Thesis Guidelines for MPhil Students of Applied Linguistics Following APA Format

Student Name

Roll No.

Submitted in the partial fulfillment of the requirements for the Degree of MPhil is Linguistics, University of Management and Technology, Lahore

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DECLARATION

I, Ms. Sara Subhan ID: 14003166001 Student of PhD Clinical Psychology in the subject of Clinical Psychology; Session 2014 - 2017, hereby declare that the matter printed in the thesis title Mental Toughness, Efficacy of Mindfulness-based Cognitive Therapy, and Psychosocial Issues of Athletes is my own work and has not been printed, published and submitted as research work dissertation or publication in any form in any university, research institution etc. in Pakistan or abroad.

Dated: **Signature of the Deponent**

PLAGIARISM UNDERTAKING

I solemnly declare that research work presented in the dissertation titled "Mental Toughness, Efficacy of Mindfulness-based Cognitive Therapy and Psychosocial Issues of Athletes" is solely my research work with no significant contribution from any other person. Small contribution or help wherever taken has been duly acknowledged and the complete dissertation has been written by me.

I understand the zero-tolerance policy of the HEC and University of Management & Technology towards plagiarism. Therefore, I as an Author of the above titled dissertation declare that no portion of my dissertation has been plagiarized and any material used as references properly referred or cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled dissertation even after award of MPhil degree, the University reserves the rights to withdraw or revoke my Mphil degree and that HEC and the University has the right to publish my name on the HEC/ University Website on which names of students are placed who submitted plagiarized dissertation.

Name of the Student

Date: March 27, 2021

SIMILARITY REPORT

Add first page of similarity report here

<center>**CERTIFICATE OF APPROVAL**</center>

Accepted by the Faculty of the Institute of Liberal Arts, University of Management and Technology, Lahore in partial fulfillment of the requirements for the degree of MPhil in Applied Linguistics.

<div align="right">

_____

Supervisor

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Date:

CERTIFICATE BY SUPERVISOR

I certify that I have read "Mental Toughness, Efficacy of Mindfulness-based Cognitive Therapy, and Psychosocial Issues of Athletes by Sara Subhan, and that in my opinion this work meets the criteria for approving a dissertation submitted in partial fulfillment of the requirements for the Doctor of Philosophy degree at the University of Management and Technology

Supervisor: Dr Muhammad Shaban

ABSTRACT

The abstract of the thesis is between 150 to 250 words explaining the background of the study, aim of the study, brief methodology, significant results and findings, and future implications.

Keywords: Background, Methodology, Sample Size, Future Implications

DEDICATION

Add you dedications here.

ACKNOWLEDGMENT

Mentioned your acknowledgements here.

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CHAPTER ONE
INTRODUCTION

1.1.Chapter Overview

The introduction leads the reader from a general subject area to a particular topic of inquiry. It establishes the scope, context, and significance of the research being conducted by summarizing current understanding and background information about the topic, stating the purpose of the work in the form of the research problem supported by a hypothesis or a set of questions, explaining briefly the methodological approach used to examine the research problem, highlighting the potential outcomes your study can reveal, and outlining the remaining structure and organization of the paper.

Think of the introduction as a mental road map that must answer for the reader these four questions:

- What was I studying?

- Why was this topic important to investigate?

- What did we know about this topic before I did this study?

- How will this study advance new knowledge or new ways of understanding?

Here's the outline for your ease on "How to draft thesis Introduction." It is advised to make separate paragraphs for each point to make it readable.

1. Background (the first part of the introduction is background. It backgrounds research introduces the theory and novel/primary text (or on which theory would be applied). This helps reader in understanding the base for your research.

2. Gap: the background details help researcher to identify gap. Gap here means the less explored or not touched dimension of the already discussed.

3. Be careful: in introduction we give major and directly relevant information, rest of the details become part of the literature.

4. Problem Statement (this a one paragraph, not more than 3-4 sentences to address the gap you have discussed earlier gap, the importance or justification to research in this area and how it will add to current state of the knowledge).

