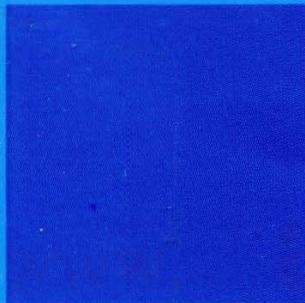
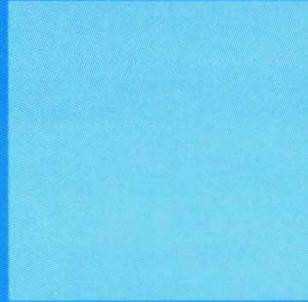
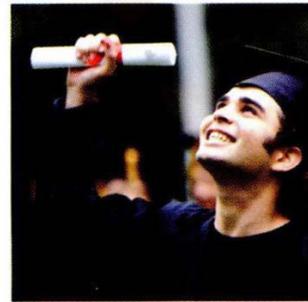
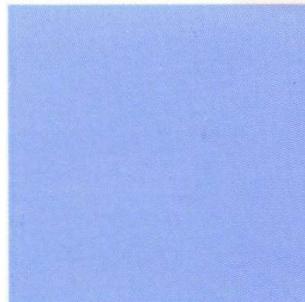




Mohammad Golshan (Ph.D.)



Essential Texts for Proposal and Thesis Writing in English



**Future Elite Publications
2016**

www.ZabanBook.com
زبان بوک

**Essential Texts
for Proposal and Thesis Writing
in English**

Mohammad Golshan, Ph.D.

انتشارات نخبگان فردا

www.ZabanBook.com

Dedicated with gratitude to the memory of my
mother who was my best teacher

Contents

Title Page.....	1
In the Name of God	2
Acknowledgements	3
Dedication.....	7
Table of Contents	9
Abstract	11
Introduction	16
Review of Literature	35
Methodology.....	44
Results and Analyses	65
Discussion and Conclusion.....	81
References	98
Appendices	100
APA Checklist	102

Preface

One of the daunting tasks which most students doing their M.A. or Ph.D. programs in applied linguistics and TEFL need to deal with is writing a thesis as a partial requirement for the completion of their postgraduate programs. This book aims at providing postgraduate students with effective templates which facilitate the process of writing a thesis and afford them an insight into the formal style essential for thesis writing in English. There are two points which need to be mentioned here: First, the writer has tried to include only the sections which are needed for an experimental study and a survey. Second, these templates are only suggestions for the familiarity of the readers. While copying the templates and filling in the blanks are allowed and not considered as plagiarism, it is recommended that the readers benefit from their creativity and use the templates in a variety of ways. Suggestions and recommendations for future reprints of the book will be welcome at the following address.

Mohammadgolshann@gmail.com

Mohammad Golshan,

Assistant Professor of TEFL

Acknowledgements

The author would like to thank Dr. Naser Mosaffae for his support and encouragement and Dr. Hossein Eslami for his comments.

www.ZabanBook.com

زبان بوک

_____ **University**

_____ **Branch**

**Thesis Submitted in Partial Fulfillment of the
Requirement for the Degree of M.A
in Teaching English as a Foreign Language**

Title

Supervisor:

Dr. _____

Advisor:

Dr. _____

By:

April 2016

In the Name of God

The Most Compassionate

The Most Merciful

www.ZabanBook.com

زبان بوک

Acknowledgements

First and foremost, I offer my sincerest gratitude to my supervisor, Dr. _____ who has supported me throughout my thesis with his patience and knowledge while allowing me the room to work in my own way.

First and foremost, I am extremely grateful to God, who has bestowed on me patience and endurance throughout the travail of writing this dissertation. Praise be to God! Had it not been for Him, I would not have been able to bring this modest work into its present shape.

I am happy to have the opportunity to thank all those who helped and supported me on this exciting journey of challenges and personal growth. Above all, I extend my heartfelt gratitude to my thesis supervisor, Dr. _____, for his extensive knowledge, professional commitment, moral support, prompt feedback and most able editorial eye.

