A COURSE IN RESEARCH METHODOLOGY AND PRACTICE

(A brief introduction)

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etc.

DOING RESEARCH IN ENGLISH

(A brief introduction
to the course in research methodology)

WHAT IS METHODOLOGY ?

Methodology [ˌmɛθə'dɒlədʒɪ] , -gies is
1) the system of methods and principles used in a particular discipline, in some particular area of study or activity.
2) the branch of philosophy concerned with the science of method and procedure.

WHAT IS METHOD?

Method ['meθəd]
is a particular procedure for accomplishing or approaching something,
especially a systematic or established one.

via Latin from Greek methodos ‘pursuit of knowledge’, from meta- (expressing development) + hodos ‘way’

WHAT IS METHOD LIKE?

Distributive Analysis is a method of linguistic research in which the classification of linguistic units and the study of their features are carried out on the basis of the distribution of the units in question in the spoken chain—that is, on the basis of their *combinability* with other units, which are called the *environment*, or context, of the units in question. Distributive analysis was devised by representatives of so-called descriptive linguistics.

What is method description like?

The **distribution** of a unit is the sum total of all its environments.

The environment of a unit may be either “right” or “left”.

There are **three main types of distribution** :

1) contrastive;

2) non-contrastive;

3) complementary.

What is method description like?

The **distributional analysis** is used to fix and study the units of language in relation to their contextual environments, i. e. adjoining elements in the text.
The study is conducted in **two stages.**
At the first stage, the analyzed text is divided into *recurrent segments* consisting of phonemes. These segments are called "**morphs**".
At the second stage, the environmental features of the morphs are established and the corresponding identifications are effected.

What is method description like?

Contrastive and non-contrastive distribution concern identical environments of different morphs.
The morphs are said to be **in contrastive distribution** if *their meanings are different*.

Such morphs constitute *different morphemes* (eg. play-ed, play-ing).

What is method description like?

Contrastive and non-contrastive distribution concern identical environments of different morphs.
The morphs are said to be in **noncontrastive distribution** *if their meaning is the same.*

Such morphs constitute “free alternants”, or “free variants” of the same morpheme (eg. burn-ed, burn-t).

What is method description like?

Complementary distribution concerns *different environments of formally different morphs which are united by the same meaning*.
If two or more morphs have *the same meaning* and the difference in their form is *explained by different environments*, these morphs are said to be in complementary distribution and considered the *allomorphs* of the same morpheme (eg. Desks /-s/, girls /-z/, glasses /-iz/).

What is method description like?

Method application restrictions

The Distributional Analysis is a good example of finding relevant interrelation between linguistic syntagmatic and paradigmatic structures, such as meaning and word structure. The transfer of distribution analysis to other levels or areas of linguistic text processing may be a bit problematic, since real life texts admit (or incur) amphibolic [ˌæm(p)fɪˈbɔlɪk] expressions like *'fat major's wife'* which may mean both that major is fat or his wife is.

WHAT IS RESEARCH ?

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

Syn: investigation , experimentation , testing , analysis , fact-finding , fieldwork , examination , scrutiny etc.

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.

WHAT KIND OF RESEARCH ?

research work	**— научно-исследовательская работа (НИР)**
independent / original research	— независимое, оригинальное исследование
detailed / thorough research	— детальное, обстоятельное исследование
laborious / painstaking research	— трудоёмкое, напряжённое исследование
solid research	— серьёзное, глубокое исследование
applied research	— прикладное исследование

WHAT KIND OF RESEARCH ?

to be engaged in research	**— заниматься научно-исследовательской работой**
to conduct / do / pursue research	– проводить исследования
to carry out a research into the causes of cancer	– исследовать причины заболевания раком
His researches have been fruitful.	— Его исследования принесли плоды.

ENGLISH RESEARCH COLLOCATIONS

English academic research collocations.
Check yourself!

ENGLISH RESEARCH COLLOCATIONS

English academic research collocations.
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https://learningapps.org/display?v=ps26asabt17

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WHAT IS METHODOLOGY ?

Methodology [ˌmɛθəˈdɒlədʒɪ] (derived from *method* and *logic*)
is the study of structure, logical organization, methods and means of activity;
The methodology of science is the doctrine of the principles of construction, forms and methods of scientific knowledge.

METHODOLOGY and ACTIVITY

Methodology [ˌmɛθə'dɒlədʒɪ] is the doctrine of the structure, logical organization, methods and means of **activity**. So Methodology at large forms a necessary component of any activity as the latter becomes the subject of awareness, learning and rationalization.

METHODOLOGY and ACTIVITY

Methodological knowledge acts in the form of both **prescriptions and norms**, which fix the content and sequence of certain activities (normative M.), and **descriptions** of actually performed activities (descriptive M.).

In both cases, the main function of this knowledge is the internal organization and **regulation** of the process of cognition or practical transformation of an object.

METHODOLOGY and ACTIVITY

In modern scientific and methodological discourse, M. is interpreted primarily as M. of scientific knowledge (or research), that is, the doctrine concerning the principles of construction, as well as forms and methods of scientific and cognitive activity.

Methodology of science gives a description of the components of a research study — its object, subject of analysis, research task (or problem), research tools required to solve a given type of problem, and also forms an idea of the sequence of the researcher's progress in the task-solving process.

METHODOLOGY and ACTIVITY

The most important points of application of M. are the problem statement (this is where the most frequent methodological errors occur, leading to the advancement of pseudo-problems or significantly complicating the receipt of the result),

METHODOLOGY and ACTIVITY

… the construction of the subject of research and the construction of a scientific theory, as well as verification of the results obtained in terms of its truth, t. e. conformity to the object of study.