5. Research objectives (keep your research objectives clear and make sure they match with the gap that you have already introduced to the reader after the background, also keep in mind that research objectives go till the last paragraph of the dissertation; make them carefully). **Up to 4 clearly stated and numbered statements!**

6. Research Questions; they are based on the research objectives. Do remember there are questions that may be sub-questions; understand the difference between main and sub-question). One thought one question, do not write double barrel questions. **For each objective, write one matching question!**

7. Your introduction MUST include references written **APA format for Linguistics dissertations).**

8. Word Limit for the introduction is 2500-3000 words

CHAPTER TWO

LITERATURE REVIEW

2.1. Chapter Overview

A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

Source: Fink, Arlene. Conducting Research Literature Reviews: From the Internet to Paper. Fourth edition. Thousand Oaks, CA: SAGE, 2014.

- Give a new interpretation of old material or combine new with old interpretations,

- Trace the intellectual progression of the field, including major debates,

- Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or

- Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

2.2. Purpose of Literature Review

- Place each work in the context of its contribution to understanding the research problem being studied.

- Describe the relationship of each work to the others under consideration.

- Identify new ways to interpret prior research.

- Reveal any gaps that exist in the literature.

- Resolve conflicts amongst seemingly contradictory previous studies.

- Identify areas of prior scholarship to prevent duplication of effort.

- Point the way in fulfilling a need for additional research.

- Locate your own research within the context of existing literature [**very important**].

2.3. Types of Literature Reviews

2.3.1. Argumentative Review

This form examines literature selectively in order to support or refute an argument, deeply imbedded assumption, or philosophical problem already established in the literature. The purpose is to develop a body of literature that establishes a contrarian viewpoint. Given the value-laden nature of some social science research [e.g., educational reform; immigration control], argumentative approaches to analyzing the literature can be a legitimate and important form of discourse. However, note that they can also introduce problems of bias when they are used to make summary claims of the sort found in systematic reviews.

2.3.2. Integrative Review

Considered a form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated. The body of literature includes all studies that address related or identical hypotheses or research problems. A well-done integrative review meets the same standards as primary research in regard to clarity, rigor, and replication. This is the most common form of review in the social sciences.

2.3.3. Historical Review

Few things rest in isolation from historical precedent. Historical literature reviews focus on examining research throughout a period of time, often starting with the first time an issue, concept, theory, phenomena emerged in the literature, then tracing its evolution within the scholarship of a discipline. The purpose is to place research in a historical context to show familiarity with state-of-the-art developments and to identify the likely directions for future research.

2.3.4. Methodological Review

A review does not always focus on what someone said [findings], but how they came about saying what they say [method of analysis]. Reviewing methods of analysis provides a framework of understanding at different levels [i.e. those of theory, substantive fields, research approaches, and data collection and analysis techniques], how researchers draw upon a wide variety of knowledge ranging from the conceptual level to practical documents for use in fieldwork in the areas of ontological and epistemological consideration, quantitative and qualitative integration, sampling, interviewing, data collection, and data analysis. This approach helps highlight ethical issues which you should be aware of and consider as you go through your own study.

2.3.5. Systematic Review

This form consists of an overview of existing evidence pertinent to a clearly formulated research question, which uses pre-specified and standardized methods to identify and critically appraise relevant research, and to collect, report, and analyze data from the studies that are included in the review. The goal is to deliberately document, critically evaluate, and summarize scientifically all

of the research about a clearly defined research problem. Typically, it focuses on a very specific empirical question, often posed in a cause-and-effect form, such as "To what extent does A contribute to B?" This type of literature review is primarily applied to examining prior research studies in clinical medicine and allied health fields, but it is increasingly being used in the social sciences.

2.3.6. Theoretical Review

The purpose of this form is to examine the corpus of theory that has accumulated in regard to an issue, concept, theory, phenomena. The theoretical literature review helps to establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often this form is used to help establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

Word Count: 10000-12000 Words

Sources:

- Baumeister, Roy F. and Mark R. Leary. "Writing Narrative Literature Reviews." Review of General Psychology 1 (September 1997): 311-320

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- Hart, Chris. Doing a Literature Review: Releasing the Social Science Research Imagination. Thousand Oaks, CA: Sage Publications, 1998

- Kennedy, Mary M. "Defining a Literature." Educational Researcher 36 (April 2007): 139-147

- Petticrew, Mark and Helen Roberts. Systematic Reviews in the Social Sciences: A Practical Guide. Malden, MA: Blackwell Publishers, 2006

- Torracro, Richard. "Writing Integrative Literature Reviews: Guidelines and Examples." Human Resource Development Review 4 (September 2005): 356-367

- Rocco, Tonette S. and Maria S. Plakhotnik. "Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions." Human Resource Development Review 8 (March 2008): 120-130

- Sutton, Anthea. Systematic Approaches to a Successful Literature Review. Los Angeles, CA: Sage Publications, 2016.