I would like to express the deepest appreciation to my committee chair, Professor _____, who has shown the attitude and the substance of a genius: he continually and persuasively conveyed a spirit of adventure in regard to research and

scholarship, and an excitement with regard to teaching. Without his supervision and constant help, this dissertation would not have been possible.

I would like to acknowledge the numerous people and institutes whose support has been integral to the completion of this thesis. First and foremost, I would like to express my sincere thanks to my supervisor, _____, for his endless hours of counseling and help. He was definitely a source of inspiration and encouragement throughout the process. If it had not been for his patience, guidance, and invaluable comments, the completion of this thesis would not have been possible.

Special acknowledgements go to _____ at the University of _____ who kindly assisted me in one way or another during my studies. I am and will always remain honored to derive benefits from the expertise of the faculty of this university.

I am also deeply indebted to _____ for giving me the invaluable opportunity of conducting research in _____.

I heartily thank Dr. _____ for his thorough and constructive comments during the process of writing this thesis while I was

wrestling with the excruciating details of the statistical analyses presented in this dissertation.

Last but not least, my gratitude goes to _____ who participated in the study and their dedication and cooperation definitely facilitated the process of my data collection.

There are many people to whom I owe this dissertation. My deepest gratitude is due to my supervisor, Dr. _____, for his patience and invaluable comments. Without his assistance and moral support, this dissertation would not have been possible. My gratitude to him is immeasurable.

I would also like to thank _____ for her time, suggestions, and general support. Also, thank you to Dr. _____ who kindly agreed to be my external examiner.

Many additional members of _____ University helped to make this thesis possible. I should appreciate _____ for securing classrooms for my data collection and for assisting me with the administrative aspects of the thesis.

I would also like to acknowledge the financial support I have received during my M.A. program. Thank you to _____.

I would like to express my deepest and everlasting gratitude to my family for their constant encouragement and support throughout my academic endeavor. I would like to thank my mother and wife, who have always believed in me, and who have always been the source of inspiration that has encouraged me to achieve this degree.

Many people deserve special thanks for their contributions to this study. Most important are the students who participated enthusiastically in this study and helped me learn more about their thinking and writing processes. I am also grateful to their parents, teachers, and school administrators who helped me make this project possible.

Finally, thank you also to my friends and family, who have supported me in the completion of this thesis.

Finally, I would like to thank my family, my dear husband _____, for being my rock in times of need. Also my loving daughters, _____, for encouraging me to complete my studies. My gratitude extends also to my loving parents for their encouragement to complete the process.

Dedication

This thesis is dedicated to _____, for her kindness and devotion, and for her endless support.

Dedicated with gratitude to the memory of _____.

This thesis is dedicated to my dear wife for her unconditional love and support.

To my parents for fortitude, for presence, for perseverance and for love.

I dedicate this thesis to my husband and son, who have been and remain the hearts of my life.

To my beloved family, and my students who have been my greatest teachers.

To my _____ who never gave up believing in me, although there were times when I had trouble believing in myself.

To my mother: a strong and gentle soul who was my first teacher.

This dissertation is dedicated to all the people who have been instrumental in the pursuit of achieving this important milestone in my life.

This thesis is dedicated to my father, _____ whose unconditional love, continued encouragement, and great breadth of vision have enabled me to achieve what I had never thought I could.

This dissertation is dedicated to my husband, and my _____. I would not have been able to complete such a monumental accomplishment without their patience, dedication, and eternal support.

This work is dedicated to my father, who taught me the meaning of courage, idealism, and spirituality; my mother, who provided encouragement and support; and my children.

I dedicate this dissertation to my parents whose unconditional love and support continuously inspires and encourages me in the pursuit and fulfillment of my dreams.

I dedicate this thesis to my parents. Without their patience, understanding, and support, the completion of this work would not have been possible.

