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RESEARCH IN ENGLISH

«Проведение научных исследований на английском языке»

05-03-2021

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Задачи дисциплины

«Проведение научных исследований на английском языке»:

- совершенствование знаний в области методологических основ научно-исследовательской деятельности;
- апробация методов научного исследования;
- применение на практике сведений об этапах научно-исследовательской работы;
- исследование по проблемам работы;
- развитие у обучающихся индивидуальной исследовательской стратегии;
- участие магистранта в научно-исследовательской работе;
- сбор практического и теоретического материала;
- подготовка тезисов доклада на конференции или статей для публикации

Основные формы и оценочные средства по курсу Research in English

1. диктант (аналитическая работа) – 20 ;

2. тестирование – 20 ;

3. подготовка презентации – 20 ;

4. подготовка выступления – 20 ;

5. написание статьи – 20 ;

    Всего = 100.

WHAT IS RESEARCH ?

- Research is "creative and systematic work undertaken to increase the stock of knowledge, including knowledge of humans, culture and society, and the use of this stock of knowledge to devise new applications."

WHAT IS RESEARCH ?

- **Research [rɪ'sɜːtʃ]**

   is a systematic investigation to establish facts or principles (or to collect information on a subject).

WHAT IS RESEARCH ?

- Research [rɪ'sɜːtʃ]

- To research – исследовать.

- to carry out investigations into (a subject, problem, etc.)

- Syn: investigate , study , enquire into , look into , probe , explore , analyse , examine , scrutinize etc.

Criteria for Research Problems

- Good research problems must meet three criteria (Kerlinger, 1973):

  1) First, the research problem should describe the relationship between two or more variables.

  2) Second, the research problem should take the form of a question.

  3) Third, the research problem must be capable of being tested empirically (i.e., with data derived from direct observation and experimentation).

CHARACTERISTICS OF SCIENTIFIC METHOD

Most agree that it is characterized by the following elements:

1. • Empirical approach
2. • Observations
3. • Questions
4. • Hypotheses
5. • Experiments
6. • Analyses
7. • Conclusions
8. • Replication

METHODS
AND
TECHNOLOGY

SIMPLISTIC!

Тестовое задание 11. Ниже приведен список фраз из устного выступления по теме научных исследований. Определите, о чем в каждой фразе говорит оратор: о своем образовании или о сфере своих научных исследований и интересов (время на выполнение – 1–2 минуты).

1. I focus my study on …
2. 2. I focused on
3. 3. I studied … at/in …
4. 4. My investigation is dedicated to ….
5. 5. My major was …
6. 6. What I want to know is …

Тестовое задание 11. Ниже приведен список фраз из устного выступления по теме научных исследований. Определите, о чем в каждой фразе говорит оратор: о своем образовании или о сфере своих научных исследований и интересов (время на выполнение – 1–2 минуты).

(a) About research field	(b) About one's education

Тестовое задание 1. Расположите по порядку (I-VI) ключевые элементы английской научной статьи (время на выполнение – 1 мин.).

Discussion (a)
Introduction (b)
Literature cited / References (c)
Methods (d)
Results (e)
Title (f)

1	2	3	4	5	6

IMRAD Стандартная структура научной статьи	
Title (Название статьи)	Указывается тема исследования, автор, аффилиация. В студенческих сборниках также научный руководитель.
Annotation (Аннотация)	Конкретизирует содержание статьи и кратко отражает структуру IMRAD
Key Words (Ключевые слова)	Указываются ключевые термины и понятия исследования
Introduction (Введение)	Проблема, актуальность, новизна, объект и предмет; цели и задачи; Аналитический обзор литературы; ключевые понятия исследования.
Methods (Методы)	Методы, материал анализа, условия эксперимента, методики и средства проведения исследования
Results (Результаты)	Анализ, интерпретация и первичное обобщение полученных в результате исследования новых данных.
Discussion (Обсуждение)	Полученные ответы, их достоверность, значение,
Conclusion (Заключение)	Обобщение полученных результатов и выводов по ним; перспективы дальнейших исследований.
References (Литература)	Библиографические данные статей оформляются по требованиям издания (e.g. ГОСТ). Указываются все процитированные и проанализированные источники.

The Task:

Complete the text. Fill in the blanks based on proper research terms choice.
Translate.