CHAPTER THREE

METHODOLOGY

3.1. Chapter Overview

The methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research dissertation answers two main questions: How was the data collected or generated? And, how was it analyzed? The writing should be direct and precise and always written in the past tense.

Source: Kallet, Richard H. "How to Write the Methods Section of a Research Paper." Respiratory Care 49 (October 2004): 1229-1232.

- Readers need to know how the data was obtained because the method you chose affects the results and, by extension, how you interpreted their significance in the discussion section of your paper.

- Methodology is crucial for any branch of scholarship because an unreliable method produces unreliable results and, as a consequence, undermines the value of your analysis of the findings.

- In most cases, there are a variety of different methods you can choose to investigate a research problem. The methodology section of your research should clearly articulate the reasons why you have chosen a particular procedure or technique.

- The reader wants to know that the data was collected or generated in a way that is consistent with accepted practice in the field of study. For example, if you are using a multiple-choice

questionnaire, readers need to know that it offered your respondents a reasonable range of answers to choose from.

- The method must be appropriate to fulfilling the overall aims of the study. For example, you need to ensure that you have a large enough sample size to be able to generalize and make recommendations based upon the findings.

- The methodology should discuss the problems that were anticipated and the steps you took to prevent them from occurring. For any problems that do arise, you must describe the ways in which they were minimized or why these problems do not impact in any meaningful way your interpretation of the findings.

  - It is important to always provide sufficient information to allow other researchers to adopt or replicate your methodology. This information is particularly important when a new method has been developed or an innovative use of an existing method is utilized

The introduction to your methodology section should begin by restating the research problem and underlying assumptions underpinning your study. The remainder of your methodology section should describe the following:

- Decisions made in selecting the data you have analyzed or, in the case of qualitative research, the subjects and research setting you have examined,

- Tools and methods used to identify and collect information, and how you identified relevant variables,

- The ways in which you processed the data and the procedures you used to analyze that data, and

- The specific research tools or strategies that you utilized to study the underlying hypothesis and research questions.

3.2. In addition, an effectively written methodology section should

- Introduce the overall methodological approach for investigating your research problem.

- Indicate how the approach fits the overall research design.

- Describe the specific methods of data collection you are going to use.

- Explain how you intend to analyze your results.

- Provide background and a rationale for methodologies that are unfamiliar for your readers.

- Provide a justification for subject selection and sampling procedure

- Describe potential limitations.

Resources:

- zevedo, L.F. et al. "How to Write a Scientific Paper: Writing the Methods Section." Revista Portuguesa de Pneumologia 17 (2011): 232-238

- Blair Lorrie. "Choosing a Methodology." In Writing a Graduate Thesis or Dissertation, Teaching Writing Series. (Rotterdam: Sense Publishers 2016), pp. 49-72

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- Methods Section. The Writer's Handbook. Writing Center. University of Wisconsin, Madison

- Rudestam, Kjell Erik and Rae R. Newton. "The Method Chapter: Describing Your Research Plan." In Surviving Your Dissertation: A Comprehensive Guide to Content and Process. (Thousand Oaks, Sage Publications, 2015), pp. 87-115

- What is Interpretive Research. Institute of Public and International Affairs, University of Utah;

- Writing the Experimental Report: Methods, Results, and Discussion. The Writing Lab and the OWL. Purdue University; Methods and Materials.

- Paltridge, B., & Phakiti, A. (Eds.). (2015). Research methods in applied linguistics: A practical resource. Bloomsbury Publishing.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1. Chapter Overview

The results section is where you report the findings of your study based upon the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. A section describing results is particularly necessary if your thesis includes data generated from your own research.

Source: Annesley, Thomas M. "Show Your Cards: The Results Section and the Poker Game." Clinical Chemistry 56 (July 2010): 1066-1070.

