Corpora  Converting texts.  Frequency Bands of the AVL |
| Chapter 4 | Data Analysis |
| Chapter 5 | Results Cumulative Vocabulary Coverage  Coverage per Band  |
| Chapter 6 |  Discussion |

|  |  |
| --- | --- |
| Chapter 2 | Literature Review Terminology and Concepts  Persuasive Discourse  Pragmatics  LocalizationThe Need for Cultural UnderstandingLocalization and Linguistics  Localization Studies Using Beauty Magazines  |
| Chapter 3 | Methodology  Deciding the Content and Size of the Sample  Evaluating the Magazines  Selecting Product Categories  Collecting the Data  Framing the Variables for Analysis  |
| Chapter 4 | Content Analysis  Codebook Design  Coder Selection  Coding Process Coding Results  |

Thesis’s chapters should be broken up into sections with each of the sections being given a subtitle. Like tittles subtitles need to be informative, they need to tell the reader as accurately as possible the theme of the text that follows.

It is also important to make it clear for the reader the relationship between topics and subtopics. One way this is achieved is through varying the level of subheadings and numbering them accordingly.

Examples of Table of Contents see in appendix 5.

## Literature review

### Why write Literature review

The purpose of a literature review is to define your research topic, establish a theoretical framework for your study, and explain the meaning of principal concepts, terms and notions. To do this, you should first identify the problem area and then single out the specific research question, give the overview of existing studies in the field and outline the trends justifying the relevance of the topic reviewed. It is also important to give limitations of the study stating explicitly what issues will not be investigated in your paper.

The review should certainly provide evidence for your good knowledge of the previous research made in the field. Nevertheless, by no means should it be a set of annotated bibliographies. Before writing, all the sources should be carefully analysed, classified and organized. Then review the sources, comparing and contrasting them. It is important to bear in mind that you need the studies reviewed not just as they are but with the purpose of proving or developing your research idea. Your idea needs a theoretical framework, a foundation, and you construct your “building” using other authors’ ideas to create it.

A good literature review should develop from a broader description of the state of knowledge in the research area to your specific research question. P. Dudenhefer in his work wrote that you should tell a story like this: “Here is what previous researchers have done on my subject; here is something unsatisfactory or incomplete or troubling about that research; here is how I am going to redress what is unsatisfactory or incomplete or troubling about that research.” (Dudenhefer, 2009). Referring to leading authorities in the field and citing previously written works you create a solid theoretical background for your research, and then state explicitly how you are going to approach the problem.

### Organizing the literature search

To ensure that you are familiar with the relevant work of scholars in your field, you will need to do a literature search. This can seem a daunting task as there may be a very large body of published material. Your supervisor will be able to offer advice on the best way to approach the task, but here are a few tips to help guide you:

* Conduct a search for a limited number of key books and journal articles on your topic published over the last few years. (Remember that many journals are now available on-line.)
* As you read the articles, summarize the main points.(As an option write Annotated bibliography cards)
* Do not check only books and articles that are directly relevant to your own research. Work that may seem a little peripheral to your own research topic can often include information that is very relevant or which triggers new ideas or directions of thought.
* As you move backwards chronologically through the literature be sure to check out any sources widely cited by authors you have read and which appear relevant to your own research.
* As you read, try to organize the literature according to its importance or relevance to your topic area.

### Structuring the literature review

We have seen that the literature review is not simply a chronological list of previously published work. It plays an important role in creating a structure or framework that will allow you to display not only your *knowledge* of the relevant literature, but also your ability to summarize and critique the infor- mation and ideas it contains coherently. You can demonstrate this ability by:

* grouping texts (articles, chapters, books etc.) according to the similarity of their ideas or arguments;
* grouping studies that focus on similar phenomena or share similar methodologies;
* commenting on the main ideas that feature in each group of texts or studies, rather than simply quoting or paraphrasing them;
* comparing and contrasting the different studies, viewpoints, methodologies and so on, and identifying for the reader those which have the greatest bearing on your own research;
* indicating which articles, ideas, methodologies and so on will form the basis of your investigations.

Some of the most important citations are those referring to articles in refereed journals and you should include these in your literature review. You should be very cautious about using internet sources as these are not peer reviewed and therefore do not carry the same weight.

### The language of critiquing

Something you should consider when writing any section of your report is variety: you should try to use a range of vocabulary and grammatical structures in order to avoid monotony. Because you will probably be referring to numerous authors and viewpoints in your literature review, you will need to find different ways of introducing the authors you cite.

**In-text citations**

### One author

When you refer to a single author, include the author’s family name and year of publication using one of the forms shown here.

*Gibbs (1994) defined three types of irony: verbal, situational, and dramatic.*

*It has been suggested (Abraham, 2000) that burnout may be viewed as an outcome of alienation.*

*Emergent understandings of content comprising both editorial and advertising components require new models for critical inquiry sufficiently sensitive to the online news environment (Carlson, 2015).*

### Multiple authors

For two authors, include the family names of both authors and the year, as required

1. **use ‘and’ when family names are outside parentheses**

*Campbell and Marks (2015) develop an understanding of native advertising, a growing new form of online advertising, which they define as desired marketing communications that appear in-stream.*

b) **use ‘&’ when family names are inside parentheses**

*Native advertising is a growing new form of online advertising; a desired marketing communications that appear in-stream (Campbell & Marks, 2015).*

*In the case of three, four or five authors, cite all authors the first time, then in subsequent citations of this work use the family name of the first-listed author plus ‘et al.’ and the year, as required.*

*Grishin and Iglin (2015) think that computer games can show how our decisions affect or don't affect others, and this can have a small impact on a person's actions in the real world.*

After first citation of an author/s in the narrative, you need to cite only the family name/s in the same paragraph (i.e. no date required)

after first citation, use family name of first author plus ‘et al.’

