



02-03-2021

Research
in English

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

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'sɜ:tʃ]

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

WHAT IS RESEARCH ?

- Research [rɪ'sɜ:tʃ]
- 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

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.

Conclusions

Observation

Testing
hypothesis

Preliminary
Research

Hypothesis

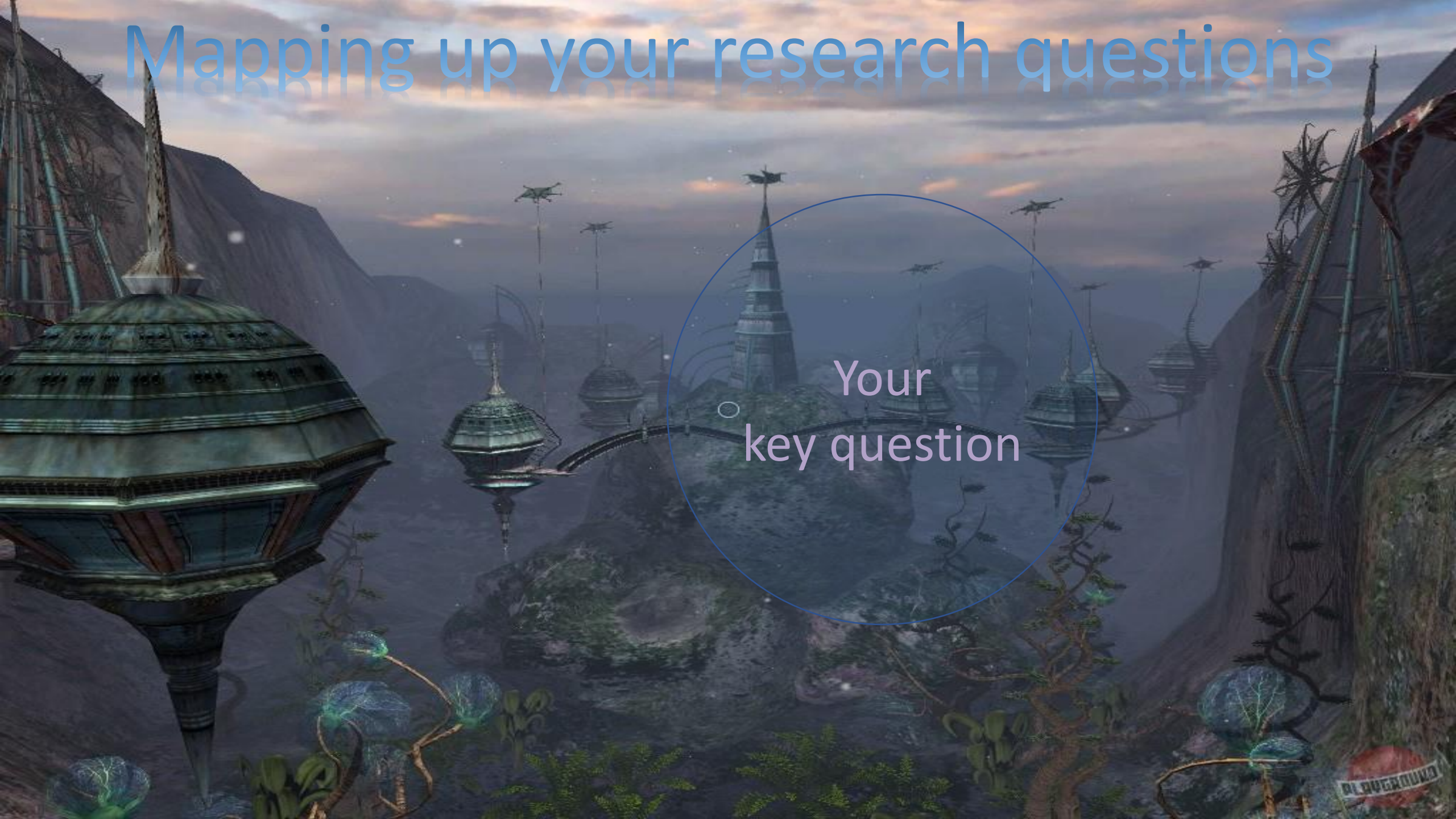
Research