For most research theses in the social and behavioral sciences, there are two possible ways of organizing the results. Both approaches are appropriate in how you report your findings, but use only one format.

- **Present a synopsis of the results followed by an explanation of key findings. This approach can be used to highlight important findings.** For example, you may have noticed an unusual correlation between two variables during the analysis of your findings. It is appropriate to point this out in the results section. However, speculating as to why this correlation exists, and offering a hypothesis about what may be happening, belongs in the discussion section of your paper.

- **Present a result and then explain it, before presenting the next result then explaining it, and so on, then end with an overall synopsis.** This is the preferred

approach if you have multiple results of equal significance. It is more common in longer papers because it helps the reader to better understand each finding. In this model, it is helpful to provide a brief conclusion that ties each of the findings together and provides a narrative bridge to the discussion section of your paper.

4.2. In general, the content of your results section should include the following:

- Introductory context for understanding the results by restating the research problem underpinning your study.

- Inclusion of non-textual elements, such as, figures, charts, photos, maps, tables, etc. to further illustrate key findings, if appropriate

- A systematic description of your results, highlighting for the reader observations that are most relevant to the topic under investigation.

- The page length of your results section is guided by the amount and types of data to be reported.

- A short paragraph that concludes the results section by synthesizing the key findings of the study.

4.3. When writing the results section, avoid doing the following:

- Discussing or interpreting your results.

- Reporting background information or attempting to explain your findings.

- Ignoring negative results.

- Including raw data or intermediate calculations.

- Be as factual and concise as possible in reporting your findings

CHAPTER FIVE
DISCUSSION (Optional)

5.1. Chapter Overview

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study of the problem. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but the discussion does not simply repeat or rearrange the first parts of your paper; the discussion clearly explains how your study advanced the reader's understanding of the research problem from where you left them at the end of your review of prior research.

Source: Annesley, Thomas M. "The Discussion Section: Your Closing Argument." Clinical Chemistry 56 (November 2010): 1671-1674.

5.2. The discussion section is often considered the most important part of your research paper because this is where you:

- Most effectively demonstrates your ability as a researcher to think critically about an issue, to develop creative solutions to problems based upon a logical synthesis of the findings, and to formulate a deeper, more profound understanding of the research problem under investigation'

- Present the underlying meaning of your research, note possible implications in other areas of study, and explore possible improvements that can be made in order to further develop the concerns of your research;

- Highlight the importance of your study and how it can contribute to understanding the research problem within the field of study

- State how the findings from your study revealed and helped fill gaps in the literature that had not been previously exposed or adequately described.

- Engage the reader in thinking critically about issues based upon an evidence-based interpretation of findings; it is not governed strictly by objective reporting of information.

5.3. The content of the discussion section of your paper most often includes:

- Explanation of results

- References to previous research

- Deduction: A claim for how the results can be applied more generally.

- Reiterate the Research Problem/State the Major Findings

- Explain the Meaning of the Findings and Why They are Important

- Relate the Findings to Similar Studies

- Consider Alternative Explanations of the Findings

- Acknowledge the Study's Limitations

- Make Suggestions for Further Research

CHAPTER SIX

CONCLUSION

6.1. Chapter Overview

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. For most college-level research papers, one or two well-developed paragraphs is sufficient for a conclusion, although in some cases, three or more paragraphs may be required.

Source: The Writing Center. University of North Carolina.

6.2. A well-written conclusion provides you with important opportunities to demonstrate to the reader your understanding of the research problem. These include:

- Presenting the last word on the issues you raised in your thesis.

- Summarizing your thoughts and conveying the larger significance of your study.

- Identifying how a gap in the literature has been addressed.

- Demonstrating the importance of your ideas.

- Introducing possible new or expanded ways of thinking about the research problem.

6.3. When writing the conclusion to your paper, follow these general rules:

- State your conclusions in clear, simple language. Re-state the purpose of your study then states how your findings differ or support those of other studies and why [i.e., what were the unique or new contributions your study made to the overall research about your topic?].