METHODOLOGY and ACTIVITY

Modern philosophical and methodological studies revealed some important mechanisms for the functioning and development of scientific research and knowledge:

METHODOLOGY and ACTIVITY

- laws of succession of the change of scientific theories (the correspondence principle);
- the presence of a “paradigm” of thinking specific to each era of the development of science (i.e., a set of implicitly defined regulative principles);
- methodological features of artificial languages used in science;

METHODOLOGY and ACTIVITY

- specifics of various types of scientific explanation;
- methods of building scientific theories (deductive, hypothetical-deductive, genetic, etc.),
- characteristics of a number of methodological areas of modern cognition (systems approach, structuralism, cybernetic methods, principles of probabilistic thinking etc.).

METHODOLOGY and ACTIVITY

Since the 1950s. in M. science, problems of generating and **changing knowledge systems** begin to occupy a prominent place.
The Austrian-born British logician [lɔ'ʤɪʃ(ə)n] and philosopher K. Sir Karl Popper, (1902-94) tries to explain this process on the basis of the principle of falsification put forward by him, that is, the systematic refutation of existing theories.

METHODOLOGY and ACTIVITY

American investigator of history of science Thomas Samuel Kuhn /ku:n/(1922 –1996) formulates the concept of the development of science through **scientific revolutions**, leading to a radical **change of paradigms** of scientific thinking.

See: Structure of Scientific Revolutions.pdf

(Beware! Circa ['s3:kə] 210 pp.!)

METHODOLOGY and ACTIVITY

English (I say '**Hungarian**') mathematician and philosopher Imre Lakatos [UK: /ˈlækətɒs/, US: /-toʊs/; [ˈlɒkɒtoʃ ˈimrɛ] (1922 –1974) proposed the idea of the development of science based on the foregrounding, advancement [əd'vɑːn(t)smənt] and implementation of a certain sequence of research programs.

METHODOLOGY and ACTIVITY

An important aspect of these and other studies is the broad criticism of the **neopositivis**t ideas about M. science and its subject matter for the narrowness of their initial premises ['premısız]. In this regard, in the works of some Soviet as well as modern Russian and foreign researchers, M.'s concept is developed, based on the principle of activity. The latter one presents M. as a systematic theory of research activity.

METHODOLOGY and ACTIVITY

The development of this concept is accompanied by a criticism of Popper's falsificationism (for one-sided presentation of the process of knowledge development) and Kuhn's concept of SR (for his denial of continuity in the development of knowledge).

METHODOLOGY and ACTIVITY

The special-scientific M., in turn, is divided into several levels:
(1) general scientific methodological concept and direction and (2) M. of individual sciences, methods and techniques of research.
Starting from the 2nd half of the 20th century, the first of these levels (which is far from homogeneous in content) has undergone especially rapid development.

METHODOLOGY and ACTIVITY

The reasons for its emergence and growth are the **universalization of means of knowledge**, facilitated by this generalized formulation of scientific problems, as well as the **desire for synthesis**, which becomes dominant in the thinking style of modern science.

vowel ['vauəl] /

consonant ['kɔn(t)s(ə)nənt]

Kinds of Language Universals

AN ABSOLUTE UNIVERSAL	A STATISTICAL UNIVERSAL
Absolute universals refer to properties found in all languages	statistical universals reflect important trends that are found in a predominant part of the languages of the world, but not necessarily in all.
All languages have vowels and consonants.	Subjects tend strongly to precede objects.

Kinds of Language Universals

A Language Universal Type	An example
AN IMPLICATIONAL UNIVERSAL	If a language has voiced fricatives, it also has unvoiced fricatives, but not necessarily the other way round.
AN NON-IMPLICATIONAL UNIVERSAL	Present or absent in natural languages without reference to any other properties of the given language.

There are such universalist theories that directly describe the broad scope of reality from a certain angle, that is, from the standpoint of a certain methodological principle (such as the concept of the **noosphere**, for example) or **theoretical cybernetics**); universal conceptual systems (such as the **general system theory** of Ludwig von Bertalanffy), aimed at identifying **universal concepts** and categories of scientific thinking through the analysis of the material of science itself. See: General_System_Theory_1968.pdf 289 p.

The **Activity** is a specifically human form of an active relation to the surrounding world, the contents of which constitute its goal-related expedient change and transformation.
The Activity of human implies a certain opposition of the **subject** and the **object** of Activity. So a person opposes to himself an object of Activity as a material that resists the influence of a person and then must get a new form and properties, turning it into product of human Activity.

289 p.

Each **Activity** includes:
(a) the goal,
(b) the means,
(c) the result
(d) and the process of Activity itself,
and, therefore, an integral characteristic of Activity is its (e) awareness on part of its subject.

Activity is the real driving force of social progress and the condition of the very existence of society.

289 p.

As a philosophical principle, the concept of Activity was established within German classical philosophy, when a new concept of personality triumphed in European culture, characterized by rationality, diverse areas of activity and initiative, and the prerequisites were created for considering Activity as the basis and principle of all culture.

English Activity

Activity	activities
Activity	occupation
Activity	job
Activity	action, actions
Activity	agency
Activity	business
Activity	career
Activity	energies
Activity	function
Activity	movement
Activity	play

HYPOTHESIS [haɪˈpɒθɪsɪs] , -ses [-ˌsiːz]

1) a suggested explanation for a group of facts or phenomena, either accepted as a basis for further verification (*working hypothesis*) or accepted as likely to be true /in theory/.
2) an assumption used in an argument without its being endorsed; a supposition.
3) an unproved theory; a conjecture.

- Etymology: from Greek, from hupotithenai to propose , suppose , literally: put under.

WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is a proposition made as a basis for reasoning, without any assumption of its truth.

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WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is an unproved theory; a conjecture [kənˈʤekʧə].

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WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is an assumption used in an argument without its being endorsed; a supposition.