question

FORWARD

Mapping up your research questions



Mapping up your research questions



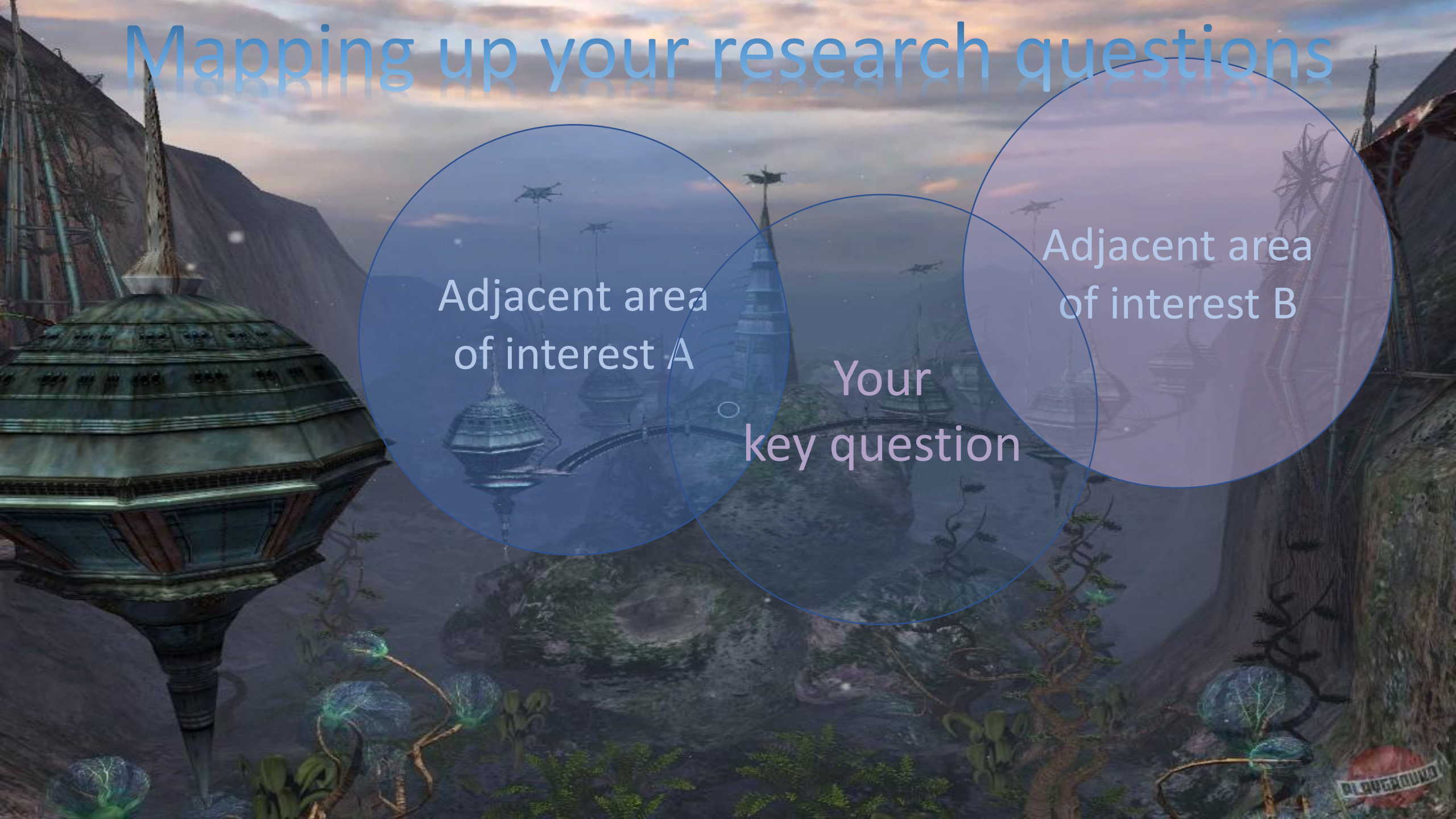
Your
key question

Mapping up your research questions

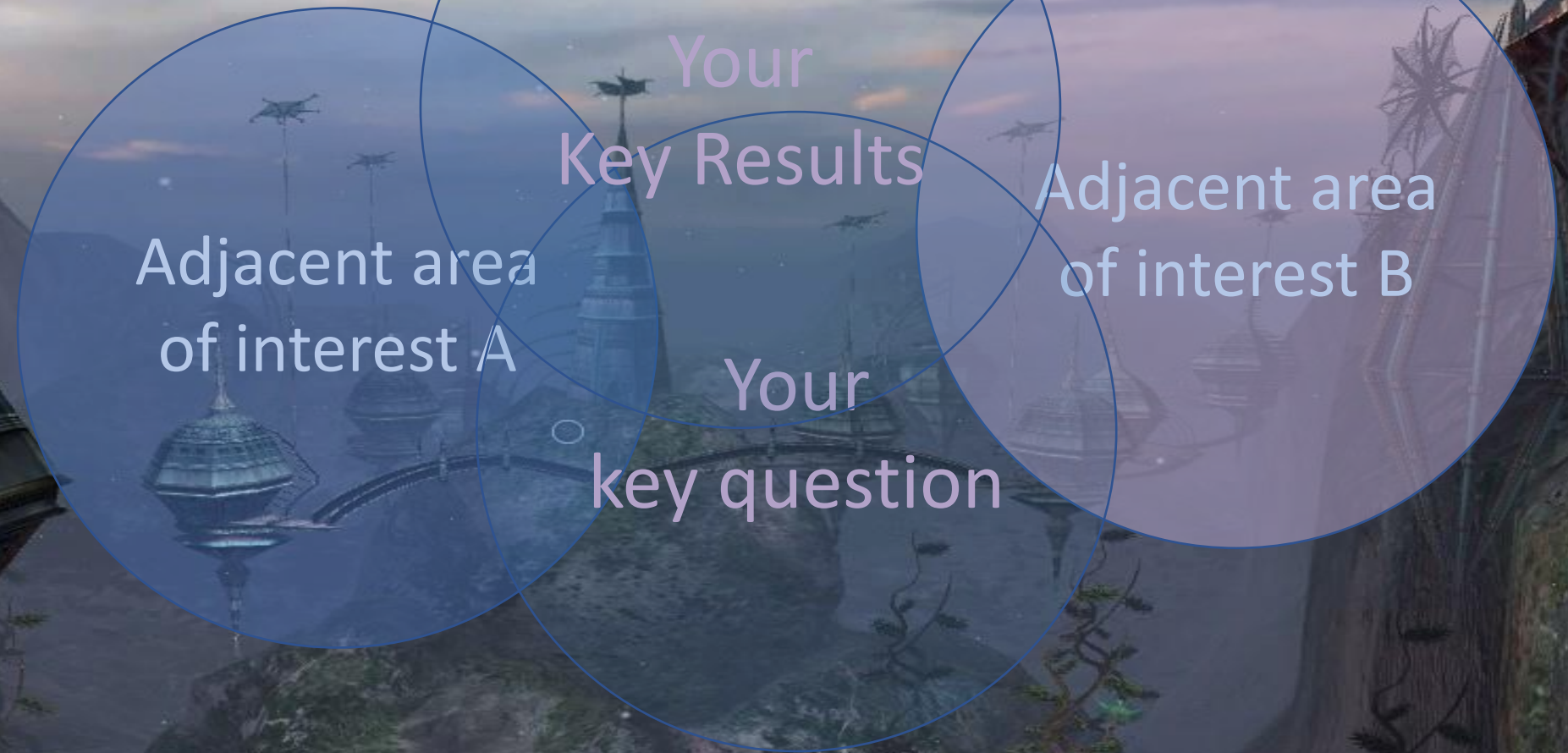
Adjacent area
of interest A

