



YOUR NAME HERE (in English and Korean)
YOUR STUDENT NUMBER HERE

Thesis Title

Your proposed thesis title will be short (certainly less than 20 words), but attempts to accurately describe the research problem. The title needs to be as close as possible to the final title of your thesis.

Abstract

At this stage you will need to develop a working abstract, and this document can help prepare the content of that abstract. State the research issues, the problem(s) you want to examine, the way you intend to conduct your research (meaning with who and how), what you think the outcome will be, and the goals and significance of your study. Remember: The abstract is a summary of your study in very clear and plain writing. It should be no longer than half a page (try for no more than 300 words).

Objectives

In this section, the research problem is outlined (what is it that your research will aim to find out). This section must contain sufficient information to inform your advisor of what your thesis research will be about, and specifically what aspects your study will address.

You will need to provide information under the following three sub-headings:

- Purpose of the Research - Provide a brief overview of the reason for your investigation, including goals of your study and why these aims are significant or important).
- Research Problem - State the problem in general terms
- Research Questions - State the research question and any subsidiary questions, making them very clear. (You should have at least three questions, but it is a good idea to write down as many as you can).



Background Literature Review

This section contains a critical review of the literature concerning your area of study. Of note, this section must clearly relate to the research problem (outlined above). Further, references cited in this section must be in APA format, and be included in a references section at the end of this document.

A literature review is an extremely important part of the summary of proposed thesis research, because it demonstrates that you have read the research available in your field of study and have utilized this research to inform you of the best way of attempting to solve your thesis research problems and questions.

The literature review confirms that you have thoroughly searched the literature and understood what it means for your research. It proves that you have been able to distinguish good research from bad as well as relevant research from irrelevant research. It must also show what the literature says that is important regarding your research problem or questions.

You need to provide the following in a literature review:

- give some background regarding the research problem;
- analyze what the literature says about your problem;
- explain the meaning of important terms;
- explain how the research literature helps you to understand your problem; and
- provide any theoretical, conceptual or methodological framework that can explain your problem.

Your advisor will point out if you have been able to provide the above to a sufficient standard.

The structure of your literature review should resemble the following:

- *Overview/Introduction*: Explain how the review is organized.
- *Topic Headings*: Organize a critical review into topics associated with the research problem and questions.
- *Theoretical, Conceptual or Methodological Framework (if relevant)*: Express your research problems and questions in terms of a framework derived from the literature.
- *Summary*: Draw all of the main points together and describe what the review means for your thesis.



Significance

This section should say indicate how your research adds to knowledge or makes an original contribution to knowledge, providing a summary of why and how the goals and aims of your thesis are significant and important.

Indicate:

- how the results from your research could be used to help the target population
- why the results could be important for other people in your field and how they can be used
- how the results could be important for other researchers

Research Methods and Design

Methods will include stating the way you intend to investigate your thesis questions. Design will indicate the steps for the methods process, and provide details.

This section is important because it shows that you have thought carefully about how you will carry out your research. That said, the structure and content of the research methods and design section of this document will depend upon the nature of your research problem. There should be sufficient detail to enable your advisor to judge whether your study is likely to be successful or if some adjustments are required.

The purpose of this section is to explain how and where you will carry out the data collection and analysis for your thesis research. You need to gives reasons why you have chosen your sample and method of data collection. You must also provide details concerning data collection methods, including why and how those methods will be used and the site(s) where the data collection will occur.

You must:

- briefly outline your research method;
- state where your research will be carried out;
- describe what sample will be used, or who the participants will probably be;
- indicate what limitations you perceive there may be when interpreting the results of the study; and outline what steps will be taken to overcome/minimize each limitation

Consider attempting to answer the following questions when writing this section:

- What kind of research design will be used? What are the advantages and limitations of that research design?



- What is the target population? Who will be my research participants? What and where are the research site/s?
- Will a sample be used? If so, how big will it be, how will it be selected, and will it be representative of the population?
- What instruments will be used? Do they include the researcher? How were they selected/developed? What evidence will be given about their validity and reliability (or other standards)? Are they the best instruments to use?
- When will the data be collected or generated (in terms of time and relation to the research variables)? By whom?
- Will a pre-test or pilot study be used? If so, why? What action will be taken on the basis of the results?
- What methods of data analysis will be used? Why have you chosen these methods? Are they appropriate? Who will do the analysis?

Ethical Issues

Depending on the nature of your research you will need to consider ethical issues and implications concerning research development and the way in which you will conduct your research.