*Demin, Pushkareva and Tagiltseva(2018) point that due to the lack of worthy Russian analogues, it is foreign developers who, in addition to technical characteristics, determine the theme of games. As a result, when these games are adapted, the quality of the games decreases, but the promotion of values remains the same. Because of the desire to make more profit by copying the original, more and more games are becoming a means of manipulation. Demin et al.emphasize that this negatively affects the perception and understanding of the history and values of their country.*

For six or more authors use only the family name of the first-listed author plus ‘et al.’ in all citations including the first. Use date as appropriate.

*Since these increasingly depend on texts in their organization, the rise of writing leads to the emergence of a new ecology ( Bang et al., 2007).*

Repeat citations of a study within one paragraph

In any one paragraph, if you cite an author or authors more than once in the narrative (i.e. the author’s name does not appear in parentheses) include the family name/s and year the first time. In subsequent citations in the narrative in the same paragraph you need to cite only the family name/s, provided studies cannot be confused.

 *There are 24 verb subclasses in the Russian verb system according to Jakobson's (1948) and Townsend's (1975) classifications, 20 subclasses according to Svedova (1980), and 16 according to Zaliznjak (1977, 2003). Jakobson’s and  Townsend's classifications are based on one longer stem from which other stems are derived by a final vowel/consonant deletion rule. In this tradition, verbs are classified according to the stem type (e.g., -a)-, -i-, -a-, etc.). Svedova's and Zaliznjak's classifications are based on stem relations and usually reflect correlations between past and nonpast forms.*

When the name of the author/s and year are in parentheses in any one paragraph, the year is included in subsequent citations.

*Code-switching between some languages may become more ‘natural’ than between others. For instance, in Tunisian business settings, switching between French and Tunisian Arabic is typically unmarked, whereas switches including English and Modern Standard Arabic are marked (Baoueb 2009). Yet, many instances of code-switching are overlapping and ‘behave like a “monolect” in terms of naturalness and spontaneity’ (Baoueb 2009, p. 448). Differentiation of code-switching types may be useful to identify features of social context which influence language choice in business settings, for instance, social constraints (Baoueb, 2009). However, in some cases it may not be possible and/or sufficient to illuminate the complexities of multilingual professional interaction.*

**Secondary source**

Sometimes you read one author (secondary) who cites another (primary).

*These factors exist with force in the Icelandic language community and work against language shift. Sigurdsson* ***(as cited in Mooney, 1996, p.47)*** *explains that ‘the romantic national identity Icelanders created to justify their struggle for independence is still very much alive’.*

**Sigurdsson, whom you did not read, is cited here, but *not* in the reference list.**

**Mooney, the author you did read, is cited here *and* is listed in the reference list.**

*Kedia (as cited in Rasu, 2020) decided that words with similar meanings should have similar representations.*

**Kedia, whom you did not read, is cited here, but *not* in the reference list.**

**Rasu, the author you did read, is cited here *and* is listed in the reference list.**

**Article or chapter in an edited book**

An edited book is one that consists of chapters or articles written by different authors.

You need to acknowledge the author of the chapter or article you used. This author is cited in text (that is, in the body of the paper) in the same way as for one or more authors.

***Hálfdanarson (2005)*** *suggests that popular alarmist concerns arise within the Icelandic community itself premised in perceptions of Icelandic holding a minority status at a time when English is penetrating linguistic communities.*

*The ‘object’ of communication is not a referential state of things in an objective external reality, but the co-ordination of actions between the interacting cognitive agents; hence, other-orientation, contexts, interaction, and semiotic mediation become key concepts* ***(Linell, 2007****).*

Note: The entry in the reference list gives full details of the publication. Under the name of the author (Naidoo) you need to give the details of the chapter you read plus the details of the book.

**Group or organisation as author**

Where the author is a government agency, association, corporate body or the like, which has a familiar or easily understandable abbreviation, it is cited as follows:

*It is clear that most advertisers and publishers aspire to deliver paid ads that are so cohesive with the page content, assimilated into the design, and consistent with the platform behavior that the viewer simply feels that they belong (Interactive Advertising Bureau [IAB], 2013).*

First time, use full title plus abbreviation in square brackets

Note: The entry in the reference list is under Interactive Advertising Bureau.

**No author name provided**

If no author is designated, in text cite the first few words of the title, and the year. Full title details are provided in the reference list entry.

Machine learning is about extracting knowledge from data (*The introduction to Machine learning*, 2005).

Note: Use double quotation marks around the title of an article, chapter or web page. Use italics and no quotation marks in text for the title of a periodical, book, brochure or report with no author.

*Starting at a very young age, we are bombarded with parents’ speech, media, and all forms of discourse to which a child has access (“Limits of rationality”, 1993).*

**Two or more publications by the same author in the same year**

If an author has published two or more works in the same year, the lower case letters *a,b,c* and so forth are used after the date to distinguish between them. Letters are assigned according to the alphabetical order of the title.

However it has also been noted that … (McDonald, 2007b).

McDonald (2007a) suggested …

According to McDonald (2007c) …

*This domain ensures the unity of a languaging community as a living system (Järvilehto 1998) distributed across space and time (****Cowley, 2011a)****, and serves as an ecological niche for the historically and evolutionarily sustained integrity of a given society and its culture (Steffensen 2009).*

*In literate societies, texts and writing practices are crucial for sustaining culture-specific life-styles and ways of life; they serve to sustain a virtual world with its unique system of values and practices created by languaging humans, and it is this world in which we happen as humans by taking a language stance* ***(Cowley, 2011b).***

**No year of publication provided**

If there no year is given for a source, use ‘n.d.’ (which stands for no date) after the author’s name.

