Methodology of linguistic research

Presenting the results of linguistic research

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1. Monograph (and/or dissertation) as nonlinear hypertext.

The concept of "hypertext" was introduced by T. Nelson in 1965 (Nelson T. The Hypertext). Hypertext is an information presentation system that creates a semantic network of complex topology, which allows organizing information at different levels of generalization.

Long before Nelson, such a hypertext genre as a scientific article appeared (treatise, dissertation, monograph). In the process of writing a scientific work, its author has to refer to literature, search for terms in a dictionary or glossary, write notes on cards or in separate files. As a result, the scientific work contains a large number of references and footnotes to the subject index, other chapters and sections, bibliography, figures, tables, etc., which make it possible to find additional information on the topic.

Monograph (or dissertation)

In the academic community, it is customary to publish the results of long-term studies on a specific topic in the form of a monograph (or a dissertation) - a scientific work that outlines the essence and methods of the work done, as well as the author's interpretation of the results.

Definition

A monograph is a scientific or popular science publication that describes an in-depth study of one or more related topics. A work of this format contains a generalization and analysis of relevant literature on the problem under study, hypotheses, concepts are expressed, and ways to solve the issue under consideration are proposed.

What is a hypertext?

Hypertext is a way of organizing text (and the type of text) that emerged with the introduction of computer-based learning technologies.

It allows the reader working with one text to instantly get another on the screen (most often, explaining, revealing the meaning of a certain concept deeper than the original text). And then go back and continue reading the main text.

The depth of the "nesting" of the texts is not formally limited. Communication of texts among themselves is organized using hyperlinks (links). Links can be cross-linked.

The linear organization of texts

Changes under the influence of the Internet occur at various levels of the language: from phonology to the level of a holistic text. The most important component of computer discourse is hypertext.

Note that the word "text" comes from the Greek "fabric" and this emphasizes the linear organization of texts.

The prefix "hyper-" means "above" and thus indicates a **complication of the structure of this phenomenon** in comparison with the text. Based on this, it is necessary to determine the **structural features of hypertext**, which allow us to talk about it as a more complex phenomenon.

Non-linear presentation of information

- Non-linear and linear presentation of information are two sides of a person's mental abilities, because traces of thought presented in the letter (in the process of writing) acquire the ability to live independently.

- The difference is that the linear text has a clear sequence, and the nonlinear (hypertext) has a mosaic structure.

- Hypertext, in addition to the textual interpretation (which brings it closer to the text) is linearized and structured according to the reader's reading and the author's intention at the same time.

2. Text components creating hypertextuality.

It is believed that an important principle for organizing text on the Internet is the principle of stepwise text deployment.

The deployment scheme is as follows:

heading (link) - heading with annotation - part of the text (several parts can be opened sequentially) - full text.

The linearity and nonlinearity of information is also illustrated by the concept of **"multimedia".** Multimedia can be roughly classified as linear and non-linear.

An analog of the linear way of presentation can be a movie.
A person viewing this document in no way can affect its conclusion.

A non-linear way of presenting information allows a person to participate in the output of information, interacting in some way with a means of displaying multimedia data. Human participation in this process is also called **"interactivity."** This method of human-computer interaction is most fully represented in the categories of computer games. A non-linear way of presenting multimedia data is sometimes called **"hypermedia".**

If we talk about hypertext from a linguistic perspective, it would be more appropriate to call the way the organization of subtexts (segments) in hypertext is not non-linear, but **multilinear**. The fact is that, on the one hand, any hypertext consists of linear subtexts; on the other hand, in reality, the sequence of reading individual subtexts is often set by the author using the built-in links.

Another important feature of hypertext is its **interactivity**. The user has the opportunity to interact with the means of communication. Often on the Web page you can find an offer to send an email to the author or write a comment on an article published in an electronic publication.

An important feature of hypertext that brings it closer to postmodernism is the so-called "**immanence**" - figuratively speaking, the fusion of consciousness with communication tools and the ability to instantly learn new communication tools.

Despite the fact that the idea of hypertextuality is not new, modern (computer) hypertext differs fundamentally from hypertexts of the **"pre-web"** era in that this set of reference texts, i.e. texts associated with the main (perceived) texts *by the reference apparatus*, is *in the immediate access of the recipient* (it is obvious that the combination of texts and instant access to various works are technically feasible only on a computer).

3. Table of contents and its types.

The structure and table of contents of a master's thesis

The master's thesis should contain:
1. title page;
2. table of contents;
3. introduction;
4. the main part (sections, subsections, paragraphs);
5. conclusion;
6. bibliography;
7. appendices (if necessary).