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WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is a suggested explanation for a group of facts or phenomena, either accepted as a basis for further verification (working hypothesis) or accepted as likely to be true /i.e. a theory/.

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WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved to be correct.

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WHAT IS HYPOTHESIS [haɪˈpɒθɪsɪs] ?

- **A hypothesis** is a supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation.

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WHAT IS **NULL** HYPOTHESIS?

- **The null hypothesis is** assumed to be true unless the test suggests otherwise, in which case it is rejected in favour of the alternative [ɔːlˈtɜːnətɪv] hypothesis.

.

WHAT IS **NULL** HYPOTHESIS?

- **The null hypothesis is** the residual [rɪˈzɪdjuəl] hypothesis if the alternative [ɔːlˈtɜːnətɪv] hypothesis tested against it fails to achieve a predetermined significance level.

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HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

under the hypothesis of a theorem …

= по условию теоремы …

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek hypothesis ‘foundation,' from hypo ‘under' + thesis ‘placing.'

HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

testable hypothesis

= проверяемая гипотеза … (maths)

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek hypothesis ‘foundation,' from hypo ‘under' + thesis ‘placing.'

HYPOTHESIS [haɪ'pɒθɪsɪs] MEANINGS

tested hypothesis

= проверяемая гипотеза ... (стат.)

[haɪ'pɒθɪsɪs] late 16th cent.: via late Latin from Greek hypothesis ‘foundation,' from hypo ‘under' + thesis ‘placing.'

HYPOTHESIS [haɪˈpɒθɪsɪs] , -ses [-ˌsiːz]

HYPOTHESIS [haɪˈpɒθɪsɪs] , -ses [-ˌsiːz]

— Они исходили из предположения, что припасы прибудут вовремя.

HYPOTHESIS [haɪˈpɒθɪsɪs] , -ses [-ˌsiːz]

— У неё была теория, что если будешь пить молоко, то не простудишься.

WHAT CAN YOU DO WITH HYPOTHESIS?

1) to accept hypothesis	— принять гипотезу
2) to advance a hypothesis (that)	— выдвигать гипотезу (, согласно которой)
3) to confirm a hypothesis	— подтверждать гипотезу
4) to formulate a hypothesis	— выдвигать / формулировать гипотезу
5) to propose a hypothesis	— выдвигать / предлагать гипотезу
6) to put forward a scientific hypothesis	— выдвигать научную гипотезу
7) to make a hypothesis	— строить / выдвигать гипотезу
8) to form a hypothesis	— строить / выдвигать гипотезу
9) to frame a hypothesis	— строить / представлять гипотезу

WHAT CAN YOU DO WITH HYPOTHESIS?

to test a hypothesis with experiment	**— проверять гипотезу на опыте**
to test a statistical hypothesis	— проверять статистическую гипотезу
to reject a hypothesis	— отвергать гипотезу
to refine a hypothesis	— уточнить гипотезу
to refute a contention / statement or assumption	— опровергать заявление / утверждение / допущение (т.е. гипотезу)
The working hypothesis is tested and refined through discussion.	

auxiliary [ɔːgˈzɪlɪ(ə)rɪ]

WHAT KIND OF HYPOTHESIS ?

1. null hypothesis	— начальная гипотеза
2. ad hoc hypothesis	— гипотеза для данного случая
3. working hypothesis	— рабочая гипотеза
4. accepted hypothesis	— принятая гипотеза
5. acceptable hypothesis	— допустимая /приемлемая гипотеза
6. admissible hypothesis	— допустимая /приемлемая гипотеза
7. auxiliary hypothesis	— вспомогательная гипотеза
8. coarse [kɔːs] hypothesis	— приближённая гипотеза

WHAT KIND OF HYPOTHESIS ?

9. complementary hypothesis	— дополнительная гипотеза
10. composite hypothesis	— сложная гипотеза, составная гипотеза
11. confirmable hypothesis	— подтверждаемая гипотеза
12. confirmed hypothesis	— подтвержданная гипотеза
13. false hypothesis	— ложная гипотеза / неверная гипотеза
14. implicit hypothesis	— неявная / подразумеваемая гипотеза
15. rejected hypothesis	— отвергнутая [отклонённая] гипотеза
16. research hypothesis	— альтернативная гипотеза

WHAT KIND OF HYPOTHESIS ?

17. alternative [ɔ:l'tɜ:nətɪv] H	**— альтернативная гипотеза**
18. one-sided alternative H	— односторонняя альтернативная гипотеза
19. the residual [rɪ'zɪdjuəl] hypothesis	— остаточная гипотеза
20. single / simple hypothesis	— простая гипотеза
21. statistical hypothesis	— статистическая гипотеза
22.two-sided alternative hypothesis	— двусторонняя альтернативная гипотеза
23. true hypothesis	— истинная / верная гипотеза
24.hypothesis under test	— проверяемая гипотеза

WHAT IS THEORY ['θɪərɪ] ?

Theory ['θɪərɪ] is an idea used to account for a situation or justify a course of action.
It is a nontechnical name for *hypothesis*.
Syn: hypothesis , thesis , conjecture , supposition , speculation , postulation , postulate , proposition , premise , surmise [sə'maɪz], assumption , presupposition ; opinion , view , belief , contention.
My theory would be that the place has been seriously mismanaged... I have a theory about that.

WHAT IS THEORY ['θɪərɪ] ?

Theory ['θɪərɪ] is an idea used to account for a situation or justify a course of action.

Theory ['θɪərɪ] is an ideal or hypothetical situation (esp in the phrase in theory).

Theory ['θɪərɪ] is abstract knowledge or reasoning.

Theory ['θɪərɪ] is a speculative or conjectural view or idea.

WHAT IS THEORY ['θɪərɪ] ?