In a detailed analysis, Jones (n.d.) argues …

**Personal communication**

Personal communications can include letters, emails, personal interviews, telephone conversations and the like. It is important to get the permission of the person referred to in your assignment and it could be appropriate to indicate the role of the person. Cite personal communications in text only; they are not included in a reference list.

J. Robinson (personal communication, May 11, 2010) indicated…

… (L. Frazer, Manager, Heathville Community Centre, interview, June 4, 2009).

**Electronic sources**

The principles for in-text citation of print sources also apply to electronic sources. All electronic sources should therefore be cited according to the name of the author/s. As for print sources, cite by title if there is no author.

Many online articles are pdf files (i.e. copies of print documents) so they usually indicate page numbers. Use these page numbers when you cite information from such sources.

Some articles are not pdf files and do not have page numbers. In these cases use paragraph numbers, if these are provided.

*A list of the ten most common and effective strategies resorted to by the agendas “hidden” to establish a manipulation of the population through the media was compiled, according to the ideas of one of the classic voices of intellectual dissent in the last decade Noam Chomsky (“10 strategies of manipulation”, Main section, para. 2–11, 2014).*

If page numbers or paragraph numbers are not provided and the document includes headings, use these headings and count the number of paragraphs.

Smith (2003, Conclusion section, para. 3) claims…

**Quotes**

*Short quotes* (fewer than 40 words) should run on as part of a sentence with doublequotation marks to signal where the quote starts and finishes. The page number indicating where the quote comes from must be included.

*As Grishin and Iglin (2015) note, “Video games, due to their high interactivity, communicate directly with those who play them. That is why the use of games is used as a means of justifying a particular political ideology” (p.134).*

Alternatively:

*Students experience writer’s block because “they have not given sufficient thought to reviewing course content and developing their ideas” (Clay, 2003, p. 47).*

*Due to the increased interest in the level of use of information technologies in the medical field the task is to conduct research related to the recording, storage and transmission of patient data in medical institutions is very essential (Aleshugina, 2015, pp. 20-21).*

Long quotes, known as ‘block quotes’ (40 or more words), should:

* start on a new line
* be indented about 5 spaces from the left hand margin
* be double spaced
* omit quotation marks.

An important stage in assignment writing is planning. Clay (2003) comments that:

Some students are tempted to plunge into writing their assignment, beginning with the introduction, but soon find that they experience “writer’s block” and cannot decide what to write next. The problem occurs because they have not given sufficient thought to reviewing course content and developing their ideas about relating the theory to their practice. (p. 47)

### List of phrases for a Literature Review

General characteristics of the topic

Throughout the literature, it is generally agreed that …

The existing literature admits that …

The literature has not reached an agreement regarding whether...

Previous works have assumed that …

Evidence recently presented by… indicates that…

Recent focus in the literature has switched to…

The recent literature has added to the understanding of …

Recent research has devoted much effort to…

Recent evidence suggests that ...

It has been widely reported by the literature on … that

X has been a main point of interest of recent literature in …

Previous studies have reported ...

The extant literature indicates that…

Experts on this topic argue that…

The extant literature has proposed several mechanisms to this question

Abundant literature

… has been a main point of interest of recent literature in the field of ...

There is now a substantial body of literature that…

Numerous attempts have been made to give a plausible reason to think that…

There is a large volume of published studies describing the role of …

In recent years, there has been an increasing amount of literature on…

This problem has been investigated by many researchers…

The literature on ... is quite vast

Scarce literature

The literature regarding … so far has been very scarce.

Relatively little formal investigation/research on … has taken place

Referring to a name

As cited in …

According to …

It has been argued by … that

X addresses one of the threshold questions …

The main lesson that can be extracted from the chapter/article is that ..

X opens the discussion with the need to define …

X conducts a useful discussion about the …

Several key issues of … are addressed in …

X’s commentary provides practical advice about how to …

Describing landmark studies, one’s contribution

In this section we are quoting the results of the most prominent works.

This view is best illustrated by X, who …

X has provided ample evidence that...

Depending upon the research viewpoint adopted, the two studies by … provide additional evidence on …

We use the insights of X’ research to assist us in the task of ...

X’s novel contributions to the existing literature cannot be overestimated …

… was developed by… who provided a complete theoretical examination /explanation of …

The analysis conducted in …is an important extension of the prior literature.

The relationship between … and … has been widely investigated by ...

… developed this argument by demonstrating that…

The research by …provides significant findings as …

Developing one’s ideas, additional literature

Further inspection ﬁnds a number of other papers which…

Other empirical studies based on… have also demonstrated that…

Depending upon the research viewpoint adopted, the two studies provide additional evidence on the performance of…

…is further exposed in the study by…

Previous studies have either implicitly or explicitly drawn upon the model of ...

… added another important consideration

Similar approaches

This study produced results that corroborate the findings of a great deal of the previous work in this field.

This view is supported by … who writes

This is consistent with … (year), who reports that …

The view is shared by …

… avers that …, thus sharing X’s view

These initial empirics confirm prior studies on the characteristics of …

Some of these arguments have been formalized by...

It was supported by X ...