The structure of the dissertation
The structural elements of the dissertation are:
-Title page;
- Table of contents;
-Normative references;
- definitions;
- designations and abbreviations;
- introduction;
- main part;
- conclusion;
- list of sources used;
- appendices.

A Table of Contents (TOC) must appear in your thesis or dissertation document. The items that should be listed on the TOC include all pages from the abstract through the Curriculum Vitae. Thus, the TOC includes:

    i.   Abstract (starts on page iii)
    ii.   Acknowledgements (optional)
    iii. Dedication (optional)
    iv.   Preface (optional)
    v.   Table of Contents (optional to put it on the TOC of your thesis/ dissertation)
    vi.   List of Tables (if applicable)
    vii. List of Figures (if applicable)
    viii. Any other lists, including: List of Definitions, List of Algorithms, List of Equations (if applicable)
    ix.   Main body of your text (e.g., chapter titles, headings, and subheadings)
    x.   Appendix or appendices (optional)
    xi.   Bibliography
    xii. Curriculum Vitae

Table of Contents

4. Abstract, summary, essay (referat).

Abstract: Here is the list of the required qualities of abstracts in English to Russian-language articles. Abstracts should be:
- informative (do not contain common words);
- original (do not be tracing paper of the Russian-language abstract);
- meaningful (reflect the main content of the article and research results);
- structured (follow the logic of the description of the results in the article);
- "English" (written in high-quality English);
- compact (fit into the volume from 100 to 250 words).

The Abstract

Definition

An abstract summarizes, usually in one paragraph of 300 words or less, the major aspects of the entire paper in a prescribed sequence that includes: 1) the overall purpose of the study and the research problem(s) you investigated; 2) the basic design of the study; 3) major findings or trends found as a result of your analysis; and, 4) a brief summary of your interpretations and conclusions.

Importance of a Good Abstract

Sometimes your professor will ask you to include an abstract, or general summary of your work, with your research paper. **The abstract allows you to elaborate upon each major aspect of the paper and helps readers decide whether they want to read the rest of the paper.** Therefore, enough key information [e.g., summary results, observations, trends, etc.] must be included to make the abstract useful to someone who may want to examine your work.

How do you know when you have enough information in your abstract? A simple rule-of-thumb is to imagine that you are another researcher doing a similar study. Then ask yourself: if your abstract was the only part of the paper you could access, would you be happy with the amount of information presented there? Does it tell the whole story about your study? If the answer is "no" then the abstract likely needs to be revised.

One of the proven options for abstract is a brief repetition of the structure of the article (dissertation, research thesis) in it, including an introduction, goals and objectives, methods, results, conclusion. This method of compiling abstracts has also been disseminated in foreign journals.

Summary:

The summary should reflect:
- object of research or development;
- goal of the work;
- method or methodology of the work;
- results of work;
- The main structural, technological and technical-operational characteristics;
- degree of implementation;
- recommendations for implementation or results of the implementation of scientific
research work;
- application area;
- economic efficiency or the importance of work;
- predictive assumptions about the development of the object of study.
The resume must be written in two languages - in English for all
dissertations in Kazakh - for dissertations written in Russian, in Russian - for
dissertations written in Kazakh. Resume size - two pages in each language.

HOW TO WRITE A SUMMARY OF YOUR GRADUATION THESIS IN ENGLISH

What Is a Summary?

A summary is a greatly condensed version of a longer piece of writing that highlights the major points covered, and concisely describes the content of the graduation thesis.

Why Are Summaries Used?

Summaries give readers a chance to quickly see what the main contents of a thesis are. They enable readers to decide whether the work is of interest for them.

What Is Usually Included in a Summary? · a title identical to the title of the thesis · the main topic of the thesis · the purpose of the thesis · the methods used to research information · further sub-sections within the thesis · results, conclusions, or recommendations

Qualities of a Good Summary A good summary has the following qualities: · uses one or more well developed concise paragraphs · uses an introduction/body/conclusion structure which presents the purpose, results, conclusions, and recommendations · provides logical connections between the information included · adds no new information, but simply summarizes · often uses passive verbs to downplay the author and emphasize information

Steps for Writing Effective Summaries To write an effective summary, follow these steps: · write the summary after you have finished the thesis · use your headings and table of contents as a guide to writing your summary · when you have finished use spellcheck software

Length of Summaries 150–350 words should be enough for a summary of a graduation thesis, but you can check with your thesis supervisor.

Essay (реферат, афтореферат)

An essay of a dissertation is a publication in the form of a brochure, on the rights of a manuscript, containing an abstract compiled by the author of a study conducted by him, submitted for the degree.

Volume of **essay**:

- up to two printed pages for a doctoral dissertation;
- up to one printed sheet for a candidate dissertation.