Theory ['**θɪərɪ**] is a set of principles on which the practice of an activity is based.

WHAT IS THEORY ['θɪərɪ] ?

Theory ['θɪərɪ] is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained.

WHAT IS THEORY ['θɪərɪ] ?

Theory ['**θɪərɪ**] is a system of rules, procedures, and assumptions used to produce a result.

WHAT IS THEORY ['θɪərɪ] ?

Theory ['θɪərɪ] is a **set of hypotheses** related by logical or mathematical arguments to explain and predict a wide variety of connected phenomena in general terms.

IN THEORY

- ‘in theory’ – in colloquial English is used in describing what is supposed to happen or be possible, usually with the implication that it does not in fact happen.
- In theory, things can only get better; ☺
- in practice, they may well become a lot worse.☹ ☺

IN THEORY

- ‘in theory’ – in colloquial English is used in describing what is supposed to happen or be possible, usually with the implication that it does not in fact happen.
- If you have a theory about something, you have your own opinion about it which you cannot prove but which you think is true.
- There was a theory that he wanted to marry her…

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	— теория возникает, появляется
	— формулировать теорию
	— развивать теорию
	— предлагать теорию
	— отстаивать теорию
	— объединять теорию и практику
	— проверять теорию
	— подтверждать теорию
	— теория подтверждается
	— опровергать, подрывать, разбивать теорию

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	— теория возникает, появляется
to formulate a theory	— формулировать теорию
to develop a theory	— развивать теорию
	— предлагать теорию (4)
	— отстаивать теорию
to combine theory and practice	— объединять теорию и практику
to test a theory	— проверять теорию
to confirm a theory	— подтверждать теорию
	— теория подтверждается
	— опровергать, подрывать, разбивать теорию

ON A THEORY – СОГЛАСНО ТЕОРИИ

theory evolves	— теория возникает, появляется
to formulate a theory	— формулировать теорию
to develop a theory	— развивать теорию
to advance / present / propose / suggest a theory	— предлагать теорию
to advocate theory	— отстаивать теорию
to combine theory and practice	— объединять теорию и практику
to test a theory	— проверять теорию
to confirm a theory	— подтверждать теорию
theory holds up	— теория подтверждается
to disprove / explode / refute a theory	— опровергать, подрывать, разбивать теорию

IN THEORY …

in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
In theory their plan makes sense.	— Теоретически их план не лишен смысла.

IN THEORY …

in theory	in principle
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	
in theory	
in theory	
in theory	
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	
in theory	
in theory	
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	
in theory	
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically [θɪə'retɪk(ə)lɪ]
in theory	

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically
in theory	supposedly [sə'pəuzɪdlɪ]

IN THEORY …

in theory	in principle
in theory	on paper
in theory	in the abstract
in theory	all things being equal
in theory	in an ideal world
in theory	hypothetically
in theory	theoretically
in theory	supposedly
In theory, your idea sounds great, but can it be practically applied?	

Got tired? Check Yourself!

Ferdinand de Saussure admitted that a linguistic sign consists of		
	yes	no
a) Expression and content		
a) Form and substance		
a) Denotation and reference		
a) A Signifier and signified		
a) Denotation and connotation		
a) Expression and meaning		
a) Action and interpretation		
a) Production and reception		
a) Form and sound		
a) Content and form		

Got tired? Check Yourself!

Ferdinand de Saussure stated that …		
	YES	NO
a) Linguistics is part of semiotics.		
b) Linguistics is part of semiology.		
c) Semiology is part of linguistics.		
d) Linguistics and semiology overlap.		

Thanks for your attention!

Please, don’t forget to get ready with your home task!

And now your home task is

Please, don't forget to write
a draft [drɑ:ft] of 500 words thesis,
dedicated to your
magistracy paper
Research Issue! (both en/ru!)

A 500 words thesis structure A

1. Keywords.
2. The problem of research;
3. The target of Research & the purpose of paper;
4. Methods; Procedures [prə'siːʤə];
5. Results;
6. Conclusions and recommendations.

A 500 words thesis structure B

For theoretical works:

1. Keywords.
2. The problem of research
3. The theoretical or methodological grounds;
4. The purpose of the study;
5. Sources of evidence base;
6. Key arguments and conclusions.