- Do not simply reiterate your results or the discussion of your results. Provide a synthesis of arguments presented in the paper to show how these converge to address the research problem and the overall objectives of your study

- Indicate opportunities for future research if you haven't already done so in the discussion section of your paper. Highlighting the need for further research provides the reader with evidence that you have an in-depth awareness of the research problem.

6.4. Problems to Avoid

- Failure to be concise

- Failure to comment on larger, more significant issues

- Failure to reveal problems and negative results.

- Failure to provide a clear summary of what was learned

- Failure to match the objectives of your research

- Resist the urge to apologize

Sources:

- Assan, Joseph. Writing the Conclusion Chapter: The Good, the Bad and the Missing. Department of Geography, University of Liverpool

- Concluding Paragraphs. College Writing Center at Meramec. St. Louis Community College

- Conclusions. The Writing Center. University of North Carolina;

- Conclusions. The Writing Lab and The OWL. Purdue University; Freedman, Leora and Jerry Plotnick.

- Introductions and Conclusions. The Lab Report. University College Writing Centre. University of Toronto; Leibensperger, Summer.

- Draft Your Conclusion. Academic Center, the University of Houston-Victoria, 2003;

- Make Your Last Words Count. The Writer's Handbook. Writing Center. University of Wisconsin, Madison;

- Tips for Writing a Good Conclusion. Writing@CSU. Colorado State University; Kretchmer, Paul.

- Twelve Steps to Writing an Effective Conclusion. San Francisco Edit, 2003-2008;

- Writing Conclusions. Writing Tutorial Services, Center for Innovative Teaching and Learning. Indiana University;

- Writing: Considering Structure and Organization. Institute for Writing Rhetoric. Dartmouth College.

References

Start the reference list on a new page, center the title "References".

- Arrange it alphabetically.
- Double-space all entries.

Table 1. A linguistic overview between the major regional languages and English

| Linguistic properties	English	Balochi	Balti	Pashto	Punjabi	Sindhi
Tense (pres.+ past)	marked	marked	unmarked	marked	marked	marked
	lives, lived	*riyash kanth, riyash kurtha*	*dugain yud**	*osegi, oseda*	*rendi ee, rendi si*	*ranandi aahay, rahyo*
Aspects (prog. + perf)	marked	partially marked	marked	marked	marked	marked
	be+ living, have + lived	*riyash kanga riyash kurtha*	*dugain yudpin, dukfin*	*osegu, osegdum*	*reh rahi aan rai si*	*rahi rahyan aahyoon, rahiyo aahyan*
Mood	marked	marked	partially marked	partially marked *shy*, pakar *, ba*	marked	marked
	can, should, must, may, ought to, will	*kana, rawanth, kanaghi, pika, kanag*	*nenet*, rgospin*, sasa yod*		*Sakda, pavien, chai da, zaroor chai da*	*sago tha, ghurjay, mattan, khay*, zaroor,*
Pronominal gender	Marked	Unmarked	Marked	Unmarked	Unmarked	Marked
	He She	*Haa**	*mo kho*	*agha*	*oo*	*hooa hoo*
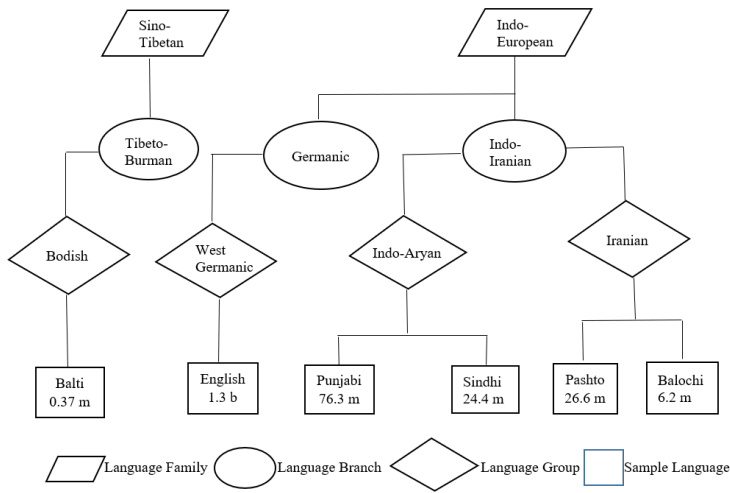
Figure 1. A lineage of major languages of Pakistan and English