Link with your research

The analysis conducted in this paper is an important extension of the prior works by…

The findings in this paper are broadly in line with previous studies

We contribute to the literature on … by providing …

These results are consistent with those of other studies and suggest that…

The present findings seem to be consistent with other research that found…

The main lesson we exploit from the literature is that...

Our work is closely related to…

Analysis of X used in previous related studies will be relied upon to evaluate...

Drawing on … research, we argue that...

Identifying gaps, introducing new approaches, opinions and facts

Despite the important contributions made by…, this study…

Previous research has not always found that …

Despite prior evidence…

While previous literature has investigated …

## Methodology

### What is the Methodology section?

The methodology section of a research paper (course paper and master thesis) describes how you conducted your study and the methods you used to collect and analyse the data. The term ‘methodology’ refers to the general approach taken to the research process, while ‘methods’ refers more specifically to the various ways in which data is collected and analysed. The overall aim of the methodology section is to provide the reader with an overview of the methods employed so that a judgement can be made as to how appropriate they are to the objectives of the research, and how valid the data is that they have generated.

Please, note that you do not include in this part of your research paper the description of Universal/general-scientific methods of cognition. Specifically scientific methods of cognition are to be described in this part.

### Why methodology is important for your research?

The methodology you choose to use will serve as the underpinnings for your entire study, so your selection of the most suitable methodology is crucial. If you make bad choices at this early stage, they will have a ripple effect throughout your research, weakening its integrity and leading to questionable findings. Remember: your research is only as valid (and therefore valuable) as the methodology upon which it is based. Of course, there are many other factors that can affect the overall validity of your research – for example, how effectively you apply your methodology and how logical the deductions are that you make from your data; nevertheless, a study that is sound at the conceptual level is of primary importance. Implementing a poorly conceived study is like building a house on sand rather than on a firm foundation: it will never be secure and will eventually fail and collapse, and all the time and effort put into constructing it will be wasted.

In this section, then, you should present your methodology and rationale accurately and completely, but also as concisely as possible. You should also mention those methodological tools you considered but did *not* employ (particularly if they were used in related studies) and give the reason(s) why you decided not to use them in your particular study.

### How does one choose an approach?

At a very broad level, it is possible to distinguish between purely theoretical or ‘library-based’ research and empirical research. Purely theoretical research tends to be less common and does not involve the collection of data through experimentation or fieldwork. Instead, it may, for example, identify a problem in the existing literature, discuss it, and possibly provide some kind of resolution. It may deconstruct certain concepts, models and so on with a view to offering clarification and/or further refinement, or possibly substituting them altogether with ‘improved’ alternatives. The heart of empirical research, in contrast, lies in the collection of data via experimentation or fieldwork, and its subsequent analysis. Both approaches share the common goal of providing new insights and, by doing so, enriching the field.

###  Quantitative vs qualitative methodology

In the case of empirical research, approaches normally fall into one of two categories or ‘paradigms’: *quantitative* and *qualitative*. The approach you adopt will depend on the nature of your particular research area and the research questions you are attempting to answer.

A quantitative study is one in which the data you collect and analyse involves the accurate measurement of phenomena and, often, the application of statistical analysis. It is essentially concerned with numbers and anything that is quantifiable (or measurable) and as such uses methods such as psycho- metrics, statistical modelling techniques, datasets and services, experimental design and statistical computing and methodology.

A qualitative approach, on the other hand, involves the collection of information and its analysis rather than the application of quantitative methods. As such it is less concerned with numbers and accurate measurement and more concerned with the depth of data. It will typically involve the collection of data via interviews, focus groups, participant observation, oral history and so on.

Ultimately, it is the ‘problem’ you are attempting to address in your research and the associated hypotheses you have constructed that will largely determine – even dictate – the type of methodological approach you adopt. In other words, during the process of reaching a decision about this crucial aspect of your project, you will need to ask yourself questions such as:

* What is the nature of the problem and what are my research questions? How can I express these as hypotheses? Which methodology (quantitative or qualitative) will best allow me to solve or shed light on this problem and address my research questions?
* Which will provide me with an effective tool for obtaining accurate and valid data and, will it be applicable for testing my hypotheses?
* In the majority of cases we use a combination of both types of methods to verify our hypotheses.
* More detailed methodological questions you will need to consider when planning your research:
* What difficulties do I anticipate in carrying out my research? (e.g. What variables will need controlling?)
* Which methods are most suited to and most commonly adopted in the kind of research I am undertaking?
* Which methods are the most reliable and promise to provide me with the kind of data I require?
* Which methods can work best in combination by acting as mutual checks and providing the most comprehensive coverage of the area/phenomenon under investigation?
* Which methods are most practical if I need to collect my data within a limited time frame?
* Which methods are going to subject me to the most/fewest constraints? (Being dependent on the availability and reliability of human subjects, for example, can present difficulties and be very frustrating and time consuming).
* Which methods are likely to require replication?
* Which methods are/are not ethically acceptable or could be considered ‘grey areas’?

### In short

To sum up, your methodology section should contain the following:

* A statement of the broad nature of the data you are seeking to obtain.
* A description and explanation of your choice of methodology.
* A description of how, when and where you obtained your data.
* A rationale for your choice of certain methods and your rejection of others.
* The method(s) employed for analysing data, along with your rationale.
* An indication of some of the shortcomings or problems encountered with the methodology and the ways in which you solved them or sought to work around them.

Mention of ethical considerations (in the case of human subjects where appropriate, and how these were dealt with).

You can view writing the Methodology section as a procedure which involves taking a succession of steps:

* name the general approach you are taking;
* describe the particular method or the model (or techniques) you are going to use; explain in brief what this method consist in;
* describe the procedure of the research;
* justify the use of the method: explain how it will contribute to solving your research question and which particular problems could be resolved by means of this method;
* describe the materials used (and how they were obtained);
* identify any constraints of a model or method;
* consider ethical issues (if necessary).