Find useful sources of reference at

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Find extra tips at

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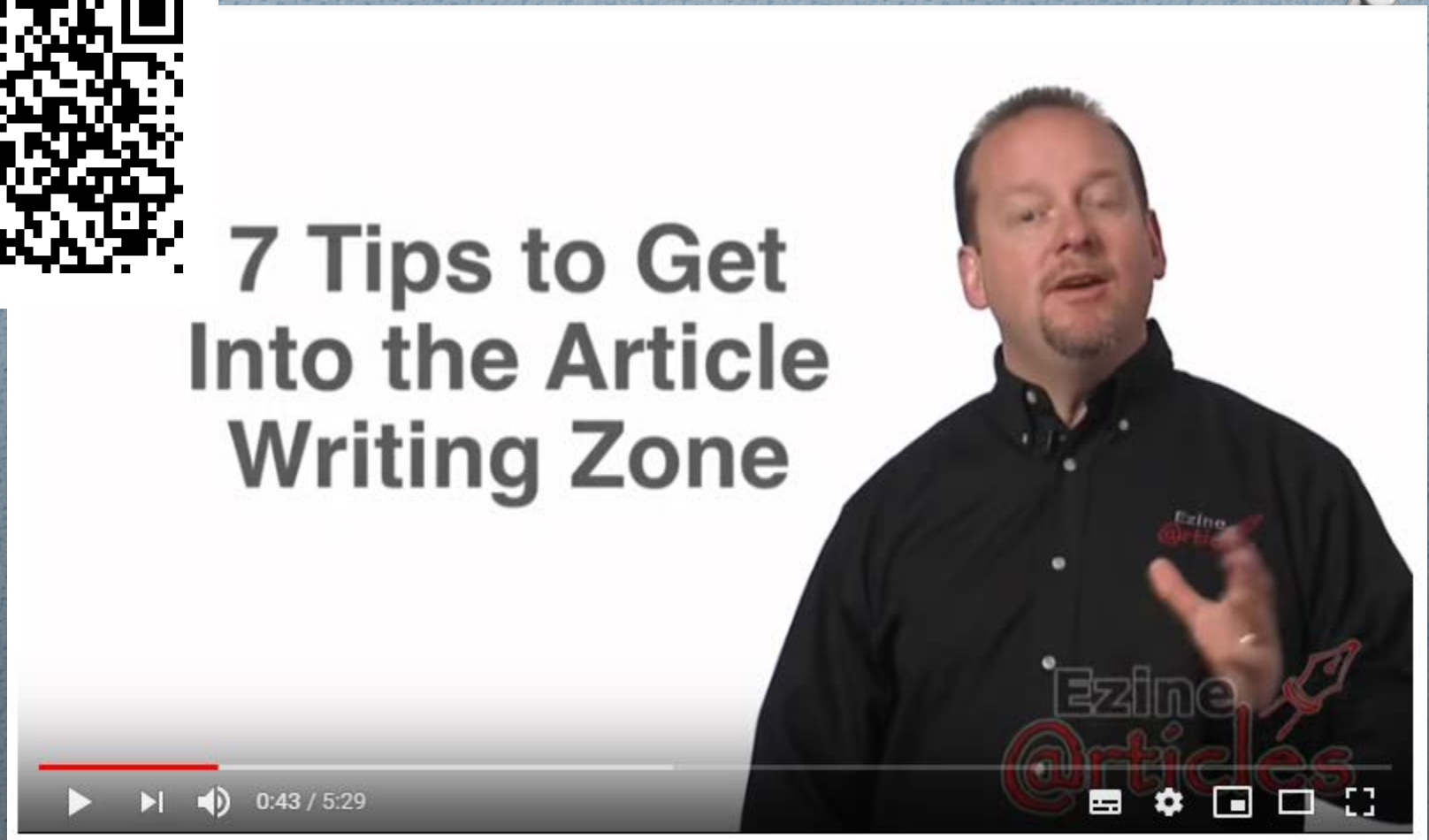
Find extra tips at



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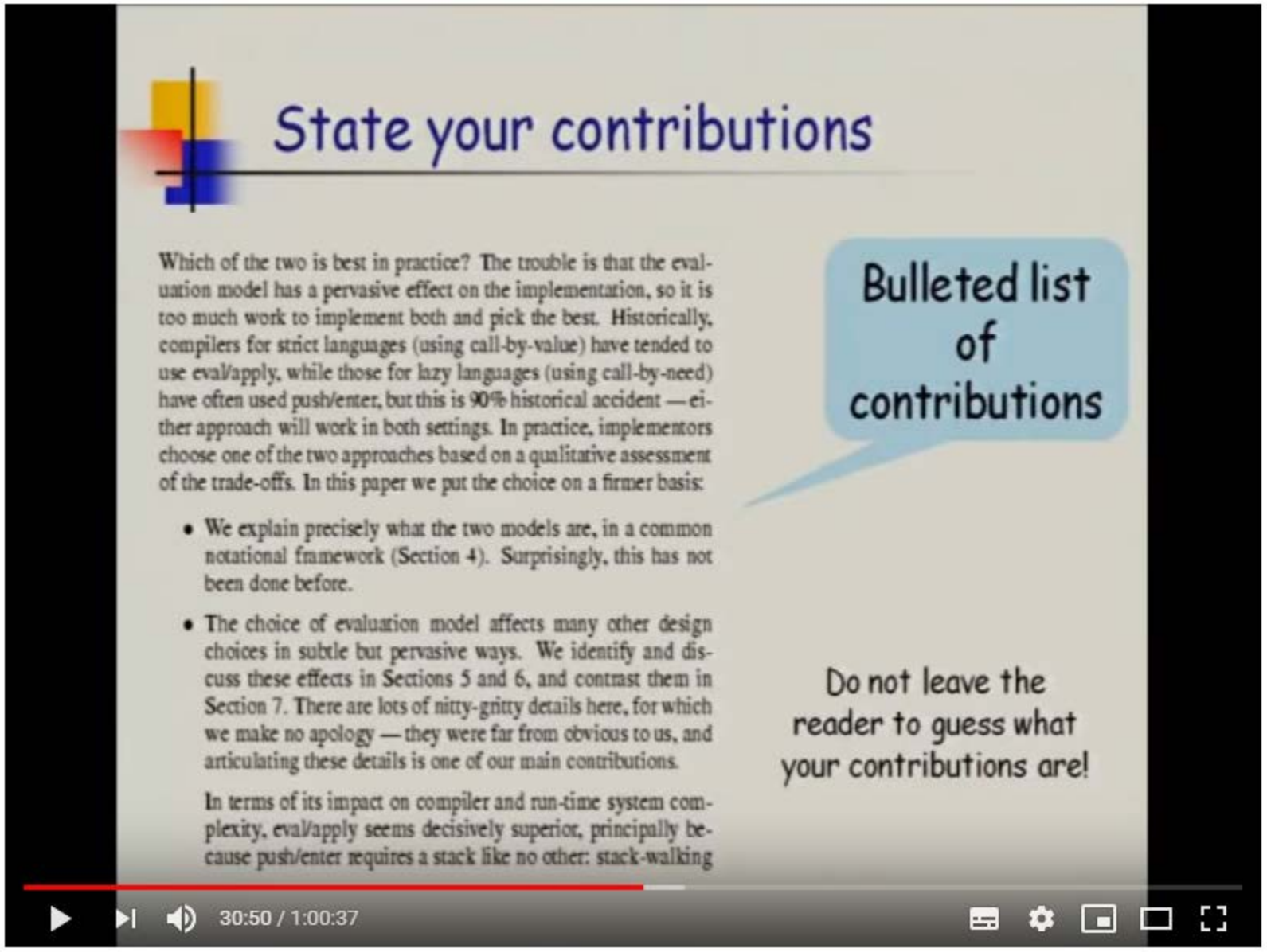

