

The Concept of 'Doctorateness' and the Architecture of a PhD Thesis-from an Applied Linguistic Point of View

Cheng Zhang^{1,2, *}

¹Department of Basic Education, Jiangxi Police Institute, Nanchang, Jiangxi, China

²Faculty of Humanities and Social Sciences, City University of Macau, Macao SAR, China

ABSTRACT

The term 'doctorateness' is the nominalization of word 'doctorate' which is defined concisely as 'the highest degree awarded by the university'. The concept of 'doctorateness' has been discussed and developed by several experts whose analysis was conducted recently, providing a current perspective on the defining attributes of the concept. It can be defined as: Individual scholar, an apprenticeship process of development, original conceptual contribution, highest academic degree, stewardship of the discipline. This study can serve as a reference for building the framework in the Architecture of a PhD Thesis, and contribute to the understanding and development of the concept of doctorateness within the field of doctoral education.

KEYWORDS

Doctorateness; Applied linguistics; PhD Thesis.

1. THE DEFINING ATTRIBUTES OF DOCTORATENESS

Viewing the previous studies, the defining attributes of doctorateness can be reduced to five aspects:

Independent Scholar: Doctorateness involves the development of an independent scholarly identity, reflecting the ability to conduct original research and contribute to the advancement of knowledge within a specific discipline.

Developmental and Transformative Apprenticeship Process: Doctorateness encompasses a developmental and transformative process, emphasizing the growth and evolution of doctoral students as they engage in scholarly activities and research endeavors.

Original Conceptual Contribution: Doctorateness is associated with the creation of original conceptual contributions or scholarly work that adds to the existing body of knowledge within a particular field.

Highest Academic Degree: Doctorateness is linked to the attainment of the highest academic degree, signifying the culmination of advanced study and research that qualifies an individual as an independent scholar.

Stewardship of the Discipline: Doctorateness involves the demonstration of stewardship toward the discipline, implying a sense of responsibility for upholding the standards and values of the academic field in which the doctoral work is situated.

These defining attributes contribute to a comprehensive understanding of doctorateness and its significance within the context of doctoral education and scholarly practice.

2. LITERATURE REVIEW

Applied Linguistics serves as a bridge between linguistic theory and practical applications, seeking to address real-world language-related challenges and improve communication in various contexts.

According to Phakiti, Plonsky, and Starfield (2018), applied linguistics encompasses the study of language in various social situations, as well as language acquisition, language usage in the actual world, and linguistic theory and practice.

The innovative theories and methodologies presented in "Applied Linguistics and Politics"(Christian W. Chun, 2022) contribute to the field of applied linguistics by addressing the evolving nature of communication, promoting critical pedagogies, and integrating interdisciplinary perspectives to provide a comprehensive understanding of the complex relationship between language and politics. (Qijun Song, 2023) offers a comprehensive exploration of the multifaceted relationship between language and politics, providing valuable insights into the interdisciplinary nature of applied linguistics research and its implications for contemporary society. (Booth, A., Sutton, A., & Papaioannou, D,2012) contributes to the theoretical and methodological foundations of qualitative systematic reviews in applied linguistics, enriching the scholarly discourse in the field. (Jinpei Zhang, 2023) emphasizes the need for addressing the identified inadequacies and deviations in future research directions, aiming to enhance the transparency and systematicity of the review process in applied linguistics.

Systematic reviews, which can be broadly categorized into meta-analysis (focusing on quantitative data) and qualitative research synthesis (focusing on qualitative data), are gaining popularity (see Plonsky, 2017) but are still less common. Against this backdrop, (Sin Wang Chong, Luke Plonsky, 2021) first attempts to make a case for conducting qualitative research synthesis in the field of TESOL. Second, this article provides a methodological framework and an example of how qualitative research synthesis can be conducted. The article closes with recommendations to promote qualitative research synthesis in the field of TESOL.

Applied linguistics is characterized by a shift in methodology, as described as a "methodological turn", Linguistics is the scientific discipline that examines the use of language for communication within and beyond educational settings. Put simply, it is putting language theory into practice. It means that the scientific study of the practical and theoretical applications of language communication. In other words, it's all about putting the theories of language into action. Members of the linguistic, educational, psycholinguistic, and related fields are actively engaged in this emerging area of research. They often provide the correct understanding of previously undiscovered facts about the universe.