5. Thesis defense

The main provisions submitted to the defense of the dissertation

Those people who at one time went through the defense of a candidate dissertation know how to write, defend it, and also know that the most stringent requirements are imposed on the work, the failure of which may entail not very good consequences. One such requirement is the availability of provisions. We will talk about what they are and how to formulate them.

What are provisions of the thesis defense?

The Higher Attestation Commission (HAC) requires that, in addition to other mandatory elements, the dissertation should contain provisions to be defended - these are theses that have not been put forward by anyone. These are peculiar results of scientific activity, conclusions that show how useful the study was and what its value is. We can say that the success of the defense depends on how to formulate and write them.

They are formed on the basis of:
• identification of existing problems;
• a consistent analysis of the problems raised;
• logical generalization of all parts of the dissertation.

Do not confuse them with conclusions. Conclusions are usually not applicable in practice and are purely theoretical, and not applied in nature. Whereas the provisions should have scientific novelty and be a contribution to the science of the author of the dissertation. They are concrete results, and we can conditionally say that their formulation is the purpose of the study.

How to formulate the main provisions of the dissertation

How to approach writing a dissertation

Most importantly, in order to write a dissertation, the applicant should interact as closely as possible with the staff of the department, including the supervisor. Before writing a work, it is necessary to determine the tactics of the study, to form the necessary provisions and decide how to present them in the best light.

Provisions may contain the following elements:
1. copyright or specified by the author definitions
2. scientific findings of the author
3. The fundamental principles of the topic
4. classifications and characteristics of certain categories
5. lists
6. suggestions
7. ways to improve the object of study, etc.

The main postulates of writing provisions in the dissertation

Typically, the introduction includes 3-6 paragraphs of provisions, next to the paragraph number, you must write a brief summary of the problem considered and solved by the author. The following are examples of phrases with which they begin:

• "The main scientific conclusions have been developed";
• "The following results of scientific activity are submitted for protection ...";
• "The following new and basic ideas containing elements of novelty are put forward for protection";
• "In the course of the work, factors that affect ..." were identified;
• "The relationship between the main elements ...";
• "The feasibility of implementation has been determined ...", etc.

Such conclusions should be presented twice - in the abstract and, directly, in the introduction.

The list should include only those items in which the author is 100% sure.

It is very important not to repeat the data that had already been used in other candidates earlier, because each work should be unique, and duplication of ideas taken from other sources is plagiarism. It is only necessary to protect one's labors.

It is desirable that each item be the result of a specific scientific task or problem posed by the author. This does not concern only those issues that relate to the history of the object of study or to experience abroad. Their result can be only theoretical conclusions and practical suggestions formulated for further research.

A very important factor in writing and defending a dissertation is the reliability of the provisions to be defended.

The author must consistently and reasonably prove that they are objective, reliable, and also confirmed on all types and classes of the subject of study within the framework of a particular object. That is, under any similar conditions, similar results could be obtained. It is not worth protecting the work, the provisions of which the author is not sure. The most common validation methods are analysis, case studies, and experiments.

6. What is the difference between conclusion and summary?

A conclusion is part of the thought process. All of the points that have been made so far are combined to create a single overarching opinion or idea. We use a variety of perspectives to generate a solid belief. This is a conclusion.

A summary does not include this development of thought. It simply restates, in brief, all of the points that have been made thus far. It is done either to remind readers/listeners what has been covered up to this point, or to clarify the main points in a particularly complex or convoluted argument/presentation.

Often however, a summary is a bridging tool between the full presentation and the drawing of a conclusion. We listen to or read the argument in full, extract the most important points (summarise) and then form a final opinion (conclusion).

A *conclusion* is the end-point of something; it's often used to describe a decision or judgement reached after working-through a deliberative process.

A *summary* is a brief overview or abstract of a story, a document, a process, a project, or a series of previously stated facts.

Purpose

The main purpose of a **summary** is to sum up the main points.

The purpose of a **conclusion** is to conclude the text smoothly.

Order

An executive **summary** is at the beginning of a document.

A **conclusion** is at the end of a document.

Connection

A **summary** should also have a conclusion.

A **conclusion** can include the summary of the main points.

7. The structure and table of contents of a master's thesis

The overall structure of the thesis should not be confused with the table of contents, but these two are related. In a research plan, an outline of the work is useful. It can be given without a detailed table of contents (which is, apparently, prone to changes in any case) on a more abstract level.

Before going further, it is useful to glance how the thesis is evaluated (in the School of Engineering).1 There are five subject areas and under them altogether 14 evaluation points, each given a grade from 1 to 5:

Definition of research scope and goals
- Definition of research scope
- Presentation of goals in the thesis

(Explanation)

Research scope has been defined. Clearly defined goals. The research questions and hypotheses contained in the scope of research and goals are evident from the thesis.