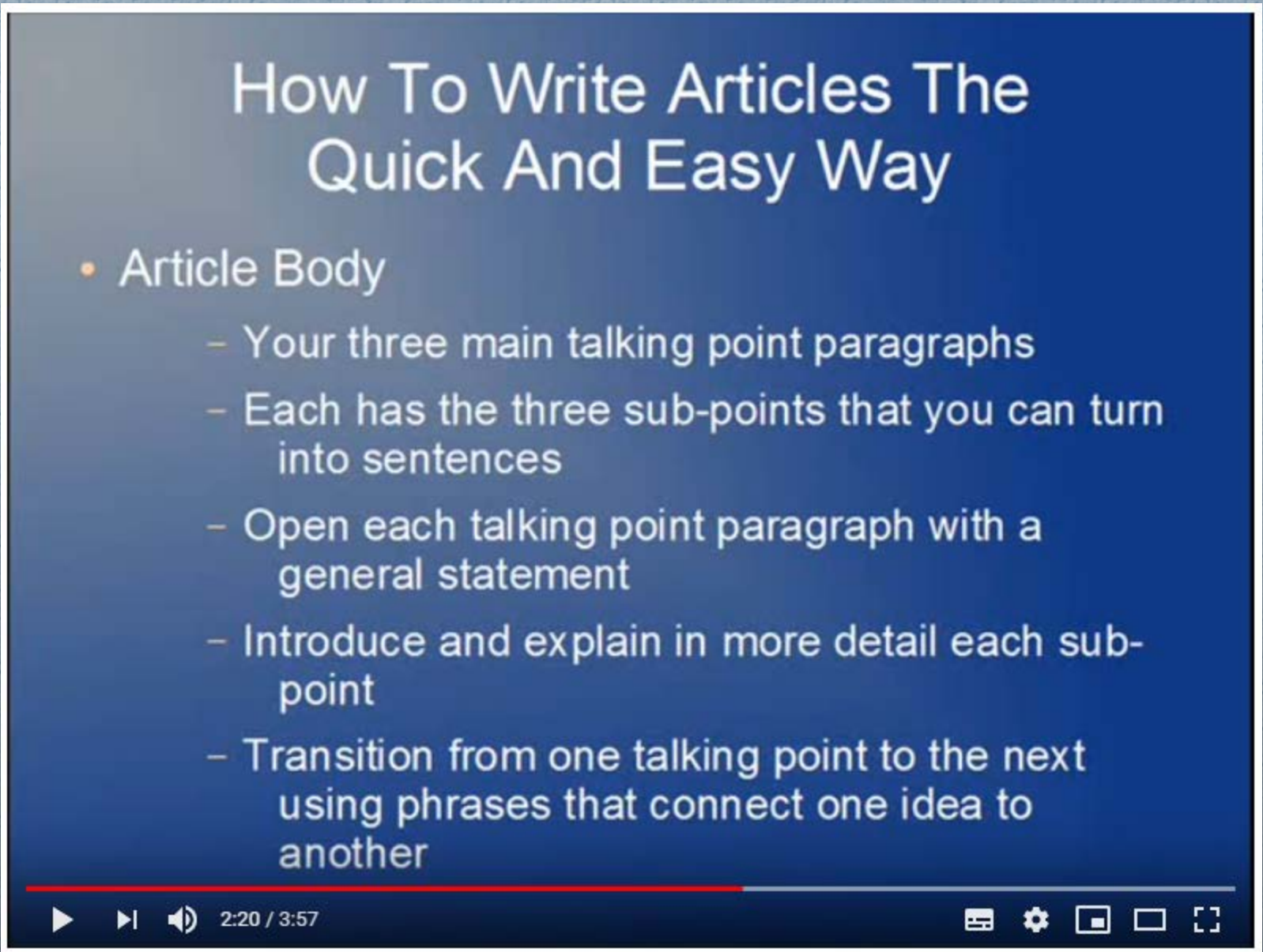

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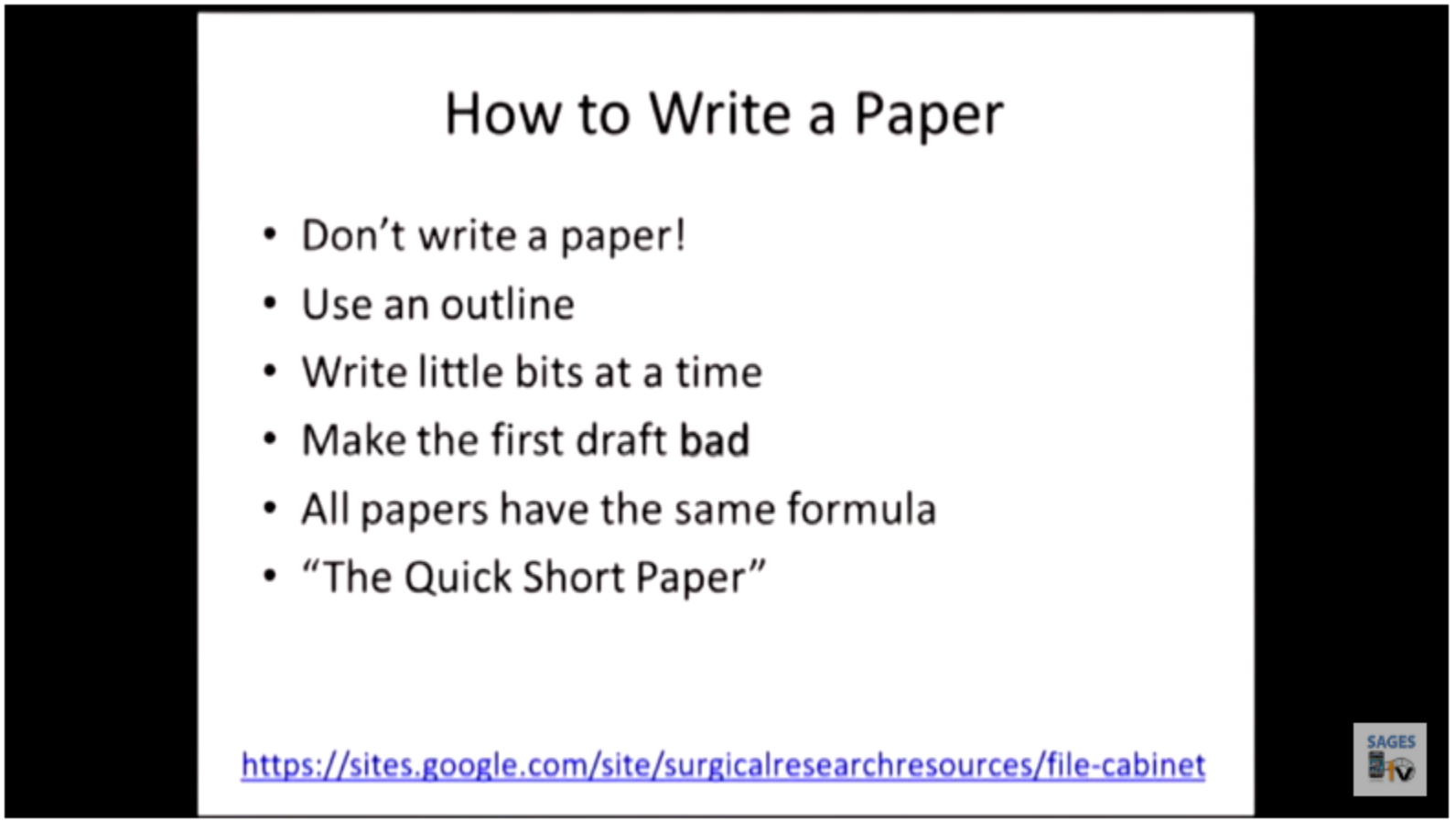

