

# List Of 20 Common Thesis Defense Questions You Should Be Prepared For

1. The most common question you may be asked is what you learned from the study you have done. You have to sum up your entire study in a few sentences and remember the technical terms you have mentioned in your research because that is what your examiner wants to hear from you.
2. The next question to follow by default is why you chose this particular topic or what your inspiration behind this study was. This is one of the trickiest questions as you have to prove your convincing power to the panel of the teachers that what you did is valuable for the society and was worth their time. Tell about how zealous you were about this particular problem.
3. What is the importance of your study or how will it contribute or add up to the existing body of knowledge?
4. You may be asked to summarize your key findings of the research.
5. What type of background research have you done for the study?
6. What are the limitations you have faced while writing?
7. Why did you choose this particular method or sample for the study?
8. What will you include if you are told to add something extra to the study?
9. What are the recommendations of your study?
10. Who formed your sample and why you selected this particular age group?
11. What was your hypothesis and how you framed it?
12. If given a chance, would like to do something different with your work?
13. What are the limitations you faced while dealing with your samples?
14. How did you relate your study to the existing theories?
15. What is the future scope of this study?
16. What do you plan to do with your work after you have completed your degree?
17. What are the research variables you used?
18. Do you have any questions to be asked?
19. Did you evaluate your work?
20. How would you improve your work?

These are some of the very general but a bit complicated questions you may be asked during your interview.

## What Are the Main Reasons for Publications?

These are disseminating the progress of knowledge, personal credit, gaining recognition for a department or institution, and improving patient care. Moe et al. have likened publication to a 'golden egg'. They suggest that the reasons for publication can be summarized in a 'SULTAN pyramid' (amplified below)—to acquire a degree forming the base of the pyramid (Fig. 2.4) [3].

- **S**—Study requirement for obtaining degrees like Doctor of Medicine or Master of Surgery (MD/MS), Diplomate of the National Board of Examinations (DNB), or Doctor of Philosophy (PhD).
- **U**—Requirement for higher faculty posts in academic institutions, salary hikes, or to improve career prospects.
- **L**—Long-term sustainability of an academic career—called 'tenure' in America.
- **T**—Achieving a position like a departmental head, dean, and director.
- **A**—Advancement of health, education, and economic policies.
- **N**—Name and fame in society and among one's family and colleagues.





## ORIGINAL ARTICLE

# Understanding the factors supporting language teachers' sustained motivation until retirement

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importance

gap

objective

method

key findings

implications

**Abstract**

While many language teachers leave the profession early, others thrive and teach until retirement. Understanding how these teachers maintain their passion can help identify the support needed for their personal and professional growth. However, research on the factors behind their sustained happiness in the teaching profession is limited. The main objective of this qualitative study was to explore the beliefs and career stories of three recently retired German language teachers in Norway, recognized for their long-term motivation and effective teaching over several decades. Data were generated from in-depth semistructured interviews and analyzed through the lens of self-determination theory. The analysis revealed that the teachers shared several key characteristics. First, they enjoyed a high degree of autonomy related to the choice of subject content and teaching approaches. Second, they perceived themselves as highly competent in the subject and expressed a passion for it. Third, they cherished being with students and managed to establish good relationships with them. The findings suggest that teachers should be aware of their basic psychological needs and reflect on how they can be fulfilled. Furthermore, school administrators should foster trust in teachers as autonomous professionals and actively support their competency development and relationships with students and colleagues.

**KEYWORDS**

basic psychological needs, language teacher, motivation, retired teachers, self-determination theory

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# HOW TO PROMOTE YOUR PUBLISHED PAPER

## Tips for Maximizing and Communicating Your Research

### POST ON SOCIAL MEDIA

- Don't forget the graphics. Social media posts tend to do better when they have a picture or image.
- Want to boost citations? Studies have found that shares on social media correlate with higher citation rates.
- Remember to tag ESA! We'll retweet or share your post. Twitter: [@EntsocAmerica](#). Facebook: [@entsoc](#).