You are recommended to use expressions from your “Academic vocabulary blocks” file and the phrases below for writing the Methodology section in English

### List of phrases used to describe the Methodology section

* The proposed approach allows …
* Current approaches typically attempt to …
* In what follows, we will adapt this approach to our …
* We now consider another efficient approach, based on …
* In this section, we demonstrate and compare the accuracy and the efficiency of the proposed approaches to..
* To this end, we introduce a … methodology that allows ...
* We have proposed a new methodology to construct ...
* Although our approach is based on ...
* This approach assumes that ...
* This method was chosen because ...
* So far this method has only been applied to …
* It was decided that the best method to adopt for this investigation was…
* It was considered that quantitative measures would usefully supplement and extend the qualitative analysis.
* The approach has a number of attractive features ...
* A variety of methods is used to assess …. Each has its advantages and drawbacks.
* A small sample was chosen because of the expected difficulty of obtaining ...
* Data management and analysis was performed using ...
* Statistical significance was analyzed using the analysis of …
* Using…, it is convenient to set the model in terms of…
* This approach will be adopted for practical reasons.
* The necessary assumption for this measure to be valid is that …
* For the sake of simplicity this study looks at an …
* A recent criticism of these models/approaches/ideas is that …
* The underlying theory posits that ...
* The technique provides a tool for … analysis.
* The model is based on a …approach.
* The flexibility of this approach is that…
* In this section, we use our new method to provide further evidence regarding the performance of …
* The strategy used helps to combine functional and formal explanation.
* We are aware of some limitations of our analysis/approach/method.
* Additionally, we could be subject to other biases, such as those stemming from...
* This study employs panel data techniques to measure ...
* As…, we have restricted ourselves to …
* It was not possible to investigate the significant relationships of X and Y further because the sample size was too small.
* Criteria for selecting the subjects were as follows: …
* We also give a numerical example illustrating the theoretical statement …
* We use a hand-collected and carefully compiled dataset, which ...
* Given the above structure (formula), we estimate …
* We will limit the investigation to… and focus attention on the key features of …
* The sample comprises ... excluding...
* The other set of estimated statistics corresponds to …

## Results/data

The report on the results is the heart of any research paper, the part where the authors presents their main findings supplying them with necessary tables and figures. Try to write in the clearest possible way. Make sure that you report only important relevant results. Describing tables and graphs first give a general statement fitting the results shown in this table or diagram into the overall discourse.

The results should be presented in an objective an unbiased way. It is critical that you give enough information for the reader to assess the magnitude or the importance of the results. For example, in case your sample is very small the authors of APA recommend that you should present the complete set of raw data in a single table. Don’t forget that the text of the section should not duplicate the contents of the tables and figures presented but draw the reader’s attention to the critical bits of information and provide a good analysis of the graphical material.

### Styles of data presentation

The way in which you present your data will depend in part on whether that data is qualitative or quantitative. Quantitative data is usually presented using figures set out in the form of tables, graphs, charts and diagrams. When you present information in this way, you must of course make reference to it in your text, adding commentary to highlight and explain key aspects of the data.

A qualitative study may also present statistical data and employ graphs, charts and so on. Such data which, for example, record people’s behaviour, attitudes, beliefs and opinions will be more likely presented as a text, with figures being used to support and clarify points made in the text, as opposed to the text merely explaining the data presented in figures, such as in a quantitative study. Such description needs to be accurate, succinct and coherent.

Occasionally, the presentation of research results is incorporated into the ‘Discussion’ chapter of a thesis, which is then headed ‘Results and Discussion’

This will tend to happen where it is felt that the results are likely to raise immediate questions or concerns in the mind of the reader which can be more effectively dealt with within the immediate context of the presentation of the results themselves rather than later, where they may feel more dislocated. In a qualitative study, for example, it can sometimes be difficult to disentangle results from their analysis/interpretation, and having one section where you can deal with both simultaneously may therefore be preferable. In general, however, the ‘Results’ section presents the findings of your research together with brief comments, particularly where statistical analysis is involved. More extensive comments appear later in the ‘Discussion’ section. Consult your supervisor for advice as to the best format to use for your particular research paper.

### Useful expressions for writing about data and results

When making reference to a table, figure, chart or diagram, the following expressions may be helpful:

The graph in Figure 2 illustrates this trend.

As can be seen in the graph below (Figure 8), there was a clear correlation between . . . and . . .

Figure 3 highlights this growth in income over the past decade.

The results obtained are presented as a bar chart in Figure 15. They clearly indicate . . .

The table in Figure 4 records . . .

The chart in figure 7 indicates/suggests . . .

The response times of subjects were recorded and plotted on a graph (see Figure 8).

Over 70% of respondents showed greater improvement in health as a result of taking the drug on a regular basis, as indicated in Figure 24.

As Figure 5 illustrates, observations over a 3-month period reinforced these initial perceptions.

Subjects’ responses to the questionnaire were carefully compiled and recorded in tablature form (Figure 16).