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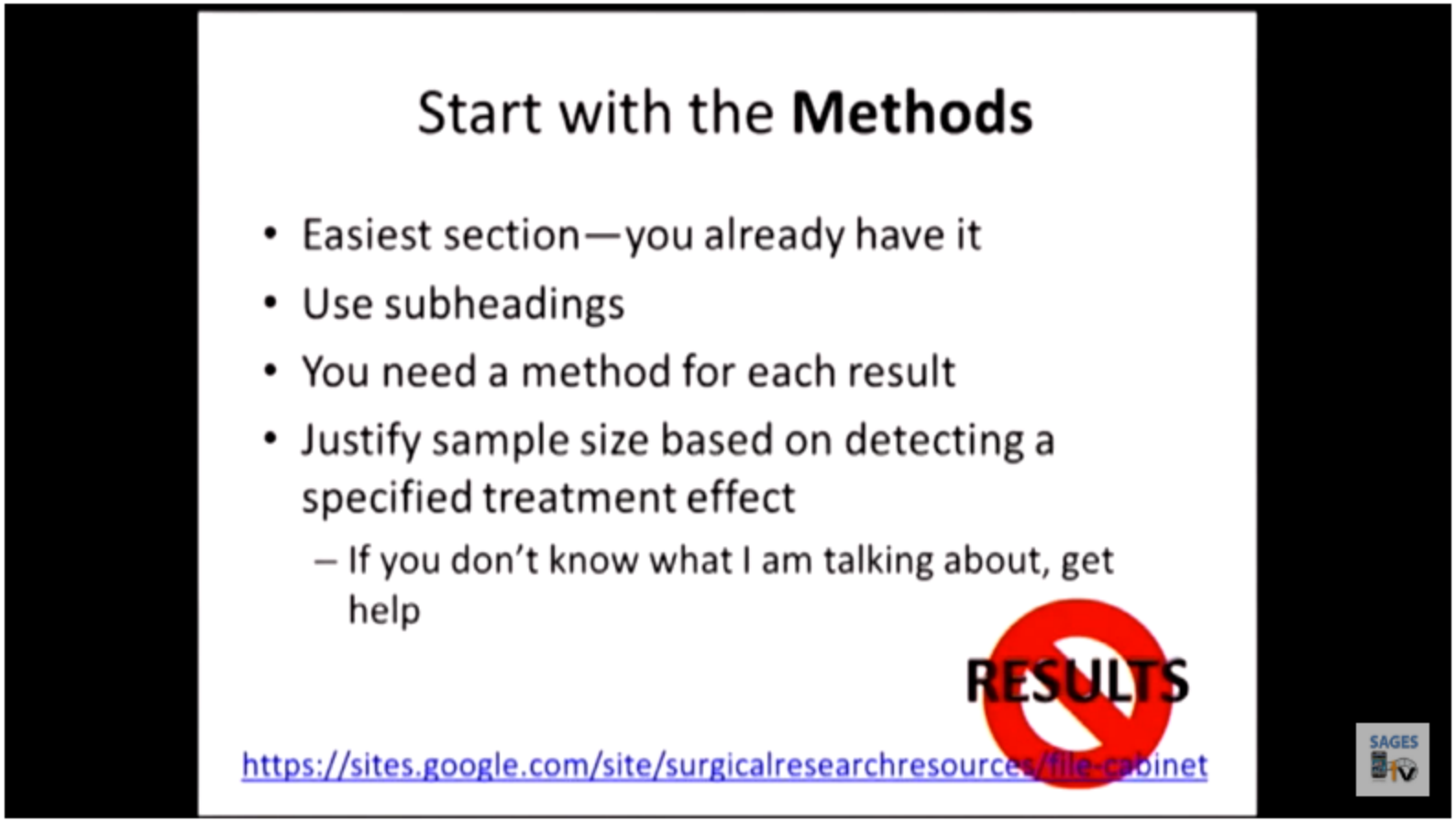