1	
2	
3	
4	
5	

(1) ... is most simply and comfortably defined as an array of (2) ....
that might prove helpful in advancing student learning and may be measured in how and why individuals behave.

(3) ... can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, (4) ... of organization, and techniques.

Some modern tools include but are not limited to overhead projectors, laptop computers, and calculators. Newer tools such as "smart phones" and games (both online and offline) are beginning to draw serious attention for their learning (5) ... .

A	B	C	D	E
Methods	Potential	Technology	Technology Of Education / Educational Technology	Tools

The Task:

Read and translate definitions. Make good matches with the terms. Translate the whole text about Qualitative Research.

1	
2	
3	
4	
5	

1. It is …
because it does not allow prior determination of categories to be used in analysis.
2. It is …
because particular aspects are studied in their context rather than being abstracted from it and studied in isolation.
3. It is …
because the place of the researcher in the research process needs to be considered.
4. It is …
rather than based on the analysis in terms of researcher-imposed categories,
5. It is …
This means that such research tends to focus on the social world, drawing on naturally occurring data and taking care to avoid artificially constructed situations.

A	B	C	D	E
LOCALLY SITUATED	RESEARCHER-SENSITIVE	INDUCTIVE	PARTICIPANT-ORIENTED	HOLISTIC

Unit 01. Questions for discussion

1. What are the potential sources of your research problem?

2. What are the steps of conducting a review of the literature?

3. What are the basic differences between qualitative, quantitative, and mixed methods of research? In approximately what propotions would you design the study to draw on your quantitative method and qualitative method?

4. If you decided to combine the research methods, would you prefer that it be qualitative- mixed, quantitative-mixed, or pure-mixed?

5. Where do you think you might find interesting research questions/problems in your in your professional life?

6. How would you go about consulting with research colleagues and getting advice from experts about your research question/problem? Why is all of that important?

Unit 02. Questions for discussion

1.   What are some of the key things that you need to consider in writing up your research methodology?

2.   How would you define research in your particular teaching/learning context?

3.   If you are planning to carry out research in your teaching/learning context, what kind of research will you do and why?

4.   If you could bring about one change in your language classroom, what would that be, and how would you plan to research it?

5.   What problems do you face in your teaching? What problems do your students have in learning English? What research could you conduct to solve some of these problems? What would the steps be between noticing a problem and deciding on a research topic?

6.   What is the fundamental difference between a research study and an inquisitive activity we conduct in our classroom?

7. What types of qualitative research methods can you name and make comments on?

8. What types of quantitative research methods can you name and make comments on?

9. What types of mixed research methods can you name and make comments on?

Unit 03. Questions for discussion

1.   1. What kind of questions would you lend themselves to action research in your context? Think of the topics that could be researched:
a)   within your individual classroom;
b)   across your school?

2. What is the difference between statistical and practical significance?

3. What are the key characteristics of narrative inquiry?

Unit 04. Questions for discussion

1. What are the different types of research variables? What function does each serve?

2. How do quasi-experimental designs differ from true experimental research designs?

3. What are some criticisms of null hypothesis significance testing?

4. If you were to conduct a case study in your teaching/learning context, what might your focus be? What types of data collection techniques might be best suited for the study?

5. Which data gathering technique are you most interested in?
How might your choice be able to help you to understand language learning and teaching, and to solve problems in your classrooms and professional life?

Unit 04. MORE Questions for discussion

1. What Internet resources do you use to obtain scientific data?
2. Have you ever made a presentation of your research work in public? Did you succeed or fail?
3. What is the role of new technologies in your research work?
4. Have you ever participated in scientific conferences? Have you made reports on your study or taken part in workshops?
5. What web links would you recommend to those who are interested in the same scientific problems?

Unit 04. MORE Questions for discussion

6. Do you think it is useful to take part in online scientific webinars? Why/ Why not?

7. Can you name any authorities in your study field? Why do you find their works important to you?

8. What world research centers or universities would you like to visit in connection with your thesis? Why?

9. Have you ever applied for any grants or participated in some scientific projects? If not, would you like to?

10. Have you compared your research to other master's research papers abroad? Are there any similar projects, themes, problems?