Another notable finding seen in table X is that…

Figures X present a graphical overview of the results

### Expressions for reporting on achieved results

* This result is in line with our hypothesis.
* Our results open several avenues for future research.
* There does appear to be a reasonably clear association between X and Z
* Our results from \*some\* tests strongly reject the hypothesis that…
* These results thus discredit, at least in part, the …
* These results are consistent with earlier studies that …
* Our results open several prospects for future research
* The evidence provided in this volume demonstrates that
* Some of our results might be influenced by the fact
* This result is not so uncommon as it may seem.
* Keeping in mind these important caveats, …
* With only a few exceptions the analysis finds that …
* The studies contained in this research, in addition to the considerable volume of related work, make it clearly apparent that …
* Figures X present a graphical overview of the results …
* Our results open several prospects for future research into …
* The evidence provided in this research/study demonstrates that …
* Some of our results might be influenced by the fact …
* The other/another set of estimated statistics corresponds to …
* With only a few exceptions the analysis finds that …

If you decide to have two separate sections, be careful to organize your material so that there is clear division between the two – do not fall into the trap of having too much analysis in the Results section.

## Visual Aids

###  Do we need to use visual aids in our research papers?

Tables and figures play an important role in a research paper. They may be used to clarify the idea, support the statement, provide evidence or enhance the text information. Diagrams give your paper a professional feel and make it presentable. However, the poorly crafted or irrelevant charts, on the contrary, may confuse the reader or get him off the subject. Graphical representation of information allows you to show many numerical values in an economical way. Tables and graphs are excellent tools that help to compare and contrast two or several values or to show specific characteristics. On the other hand, if the data are peripheral or irrelevant to your study, or if you do not have extensive data on the subject, avoid plotting a graph or a table. It’s a bad idea to use graphs just “to be fancy’, their use should be justified and fit an overall purpose of the paper.

### Types of figures used in research papers

Different kinds of figures are used in academic texts: tables, charts, graphs, and many more, and it is important to name them correctly when you refer to them. The word *Figure* is a general word to indicate all kinds of graphs, charts, and illustrations. A *Table* is a grid with data organized in columns and rows. *A diagram* is a graphic illustration consisting of lines or geometric figures. The diagrams can be of various types: a block diagram, a cluster diagram, a cyclic diagram, a spiral diagram, a triangular diagram, et cetera. A line drawing made for mathematical purposes can also be called a diagram. A *graph* is a diagram consisting of lines, curves, bars or dots. An example of a graph is a function graph, or a graph of function. A *chart* presents information in a tabular form mostly;this word can be usedto indicate either a table or some kinds of diagrams. Sometimes, though, the word chart is used to indicate circular diagrams. There are different kinds of charts: a bar chart, a pie chart, a line chart, a histogram, a flowchart. A *bar chart* presents information as a number of bars, the length of which is proportional to the value of corresponding items*. A line chart* is usually defined as a graph presenting information as a series of data points connected by straight line segments. A *histogram* at first sight looks very similar to a bar chart, but actually it is not the same. ‘Histograms are used to show distributions of variables while bar charts are used to compare variables. Histograms plot quantitative data with ranges of the data grouped into bins or intervals while bar charts plot categorical data.’ A *flow chart* is a block diagram demonstrating steps of a certain process. A *pie-chart*, as the name suggests, is a circular diagram that is divided into sectors.

### How to comment on figures

Depending on your purpose the text may include either a detailed description of the data, a general summary or an interpretation of the information presented. It is important to note that commentary on the data presented graphically should be the analysis rather than reiterating the contents of the entire table or graph. The following phrases may be used in a commentary:

It can be seen from table 3 that …

The results on … can be seen in figure 2

We observe from graph 4 that …

As shown in chart 1 …

Figure 1 shows a clear trend in …

Figure 4 presents …

The graph shows a significant difference in …

As can be seen from the chart …

The data presented in the table shows the trend …

When inserting graphs and tables in your paper, and then making a commentary on them, take into account the following recommendations:

* number all the tables and figures in your paper;
* write a table caption before the table, a figure caption is put below the table; both of them should be short enough;
* Don’t describe in detail the contents of a table, rather highlight your finding and summarise important details;
* Round the data in the tables to two-three decimal places (0, 57 instead of 0, 5680241).
* Also, in your research papers you may need to support your ideas with calculations, which makes the use of equations necessary. Equations are usually given in italics and are numbered throughout the paper. It is important to define all variables immediately after the equation. Supply each equation with explaining the reason for giving it and its purpose.

### Samples:



 Fig. 2. Hashtags of the Category *Directive Speech Act in Combination with Other Acts*

Table 1. SNS preferences of students and educators

|  |  |  |
| --- | --- | --- |
| Site | Students | Teachers |
|  | N of respondents | Percentage | N of respondents | Percentage |
| VKontakte | 150 | 75 | 6 | 21(Facebook and VK) |
| Facebook | 30 | 15 |
| Linkedln | - | - | 23 | 75(Facebook and LinkedIn) |
| Instagram&reddit.com | 10 | 5 | 1 | 4 (Instagram&Twitter) |
| Twitter | 2 | 1 |
| Other | 8 | 4 | - | - |

## Analysis and discussion

This is the section of your research report where you comment on the results you have obtained from your investigation and assess their significance in light of your objectives, stated hypotheses and the state of the debate in the field as discussed in your literature review. This is a key section because it constitutes the return on careful investment made in a lucid and revealing discussion of the literature earlier on, and in a sound research methodology.

## When results do not support your hypotheses

Of course, it is always possible that your results do not support your stated hypotheses; however, although it *may* be a disappointment, this is less a problem than an inconvenience. Provided your results are not a consequence of poor methodology, the fact that they run counter to your hypotheses is itself revealing and does not need to devalue the research. Indeed, the disconfirmation of hypotheses may often be more interesting as it raises further important questions that may form the basis of future research, to which you can make reference in your final section on ‘Suggestions for Future Research

When presenting your analysis and discussion, there are three important guidelines to follow, each closely connected to the other two.