Table of Contents

Abstract 1

Chapter One: Introduction

1.1 Preliminaries/Overview/Background

1.2 Statement of the Problem

1.3 Objectives of the Study

1.4 Research Questions

1.5 Research Hypotheses.....

1.6 Significance of the Study

1.7 Key Terms and Operationalizations

1.8 Summary and Organization of the Thesis

Chapter Two: Literature Review

2.1

2.2

2.2.1

2.2.2

2.2.2.1

2.2.2.2

2.3

2.4

Chapter Three: Methodology

3.1 Participants

3.2 Sampling.....

3.3 Design.....

3.4 Instruments

3.5 Procedure.....

3.6 Data Analyses.....

Chapter Four: Results and Analyses

4.1

4.2

4.2.1

4.2.2

4.3

Chapter Five: Discussion and Conclusion

5.1 Overview

5.2 Findings With Relation to Research Questions.....

5.3 Theoretical and Practical Implications

5.4 Limitations of the Study

5.5 Areas for Further Research.....

5.6 Concluding Remarks

List of Tables

Table 2.1

Table 2.2.....

List of Figures

Figure 2.1.....

Figure 2.2

List of Appendices

Appendix 1

Appendix 2

Abstract

Abstract

This quasi-experimental study was conducted to investigate the effects of three different types of _____, namely _____, _____, and _____, on Iranian elementary EFL learners' learning of _____. For the purpose of the study, 90 male elementary EFL learners, aged _____ to _____, comprising 4 intact classes in a public language institute in Iran participated in the study. The four classes were randomly assigned to three treatment groups and one control group. During the intervention, each experimental group engaged in _____ for 3 sessions and the learners in each group were provided with _____ while the control group only _____. The participants' knowledge of _____ was measured in pre-tests one week prior to the outset of intervention and in post-tests which were administered _____ weeks after the last treatment using a _____ and a _____. Results of repeated-measures ANOVA and post-hoc test on _____ indicated that the _____ group outperformed the other groups in _____. The findings of the study point to the need for _____.

Keywords: _____, _____, _____, _____

Abstract

This study aimed to investigate _____. For the purpose of the study, 60 Iranian male EFL students, aged 23 to 25, were

selected randomly for the study. They were assigned into two groups: a control group and an experimental group. The experimental group received treatment in form of _____ while the control group followed their traditional approach. The results of an independent samples t-test revealed that the experimental group outperformed the control group. The findings suggest that applying method X in language classes can be more beneficial than the traditional approach.

Keywords: _____, _____, _____, _____

Abstract

This quasi-experimental study attempted to _____. Two hundred fifty-nine Iranian English as a foreign language students underwent two different treatments, involving _____ and _____. The responses of the students were compared with respect to (a) their ability to identify and correct English passive errors and (b) their degree of reading comprehension. The results revealed that _____ aided _____ while having unfavorable effects on _____. The findings suggest that _____.

Keywords: _____, _____, _____, _____

Abstract

Research on _____ has found positive effects for _____, _____, and _____. However, findings have been inconclusive regarding

the effect of such intervention tasks on long-term retention. Likewise, few studies have looked at the effect of these interventions on _____. This investigation sought to assess the effect of _____. The study further investigated the effect of _____ on _____. It compared the following conditions: (a) _____, (b) _____, and (c) _____. In addition, the study assessed the effect of these interventions on long-term retention (4–6 weeks) of _____. Findings revealed that the _____ conditions resulted in more _____ gain than the _____ condition.

Keywords: _____, _____, _____, _____

Abstract

This study investigated the comparative effects of two types of treatment: one of which was _____ and the other, _____ on the _____ of Iranian Intermediate EFL learners. In the _____ instruction, the students were required to _____ whereas in _____ instruction the students _____. 90 Iranian students, aged 18–26, were divided into three groups (_____, _____ and a control group), received six weeks of instruction and took two types of _____ tests as a pre-, post- and delayed post-test. In general, the results showed similar levels of effects for _____ and _____ instruction on _____. However, an examination of process features indicated that the _____. The

متون ضروری برای پروپوزال و پایان نامہ نویسی بہ انگلیسی

One of the daunting tasks which most students doing their M.A. or Ph.D. programs in applied linguistics need to deal with is writing a thesis as a partial requirement for the completion of their postgraduate programs. This book aims at providing postgraduate students with effective templates which facilitate the process of writing a thesis and afford them an insight into the formal style essential for thesis writing in English.

ISBN: 978-600-8151-02-9



9 786008 151029



www.ZabanBook.com

زبان بوک