(McDonnough, 2017) provided an additional citation. He remarked that Applied linguistics is an independent field focused on solving problems related to language, particularly in the context of second language education and societal language issues. The primary concern in the literature emphasizes applied linguistics as a interdisciplinary field of research: psycholinguistics, sociolinguistics, computational linguistics, contrastive linguistics, forensic linguistic, Language in Public Health and Healthcare. They shed light on unique experiences documented in the field of applied linguistics literature.

3. THE ARCHITECTURE OF A THESIS

Although the form of a dissertation is not uniform, there is still basically a common norm or a relatively fixed format, i.e. Introduction, Methods, Results, and Discussion. Therefore, the first step for writing an English paper is to determine the framework structure of the paper.

The author of the Pyramid Principle: The Logic of Thinking, Expressing, and Problem Solving (B. Minto, 2010), and the first female consultant of McKinsey & Company, suggests that "people should organise their thinking in a structured way", which is consistent with the structured connotation of the essay framework. This kind of thinking is consistent with the structured meaning of the dissertation framework, so understanding what is structured thinking is of methodological significance to the construction of the dissertation framework.

This stems from the principle of "logical progression" in structured thinking, which requires that structures be interconnected and interlocking. This follows from the principle of "logical progression" in structured thinking, which requires that structures be interconnected and interlocking, which also means that the parts of the system are necessary and appear in a reasonable order. This means that the parts of the system are necessary and appear in a reasonable order. This also means that the parts of the system are necessary and appear in a reasonable order.

Dissertation writing is a key link in the training of postgraduates, and the quality of the dissertation is a direct reflection of the quality of postgraduate training. The quality of the dissertation is a direct reflection of the quality of postgraduate training.

This study will then discuss the construction of a thesis framework from three aspects: the meaning of a thesis framework, the characteristics of structured thinking, and the main methods of constructing a framework.

The so-called thesis framework, refers to the entire thesis "skeleton", just like the construction of a high-rise building when the earliest completion of the main structure, laying the prototype of the building.

With the title and framework, the dissertation will also be basically shaped, followed by the process of filling in the arguments using theories, data and examples. According to the direction, the thesis framework can be divided into Vertical and horizontal levels.

The former refers to the way the thesis unfolds from the introduction to the body and then to the conclusion, while the latter refers to the way the thesis unfolds in terms of the relationship between the sub-themes contained within a single topic. When building the framework of a thesis, both should be used at the same time, and one cannot be used without the other.

Secondly, according to the principle of structured thinking, the framework of the thesis should follow the following four requirements when constructing the thesis.

- 1) Construct a certain system around the core issue.
- 2) The system is complete but not intersectional.
- 3) The parts of the system are sequential and interlocking.
- 4) The system is hierarchical and each level should form a complete and rigorous system of its own. The system is hierarchical and each level should form its own complete and rigorous system.

Third, the key to building a dissertation framework: looking for the establishment of the structure of the dimension. As can be seen from the previous section, building a thesis framework means creating a structure or system that is layered, complete and non-cross-cutting. To do this, the structure must be built with certain dimensions or criteria, and such dimensions or criteria are logical or well-founded.

Problem-solving papers generally follow the logical sequence of the problem itself, i.e., problem, causes and countermeasures. Problem solving essays generally follow the logical sequence of the problem itself, i.e., the problem, causes and countermeasures, to build the framework of the essay. That is to say, the problem itself is presented first, its causes are analysed after a deeper reading of the problem, and the corresponding countermeasures are put forward at last. That is to say, the

problem itself is presented first, its causes are analysed after a deeper reading of the problem, and the corresponding countermeasures are put forward in the end.

These questions can be divided into ontological, axiology and methodological questions, corresponding to "what", "why" and "what to do". Among them, "What" involves what the connotation is, what are the types (categories, scopes), what are the characteristics of each type, and what are the functions (values, meanings, roles) of each sphere; "Why" is based on the question of "What". "Why" is based on "what" to ask questions, such as why there are these types, characteristics and functions; "how to do" is based on "what" and "why" to ask questions, how to achieve these functions, etc.

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