### Important guidelines to follow

### Avoid making claims your data cannot support

Be careful not to exaggerate your claims beyond what the data suggests. Making statements that are not justified by the data will make you look naïve and undisciplined and could critically undermine the credibility of your whole study, as well as your credibility as a precise and discriminating researcher. If you do wish to make any questionable claims that are not categorically supported by your data, then it is imperative that you indicate the ‘insecure’ status of those claims. You can do this by using such expressions as:

This might suggest that . . .

It could perhaps be argued that . . .

This could be taken as limited evidence for . . .

One might wish to argue on this basis that . . .

This might be taken as (admittedly scant/frugal) evidence for . . .

Any claims that this might suggest . . . need to be qualified by the fact that . . .

These findings are ambiguous, but might indicate . . .

### Avoid skewing the data to fit your hypotheses: be ‘objective’

When interpreting and discussing your results, it is all too easy to read into them evidence in support of your hypotheses, when in reality such evidence may be minimal or even non-existent. Equally, it can be tempting to alter or ‘skew’ data in order to ensure it corroborates your hypotheses. In other words, researchers tend to see in data what they want to see rather than what is actually there! This is natural and it is therefore crucial to step back, be disciplined, and look at your results objectively. Try to analyse your data from the perspective of somebody else who has no vested interest in the study or its results and is there simply to ensure that interpretations are based strictly on what is evident in the data itself.

### Acknowledge the limitations of your study

Very few, if any, research projects are without flaws of some kind or other. Despite the best efforts to construct a well-designed study and to take account of all possible confounding variables, it is almost impossible to cover all bases. This means that the inferences and deductions you are able make may in some cases be less robust than you would ideally wish. What is important is that, where necessary, you clearly acknowledge this fact. All experienced researchers know that there is no such thing as a perfect study, but your readers will want to feel confident that you are insightful and experienced enough to have identified the weaknesses of your study. By recognizing and openly acknowledging any weaknesses, you instill in the reader a greater confidence in all other aspects of your research. Equally, of course, it is important that none of those weaknesses indicate a fundamental flaw in the conception or design of the study.

## Conclusion

This part contains the answer to the main research question and summarizes the main findings of the study in a clear and succinct way.

It is also important to make it consistent with the Introduction. Some authors call the Conclusion an upside-down version of the Introduction. If in the Introduction you complete with the hypothesis of the study, in the conclusion you start with the thesis statement/hypothesis and then make broader generalization on this basis.

Before writing a conclusion, look again at your Introduction, and give a definite answer to the research question. Sum up the main findings of the research. Then make a generalisation and go beyond the results discussing their impact on the further development in the research area. Try to give possible proposals for the possibilities of the future research in this area.

An Introduction typically contains the following three closely connected elements:

* A discussion of those inferences that can be drawn from your research: any inferences you make must be supported by the evidence you have provided in previous sections through rational argument and/or the analysis of data.
* A statement of the contribution your research has made to the field of inquiry: the key requirement for a thesis is that it adds to the body of knowledge in a particular field by contributing something original. This section is therefore especially important, for in it you will be summarizing the contribution your own research has made, and it is essentially on that basis that it will be judged by the examiners and other scholars who read it.
* Suggestions for future research: the most common way to end a dissertation or thesis is to suggest new avenues of investigation based on your own research as documented in your report. In other words, this is where you indicate how future research might build upon your own methods of investigation and the findings they have produced. Part of this may involve highlighting problems that you had with your own approach and, based on your experience, suggesting alternatives to avoid similar such problems recurring.

Remember, **no new information should appear in the Conclusion section**, only inferences drawn from information that has already been presented elsewhere in the course paper/master thesis. Avoid unnecessary digressions and **do not introduce new arguments**.

Keep your concluding statements concise and to the point, present them in a logical order, and make sure they relate back to your research question(s).

## Bibliography

A bibliography is a complete list of references to the works you have consulted during the course of your research. A comprehensive and well laid out bibliography will be an important factor in how positively your work is evaluated by your peers, examiners etc.

You must reference *all* material you use from *all* sources and acknowledge your sources in the body of your paper each time you use a fact, a conclusion, an idea or a finding from someone’s work. This establishes the authority of your work and acknowledges the researchers and writers you have drawn upon in your paper.

A good bibliography will:

* indicate that you have consulted others’ work and are aware of the debate, arguments and practices in your field, particularly as they relate to the subject of your own research;
* add weight and credibility to your statements;
* enable others to check the accuracy of your information and interpretations;
* direct others to works you have found useful and to related publications;
* acknowledge other people’s work and ideas in the APA format
* enable you and your readers to review the sources of your information;
* show that you are familiar with academic formatting conventions.
* It is necessary to cite your sources each time you:
* reproduce an author’s exact words (quote), that is, copy word for word directly from a text. A page number must be given.
* use your own wording (summarise or paraphrase) to explain or discuss what someone has said. You are encouraged to provide page numbers.

If you copy an entire table, chart, diagram or graph or if you take only some of the data contained in such sources, you must provide a reference.

Sources such as journals, books, encyclopedias, computer programs and software, information from the internet, reports, newspapers, interviews, radio and television must be cited in the body of your paper and detailed in a reference list at the end.

The APA style of referencing consists of two elements:

* in-text citations, giving author, year and sometimes page number in the body of the paper
* a reference list at the end of the paper, providing complete details for each in-text citation.