Command of the topic
- Command of the literature
- Command of the topic

The student demonstrates command of the topic and understanding of the scope of research. The student demonstrates understanding of the relevant theoretical framework. The student demonstrates skills in making use of literature and other sources of information.

Methods, conclusions
- Command of the research method
- New significant results
- Correctness of the results and scrutiny of errors
- Conclusions, quantity, quality and relevance

The student demonstrates ability to choose justified methods for reaching the goals. The student demonstrates ability to apply the chosen methods.
The thesis contains references to scientific publications.
The thesis presents well-founded conclusions drawn from the results. The results answer the research questions presented.

Contribution to knowledge and thesis structure

- Achieving goals
- Organisation, coherence and clarity of the thesis
- Share of independent input
- Keeping to the schedule

Presentation and language

- Language
- Presentation and graphic design

The thesis is relevant to the set goal. The thesis is a well-organised logical whole. The thesis makes an original contribution to the existing body of knowledge, i.e. it is produced by the student.

The overall appearance of the thesis is appropriate. The thesis contains no such structural, grammatical or spelling errors that complicate reading. The thesis is written in coherent, formal style. The thesis is a well-organised, coherent whole. The given guidelines have been followed.

The structure of the thesis should help to present your merits: knowing the literature, understanding the theory, mastering the methods, and presenting the findings. This is why the structure of the thesis depends on the problem in case.

It is possible to give a relatively generic overall structure for a thesis. It is applicable over many disciplines, because it can be interpreted in different ways. The structure is:

A. *Introduction*
B. *Theoretical part*
C. *Own contribution (the handling of the subject)*
D. *Conclusions*

Each of these parts (especially B and C) may contain several chapters depending on the subject matter. Therefore, the above structure should not be used as such but as a starting point for first finding a good main chapter division and then drafting the table of contents.

Introduction (e.g. 5 pages)
Theory (10–15 pages)
Methods and materials (10–15 pages)
Analysis (15–20 pages)
Discussion (5–10 pages)
Conclusions (3–5 pages)

Annexed to this paper there are some more practical examples, which demonstrate how different these central chapters can be. Please notice also the approximate lengths of the chapters. When planning the main chapter division, one approach is to think of the *research questions:* the main question and the subquestions. What is the relation between them and the headings of the main chapters?

When it comes to the order of the practical writing process, typically the introduction (A) is relatively difficult. It might be a good idea to write it last. On the other hand, your own contribution (C) can be quite easy to write, because you know well what has been done and how to describe it.

In addition to the chapters, the final thesis has other parts, such as the *abstract,* the *table of contents*, in some cases a list of *endnotes,* the list of *sources,* and the needed *appendices.* What is required in this respect depends on the detailed thesis instructions of each school or department.

Background

One way to understand the difference between the introduction and the background sections has been given in an example by John Forester: "An introduction says, 'Hi, this evening we'll explore strategies of writing in planning,' but backgrounds often turn run in reverse ('Well, before we can explore writing in planning, what is planning anyway?...')."[3] Therefore, **background** may well belong to the introduction (A) or, alternatively, belong to the theoretical part (B), depending on the case.

On the other hand, introduction in a master's thesis is an important part. In spite of its compactness, it may contain several important aspects, for example: a shot introduction, the "state of art" of the research,

previous studies, research questions, the scope and limits of the study, and the presentation of research material.

...

Research methods

These can also belong to the introduction part (A) or the theoretical part (B). The words "theory" and "methodology" can sometimes overlap. "Method" can be something limited that is applied as part of the study, as when empirical material is analysed by statistical methods. "Method" could as well be the central topic of the thesis. This may be the case for example in engineering: How to find a solution to a given problem or apply a method to some generic problem.

Literature review or study

This can belong to the theory part (B) or, again depending on the subject, essentially constitute that part. One type of master's theses is a technology evaluation type of thesis about the "state of the art" in a particular field.[5] In those cases, the literature review is part of the presentation of the theory and its advances.

Presentation of the research material

The research material can be presented in a separate chapter between the introduction (A) and the theory part (B). However, often it is described in the introduction part.

Analysis vs. Discussion

The term "analysis" refers to empirical work, i.e. some research material to be analysed. Analysis could be the last chapter of the handling section (C). In engineering sciences a thesis often aims at the solving of some technological problem and therefore has a "constructive structure".[6] The theory part may suggest possible solutions; results are then obtained from measurements, calculations etc., and analysis follows thereafter.

Discussion is more general: its purpose is to reflect on the results and to compare them with previous studies and the theory. It may also assess the value of the work, problems, limitations, generalization, potential applications, and the need for further studies.[7]