Regarding ethics, researchers have the responsibility to:

- Provide Information - make the research aims clear to participants, and inform them of how the results will be used, and provide feedback to participants (including opportunity for participants to verify the data collected about them).
- Obtain Permission - Written permission may be required. E.g. from participants (especially from parents of school children); from principles (to carry out research at a school); or, from teachers (allowing you to sit in on classes and observe students). Participants should also be made aware that they have the right to withdraw from the study at any time.
- Privacy/Confidentiality – Provide a written guarantee of privacy and confidentiality to individuals and organizations from whom you collect data. Further, participants have the right to remain anonymous and you must change names so that participants cannot be identified.
- Consideration - Plan data collection so that there is as little disruption as possible for participants. E.g. no lengthy absences from class, or any considerable interruption of lessons. Cooperate with people where you conduct the research. E.g. Determine ahead of time if you will sit to observe classes, how and for what length of time you will record data, how you will be introduced, and so on.
- Acknowledgements - The co-operation and contribution of all participants should be acknowledged in a way that retains confidentiality unless otherwise requested.



Resources Required

Outline any special needs, such as equipment or resources required to complete your thesis research.

Data Storage

Ensure that you have a plan that sees you always maintaining a backup of data, both paper-based (such as original surveys) and electronic. If you do not have a USB memory stick you should obtain one and make regular backups of your thesis research. Also, your advisor will be happy to archive electronic data for backup purposes.

Thesis Outline/Contents

Although your thesis is a constantly growing animal, an outline helps to maintain your research focus.

The following is a common outline:

- Abstract - 300 words.
- Introduction - around 3 to 5 or so pages.
- Literature Review - around 15 to 20 or so pages.
- Research Methods and Design - around 5 to 10 pages.
- Discussion and Results - around 20 pages.
- Conclusion - around 3 to 5 or so pages.
- References – in APA style.
- Appendices – as required.

Thesis Completion Schedule

Remember, you are not the only thesis student your advisor works with and in reality a well-planned thesis and well-researched work should see you only need to meet with your advisor around four times (assuming work is commented upon electronically). Without a schedule that you can commit to you will not complete your thesis in one semester. Be realistic; don't think you will complete your thesis in three weeks! By the time you start Thesis Research 1 you will need to have this document complete.



You must be aware of the deadlines for submission of necessary documents, the Thesis Defense period, and the submission of final thesis drafts to committee members. This information can be obtained from the Graduate School of TESOL-MALL office assistants.

References

Every reference you cite must be included in a list of references at the end of this proposal.

DO NOT include any reference which was not explicitly cited in your proposal.

ENSURE the reference list adheres to the American Psychological Association (APA) format.

Common Problems

Some common problems found in the Summary of the Proposed Research Program:

- The abstract is not clear and precise, or lacks information an abstract should contain.
- The research problem/questions/objectives are missing or not defined at all.
- The background section is not *clearly* tied to the research problem.
- The significance of the study is confused with the background, or the significance section fails to define significance clearly.
- The research method is poorly explained, or does not clearly address the research problem or questions identified.
- The research method is not feasible in time or scope.
- The explanation or treatment of Ethical issues is not inadequate.

Remember!

This proposal, or more correctly the information within it, will ultimately become a part of your thesis.

Your advisor can assist in **checking** all parts of the proposal but it is not the job of your thesis advisor to write the proposal for you, or to sit with you while you come up with ideas to complete the thesis proposal – you must complete as much of this document *before* meeting your advisor.



Document Acknowledgement

This resource is based upon the following:

Rennie, L. J., and Gribble, J. (2006). *A guide to preparing your application for candidacy (Rev. ed.)*. Perth, Western Australia: Curtin University of Technology.



Document Bibliography

The following texts will be useful resources to use in preparation of this proposal, and while writing your thesis

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- Anderson, G. (1998). *Fundamentals of educational research* (2nd ed.). Bristol, PA: Falmer Press.
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Document Appendix: some examples

Thesis Title Section

Example One:

Engagement and Resistance in South Korean University English as a Foreign Language Classes

Example Two:

Development of an instructional paradigm for Teaching English as a Foreign Language in South Korea: an examination of its effectiveness

Abstract Section

Example One:

The native language of South Korea has come to contain a linguistic subset consisting of the use of English and European loanwords and pseudo loanwords. The trend of ignoring such lexical content for teaching purposes will be evaluated. Also the notions that the English as a foreign language (EFL) learner is immersed in such terminology and that this can be utilized to effectively assist false-beginner second language acquisition will be examined. The empirical investigation will apply a positivistic approach by employing a within-methods (experiment and survey) design. To this end, the researcher will develop and deploy multimedia learning environments to empirically test the research suppositions. The value and effectiveness of utilizing the English inherent within the native language as a means for developing linguistic competence of students within mandatory EFL courses in a university English program setting will be assessed. Further, learner perceptions of the application of such material for second language acquisition (SLA) will be evaluated. Along with this, the Korean cultural learning style will be assessed, and the implications this holds for the implementation of computer-assisted language learning (CALL) initiatives will be scrutinized. The perceptions and attitudes of Korean EFL learners toward the use of CALL in a university English program setting will also be explored. Ultimately, a method of instruction, grounded in both CALL and linguistic theory, will be developed and its effectiveness for use with Korean EFL learners assayed.