### SHARE WITH COLLEAGUES

- Send colleagues, friends, or former advisors and teachers a copy of your paper.
- Note: If your paper is open access, feel free to post the final version online. If it isn't open access, you can still email individual copies or share a toll-free link you will receive upon publication.

### REMEMBER YOUR EMPLOYER

- Many institutions have blogs, newsletters, magazines, or press teams that are looking for content to showcase their people.
- Look for department names like communications, news or media service, or publicity or public relations.
- Tip: Focus on WHY your study is important. WHY does it matter for non-entomologists? WHY should people care?

### THINK LOCAL

- Does your research have implications for local crops, pests, biodiversity, or public health? Consider sharing information about your research with your local newspaper.
- Would regional groups or associations you belong to be interested in promoting your research through a newsletter or blog?
- Focus on WHY your research is important locally. What effect could it have locally? Why should people care? Remember to translate for non-scientists.

### SHOOT SOME VIDEO

- Video is an increasingly popular way to communicate, and it's a natural fit for communicating science. You can create video abstracts. You can get footage of your experiment or insect you study. Be creative!
- Who are you talking to? Your target audience will shape your video. To reach non-scientists, think about how you would explain your science to a parent. If you want to reach scientists, you might need to be more technical.

### FURTHER READING

- [AAAS Communication Toolkit](#)
- [How to Make a Video Abstract for Your Next Journal Article](#)
- [The Message Box Workbook](#)
- [Five Ways to Improve your Science Writing](#)
- [Communicating Entomology Through Video: Q&A With Adrian Smith](#)

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# WRITING RESEARCH QUESTIONS

Research questions help you stay laser focused on your passion.  
Questions should be specific, measurable, and realistic:

**SPECIFIC** • *What exactly do you want to accomplish?*

**MEASURABLE** • *How will you measure success?*

**REALISTIC** • *Is it possible to achieve?*

Here are some examples of research questions and how they rank. How would you revise these questions to ensure they are specific, measurable and realistic?

<b>TOO NARROW</b> <i>What is the number of students currently enrolled in art in our school district?</i>	<b>LESS NARROW</b> <i>How does the education level of arts specialists impact enrollment in art courses in our school district?</i>
<b>TOO BROAD</b> <i>What are the effects of art on students' long term academic success?</i>	<b>MORE FOCUSED</b> <i>How does enrollment in art courses correlate with academic performance in middle school students?</i>
<b>TOO OBJECTIVE</b> <i>How much time do young students spend making art per day?</i>	<b>MORE SUBJECTIVE</b> <i>What is the relationship between art making and academic success in math among elementary students?</i>
<b>TOO SIMPLISTIC</b> <i>How are schools addressing creative development in students?</i>	<b>MORE COMPLEX</b> <i>What are the effects of interdisciplinary measures by classroom teachers incorporating art on a weekly basis among 4th grade students?</i>

## THESIS

VS

## ARTICLE

➤ Meets academic requirements

➤ Reviewed by select committee members

➤ Chapters

➤ Lengthy, no word limits

➤ Table of contents

➤ Lengthy research of literature

➤ IRB approval described in detail

➤ Description and copies of tools used

➤ All findings presented

➤ Meets journalistic standards

➤ Reviewed by panel of blind reviewers

➤ Sections

➤ Word limits

➤ Manuscript format

➤ Succinct research of literature

➤ IRB described in 1 to 3 sentences

➤ Essential and succinct tools used

➤ Selected findings presented



# Explaining Your Research in 3 Minutes



## The Problem

- The problem we see in the literature...
- What's currently missing from the research...
- What we currently don't understand is...

## The Solution

- My research solve this problem by...

## The Differentiator

- What makes my research unique is...
- The contributions my findings make are...
- The novel thing I've done is...

## Supporting Stats

- What I've found so far is...
- If my hypothesis is right, I expect to see...
- You can see my previous work by reading....