Your
key question

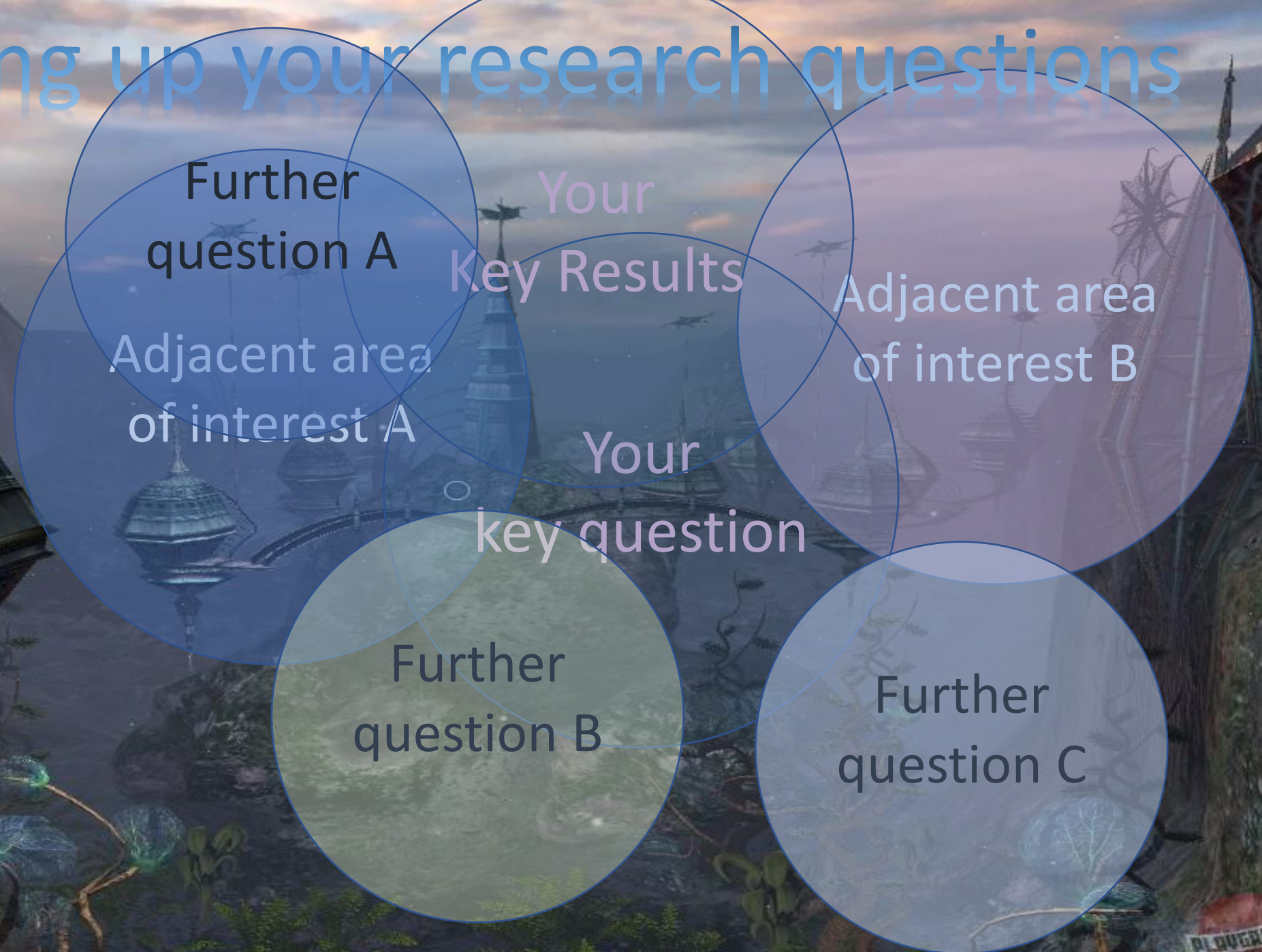
Adjacent area
of interest B



Mapping up your research questions



Mapping up your research questions



Home assignment Unit 01

UNIT ONE. Try and answer / discuss the questions.