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A downloadable IMRAD guidance in Russian (pdf)

Check yourself and have fun!

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WHAT IS PLAGIARISM pleɪdʒɪərɪzəm] ?

- **Plagiarism** is the practice of taking someone else's work or ideas and passing them off as one's own.

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WHAT IS PLAGIARISM pleɪdʒɪərɪzəm] ?

- **Plagiarism** is the practice of using or copying someone else's idea or work and pretending that you thought of it or created it.

.

WHAT IS PLAGIARISM pleɪdʒɪərɪzəm] ?

- **A plagiarism** means also an idea or a piece of writing or music (or something) that has been secretly copied from someone else's work.

.

WHAT IS PLAGIARISM pleɪdʒɪərɪzəm] ?

- **A plagiarism** is a strong reason to recall an article or (to make things worse) to refute a course paper, as well as a PhD thesis due to infringement of other people's rights legal copyright issues or breach (violation) of (professional and publication) ethics.

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- 1) Be creative. Think and write **originally**. 2) Pay due attention to quotations. Don't miss **sources** you used to do your job on your list of References. 3) Check your paper for possible unintended plagiarism. Use specially designed engines to elicit dubious parts of your manuscript.

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Format: A General Template

Title

Abstract

Introduction

Significance of your research

Background based on a literature review

Objective

Hypothesis

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Format: A General Template

Materials & Method

Context of study

Subjects (demographic, recruitment criteria etc.)

Study design

Variables

Procedures and data collection method

Statistical tests

An outline of the method used for analysis

Format: A General Template

Results

Describe results using numbers, chart, table, graphs, or tables
Statistical analysis

Format: A General Template

Conclusion

State whether the objectives of the experiment were met

Interpret results

Explain statistical significance in words

State the finding with respect to other studies

Clinical implications

Limitations

Future work

Format: A General Template

Conclusion

State whether the objectives of the experiment were met

Interpret results

Explain statistical significance in words

State the finding with respect to other studies

Clinical implications

Limitations

Future work

Title

Provide the audience with a title that is short, but detailed enough to give them an idea about the investigation and the outcome.
Do not be vague.

Abstract

The abstract should be a one to two sentence summary of the rest of the components of the manuscript. It should also be structured in the same order as the overall paper.

Introduction

What is the purpose of the study?
Why are you conducting the study?
The introduction must state the goals of the research being conducted.
It must include a rationale for the study along with a hypothesis.

Introduction

An important part of the introduction is a brief background that is based on a thorough literature search so that the readers know what the study is based on; give a general idea on what has been done already, and in what ways your study is different.

Material/Methods

An important aspect of all scientific research is that it be repeatable.
This gives validity to the conclusions.
The materials and methods section of a manuscript allow other interested researchers to be able to conduct the experience to expand on what was learned and further develop the ideas.

Material/Methods

It is for this reason that this section of the paper be specific.

It must include a step-by-step protocol along with detailed information about all reagents, devices, and subjects used for the study.

How the data was collected and interpreted should also be outlined in detail, including information on all statistical tests used.

Results

For the results section of the paper, it is a good idea to rely on charts, graphs, and table to present the information.
This way the author is not tempted to discuss any conclusions deprived from the study.

Results

The charts, graphs, and table should be clearly labeled and should include captions that outline the results without drawing any conclusions. A description of statistical tests as it relates to the results should be included.

Conclusion

Summarize the results in words rather than numbers and elaborate on the extent to which the objectives of the study were met. Do not include information from a literature search. Instead, focus on the primary conclusions of the study.

Conclusion

Interpret the results for the audience; do not leave any results unexplained. Scientific writing cannot be left open for interpretation. Be sure to avoid over-interpreting the results and make general conclusions that cannot be justifiably derived from the parameters of the study.

Conclusion

Discuss any practical implications and limitations of the study as well as to what extent the conclusions are in concert with other scientists.

IMRAD

- The American National Standards Institute says
  "A well prepared **abstract** enables readers to identify the basic content of a document quickly and accurately, to determine its relevance to their interests, and thus to decide whether they need to read the document in its entirety" (ANSI 1979).

- Abstract plainly

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- ## What do they want?

  1.Before submitting your full paper, make sure it is written in proper English.
  2. Unless required by the subject matter of the paper, an effort should be made to only include references available in English.
  3. All papers are reviewed by at least two independent academics.

- What do they want?

  The final decision is made by one of the editors, based on
  (a) Research Design & Methodology,
  (b) Theoretical Background,
  (c) Review of the Relevant Literature,
  (d) Significance of Themes,

What do they want?

(e) Relevance of Themes,
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C. The Role of the Language Teacher	
1.I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.	
2.I can critically assess my teaching in relation to theoretical principles.	
3.I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.	
4.I can identify and investigate specific pedagogical/ didactic issues related to my learners or my teaching in the form of action research.	

“Linguistic versus Communicative Grammar”

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Don’t give in!


DONALD
+ GERALD
ROBERT
D=5
И приступить к решению. После чего проверить себя