Significance Section

Example One:

The ramifications of this research will be three-fold. First, Field Level Significance: A major contribution of this research will see it ultimately introduce, and examine the effectiveness of, a unique means of computer-based EFL teaching from which Korean students can avoid lexical errors, broaden their vocabulary base, and increase linguistic confidence. As a result, researcher-developed CALL homework modules will seek to establish a new paradigm for



providing base-level instruction to the false-beginner by specifically integrating English language terms inherent within the native vernacular into EFL learning for the purposes of vocabulary acquisition. Second, Practitioner Significance: The study will explore the specific impact of the local cultural and learning context as it relates to the application of CALL initiatives. An attempt will then be made to ascertain the means whereby practitioners can effectively apply, and appropriately develop, CALL materials in a manner from which they can prove to be of increasing value for Korean EFL students. Third, Administrator Significance: The integration of computer-based learning and information communication technology use within the large majority of mandatory university English programs in Korea is something that is yet to occur. As a result analysis of the perceptions and attitudes of learners will come to assist in understanding any future impact of the introduction of CALL initiatives at this level.

Ethic Issues Section

Example One:

Written permission to carry out research in the workplace has been provided by the university English program Director, and a guarantee given stating that any data gathered will remain private and confidential. To this end, and to protect the anonymity of the university, the workplace will not be mentioned in the representation of data, and any data collected on site will be used for research purposes only. Students involved in data collection will be afforded similar rights of anonymity and confidentiality, in writing, along with the opportunity to verify data collected and the freedom to withdraw from participation in the study at any time. The Director has also sanctioned as part of normal taught course procedure the student use of researcher-developed CALL homework modules, as this element of the course is normally left to instructor discretion. The Director also understands that data will be collected from students through tests, and survey participation, during regularly scheduled classes where instructors can teach material of their own choice. Implementation of multimedia homework modules, and taught-course material as a means to undertake this research, can therefore be successfully integrated within the existing framework of the current educational program with any impact or disruption from normal teaching patterns minimal or non-existent.

Resources Required Section

Example One:

No special resources or facilities are required to complete the study.

Example Two:

An audio recorder, a video recorder, and access to editing software and SPSS will be required to complete the study.



Example Three:

Access to a reliable computer was initially required to finalize design and testing of the three CALL homework modules. This has been an ongoing personal project over the last three years, and is now complete. The software will need to be made available to students on CD-ROM. The cost, development, and dissemination of the CD-ROM(s), and associated materials, will initially be my responsibility, as will translation services required to produce questionnaires for use with this study. The required expenditure for this is expected to be no more than 400,000 Korean won (US\$400). Sources of literature are still required to assist in development of research, and are readily available from both my workplace as well as the university library. However, I will also need to spend around 200,000 Korean won (US\$200) to obtain some essential texts from Amazon and What the book? Other facilities required for completion of the thesis, such as internet access, statistic analysis packages, word processor software, laser printers, and CD-ROM burner are available from my workplace and home environment.



Thesis Completion Schedule Section

Third Semester Week 12 - week 13	- Meet with prospective advisor
Summer/winter Intersession	- Complete thesis proposal
Fourth Semester One week before semester begins	- Meet advisor and submit a completed thesis proposal
Week 1 - Week 2	- Begin data collection (<i>if not already done so</i>)
Week 3	- Analyze data - Rewrite chapter two based on advisor comments
Week 4	- Meet advisor to present chapters three and four
Week 5	- Write up conclusion and introduction
Week 6	- Rewrite chapters three and four, based on advisor comments
Week 7	- Submit conclusion and introduction
Week 8	- Rewrite conclusion and introduction based on advisor comments
Week 9	- Distribute first final draft to advisor for final comments
Week 10 - Week 11	- Rewrite thesis based on final comments from advisor
Week 11 - week 12	- Distribute final thesis draft to Committee – <i>THIS IS THE DEADLINE</i> – <i>if you can't complete your thesis by this week you can't submit</i> - Defend thesis
Week 13 - Week 16	- Rewrite thesis based on Committee comments - Advisor confirms adequate revisions and rewriting has occurred - <i>if you can't complete revisions in time you can't submit the thesis in published form</i>
Week 17 - Week 18	- Submit thesis in published form to the university
<i>Congratulations!</i>	- <i>This, and only this, is the point where you can say you have finished your thesis!!!</i>