QUESTIONS FOR CREDIT

1. What are some of the key things that you need to consider in writing up your research methodology?
2. How would you define research in your particular teaching/learning context?
3. If you are planning to carry out research in your teaching/learning context, what kind of research will you do and why?
4. If you could bring about one change in your language classroom, what would that be, and how would you plan to research it?
5. What problems do you face in your teaching? What problems do your students have in learning English? What research could you conduct to solve some of these problems? What would the steps be between noticing a problem and deciding on a research topic?
6. What is the fundamental difference between a research study and an inquisitive activity we conduct in our classroom?

QUESTIONS FOR CREDIT

7. What are the potential sources of your research problem?

8. What are the steps of conducting a review of the literature?

9. What are the basic differences between qualitative, quantitative, and mixed methods of research? In approximately what proportions would you design the study to draw on your quantitative method and qualitative method?

10. If you decided to combine the research methods, would you prefer that it be qualitative- mixed, quantitative-mixed, or pure-mixed?

11. Where do you think you might find interesting research questions/problems in your in your professional life?

12. How would you go about consulting with research colleagues and getting advice from experts about your research question/problem? Why is all of that important?

13. What are the different types of research variables? What function does each serve??

QUESTIONS FOR CREDIT

14. How do quasi-experimental designs differ from true experimental research designs??

15. What is the difference between statistical and practical significance?

16. What are some criticisms of null hypothesis significance testing?

17. What kind of questions would you lend themselves to action research in your context? Think of the topics that could be researched: a) within your individual classroom; b) across your school?

18. If you were to conduct a case study in your teaching/learning context, what might your focus be? What types of data collection techniques might be best suited for the study?

19. What are the key characteristics of narrative inquiry?

20. Which data gathering technique are you most interested in? How might your choice be able to help you to understand language learning and teaching, and to solve problems in your classrooms and professional life?

MORE QUESTIONS FOR YOUR PERSONAL RESPONSE

1. What Internet resources do you use to obtain scientific data?
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5. What web links would you recommend to those who are interested in the same scientific problems?
6. Do you think it is useful to take part in online scientific webinars? Why/ Why not?
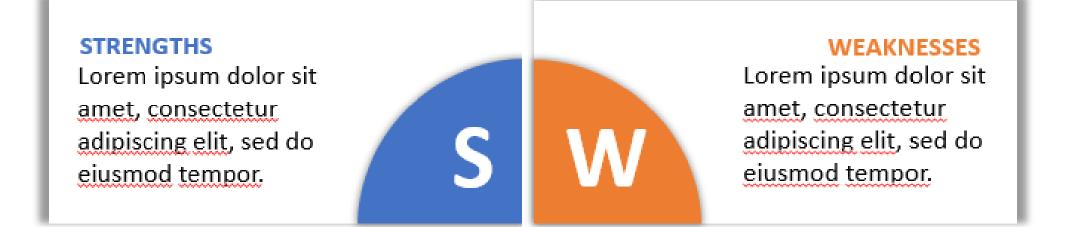
MORE QUESTIONS FOR YOUR PERSONAL RESPONSE

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9. Have you ever applied for any grants or participated in some scientific projects? If not, would you like to?

10. Have you compared your research to other master's research papers abroad? Are there any similar projects, themes, problems?

STRENGTHS

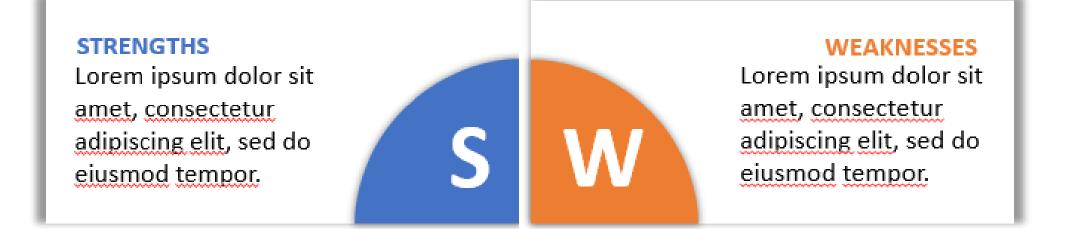Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor.

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SOME EXTRA HELPFUL RESOURCES

[Just Writing Process](#)
[MLA Formatting - The Basics](#)
[APA Formatting - The Basics](#)
[APA Formatting: In-Text Citations](#)
[APA Formatting: References (I)](#)
[APA Formatting: References (II)](#)

СТРАНИЦА ПОДДЕРЖКИ

Have a nice day!

Yours sincerely