## Reference list

An important purpose of the reference list is to enable readers to locate sources. Therefore details must be correct and complete. Each in-text citation and the related reference list entry should be identical in spelling and year. A work is listed only once in the reference list, regardless of how many times it is cited in text. Works not cited in the text should not appear in the reference list.

In compiling your APA reference list, you should:

* list references on a new page with a centred heading titled ‘Bibliography’
* include books, journal articles, online sources etc. in one alphabetical listing
* order entries alphabetically by family name of author or name of organisation
* list works with no author under the first significant word of the title
* indent second and subsequent lines of each entry (5–7 spaces)
* use double spacing.

**Book**

Author, A., & Author, B. (year). *Title of book* (edition if not first). City: Publisher.

Capitalise only the first letter of the first word of a book title and any proper nouns. The first letter of the subtitle (if any) is capitalised also.

Wajnryb, R. (2005). Language most Foul. New York: Free Press

**Article or chapter in an edited book**

Author, A., & Author, B. (year). Title of chapter. In C. Editor & D. Editor (Eds.), *Title of book* (pp. xx–xx). City:

Publisher.

Capitalise only the first letter of the first word of an article or chapter title, and any proper nouns.

Ljung, M. (2009).  The functions of expletive interjections in spoken English. In A. Renouf & A. Kehoe (Eds), Corpus Linguistics: Refinements and Reassessments (pp.155–171). Amsterdam and New York: Rodopo.

  Bousfield, D. 2008. Impoliteness in the struggle for power.In D. Bousfield and M. Locher (Eds), Impoliteness in Language: Studies on its Interplay with Power in Theory and Practice (pp.127-153). Berlin and New York: Mouton de Gruyter.

**Book, online**

Author, A., & Author, B. (year). *Title of book*. [details about the format if available]. doi OR Retrieved from web address

If a digital object identifier (DOI) is provided then it should be given; if no DOI is available then the web address, or uniform resource locator (URL), should be given. Date of retrieval is not required.

Wang, N. (2013). An analysis of the pragmatic functions of swearing. Griffith Working Papers in Pragmatics and Intercultural Communication, 6, 71-79. Retrieved from http://www.griffith.edu.au/\_\_data/assets/pdf \_file /0007 /589 453/Na-Wang.pdf

Appendix 1

|  |  |
| --- | --- |
| **УТВЕРЖДАЮ** | Академическому руководителю ОП |
| Академический руководитель | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| магистерской программы | от студента группы\_\_\_ |
| «Прикладная лингвистика и текстовая аналитика» |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_«\_\_\_» \_\_\_\_\_\_\_\_\_ 202\_\_ г. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ФИО студента) |

**ЗАЯВЛЕНИЕ**

Прошу утвердить следующую тему моего проекта ВКР /магистерской диссертации:

«\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_»

и назначить научным руководителем\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (должность, ФИО руководителя)

«\_\_\_» \_\_\_\_\_\_\_\_\_\_ 202\_\_г.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(подпись)

Согласовано

«\_\_\_» \_\_\_\_\_\_\_\_\_\_ 202\_\_г.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/

(подпись научного руководителя)

Appendix 2

|  |  |
| --- | --- |
| **СОГЛАСОВАНО** | Академическому руководителю ОП |
| Академический руководитель | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| магистерской программы | от студента группы\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| «Прикладная лингвистика и текстовая аналитика» |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_«\_\_\_» \_\_\_\_\_\_\_\_\_ 20\_\_ г. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(ФИО студента) |

**Заявление**

 Прошу заменить тему проекта ВКР /выпускной квалификационной работы

(нужное подчеркнуть)

«\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_»

на «\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_»

 в связи с \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Подпись студента)

«\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_ 202\_\_ г.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(подпись руководителя)

«\_\_\_\_\_\_»\_\_\_\_\_\_\_\_\_\_ 202\_\_ г.

Appendix 3

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION FOR HIGHER PROFESSIONAL EDUCATION
NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

*Faculty of Humanities*

Name

**PROJECT PROPOSAL
TITLE**

Field of study: 04.45.03 “Fundamental and Applied Linguistics”

Degree programme: Master of Linguistics

|  |  |
| --- | --- |
|  | Supervisor Dr. …. Name |

Nizhny Novgorod, 20\_\_

Appendix 4

**Declaration**

I, (Name), do hereby declare that I have composed this thesis, that the work
contained in it is my own, except when otherwise so cited, and that it has not been
submitted for any other degree or professional qualification.

Appendix 5

**Table of Contents**

|  |  |
| --- | --- |
| **Introduction** ………………………………………………………………… | 3 |
| **Chapter1 Mediated dialogue in newspaper discourse** ……. …… | 7 |
| 1.1. Dialogue as an object of linguistic research ………………… | 7 |
| 1.2. Dialogue in newspaper discourse …………………………………… | 17 |
| **Chapter 2 Dialogic characteristics of a problematic article in newspaper discourse**………………………………………………… | 28 |
| 2.1. Dialogue unity as a constituent of a dialogue ..................................... .. | 28 |
| 2.2. Dialogue binomial "article-signal - letter-reaction" as a communicative-pragmatic basis of mediated dialogue ………………… | 39 |
| **Chapter 3 Communicative characteristics of mediated dialogue and their linguistic representation ………………………………………** .. | 61 |
| 3.1. Linguopragmatic features of an indirect dialogue between the addresser and the addressee within the framework of the dialogic binomial ………… | 61 |
| 3.2. Communicative types of letters and types of mediated dialogue …… | 72 |
| **Conclusion** ………………………………………………………………….. | 84 |
| **Bibliography** ……………………………………………….. | 87 |
| **Appendix** …………………………………………………………………. | 97 |

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