- 1.What is Scientific Knowledge? What features seem specific for it?
- 2.What is a scientific method? Why do we need it?
- 3.What features should scientific results have to fit a notion of a method-based study?
- 4.What is methodology? What meaning does English word 'methodology' have?
- 5.What levels of methodological thought can you name?
- 6.Are all possible methodological approaches just the same?
- 7.What is a scientific approach? Is it just a system of belief? Is it a sort of a model?
- 8.What is Meta-Language? Why do we need it?
- 9.Are all methods equivalent in Research?
- 10.What are key stages of scientific research?
- 11.What is the difference between theory analytical review and empirical research?
- 12.What is the difference between qualitative and quantitative methods in English Research tradition?
- 13.Can you name various qualitative and quantitative methods in English Research tradition?
- 14.What role should an observer play in the research? Should one stay visible or invisible? Can observer influence research results?
- 15.Can you tell the difference between educational scientific research methods and general research methods?

DO NOT FORGET TO DO THE EXERCISES AT

[Welcome to Research in English SP - Сайт Andrey Bogatyrev \(jimdofree.com\)](#)

DO NOT FORGET TO DO THE EXERCISES

EXERCISES:

[Оценка качества рукописи Ex](#)

[Scientific Research Definitions Ex 1](#)

[Scientific Research Definitions Ex 2](#)

[The HYPOTHESIS Ex 1](#)

[The HYPOTHESIS Ex 2](#)

[Types of Scientific Research Methods Ex](#)

[Distribute the characteristics of Qualitative Research 01m. Ex](#)

[English Academic Report Structure M. \(learningapps.org\) Ex](#)

[A 21st century education M. Ex](#)

[Why Do We Need a New Model for Education in the 21st Century? M. Ex](#)

[СОВРЕМЕННЫЕ ТЕХНОЛОГИИ EX](#)

[Research Project Statement 01. EX](#)

[Five key questions for your introduction. EX](#)

[IMRAD Scientific Research Article structure EX](#)

[Scientific research manuscript structure EX](#)

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

What is Technology?

"I've searched on the internet and I've read a lot of information about the topic, including articles about how technology has been a blessing for us. These advances made our daily lives easier with decreased hard labor and increased mechanize labor. Technology has made modern life considerably free from stress or more comfortable than the life that was in the past long years.

The word "technology" is really extensive or board that it could covers all. It helps us in so many ways, as well as being a teacher.

Technology helps us to be more effective in teaching students and to do PowerPoint presentations in the lectures even in our meetings. It enables us to perform better that we could ever imagine, do things quickly and efficiently, which totally saves our time and money.

It's not only for educational reasons but also for building up communications, business, and to make our society better."

METHODS
AND
TECHNOLOGY



SCIENTIFIC
RESEARCH
DEFINITIONS
01m.



The Task:

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

1	1. It is ... because it does not allow prior determination of categories to be used in analysis.
2	2. It is ... because particular aspects are studied in their context rather than being abstracted from it and studied in isolation.
3	3. It is ... because the place of the researcher in the research process needs to be considered.
4	4. It is ... rather than based on the analysis in terms of researcher-imposed categories,
5	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 proportions 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?

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. I focused on
3. I studied ... at/in ...
4. My investigation is dedicated to
5. My major was ...
6. What I want to know is ...

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).

(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

Тестовое задание 8. Распределите высказывания докладчика, адресованные аудитории слушателей, по структурным блокам доклада (время на выполнение –2 мин.).

1. First, dogs cannot communicate exactly what they have detected.
2. For example, we use trained sniffer dogs to locate people, trapped in buildings, chemical leaks or illegal drugs.
3. Hello. My name is Eriko Oshima
4. My research focuses on developing odour-sensing robots.
5. This is useful because humans have a poor sense of smell.

Тестовое задание 8. Распределите высказывания докладчика, адресованные аудитории слушателей, по структурным блокам доклада (время на выполнение –2 мин.).

- (a) A few words about the presenter
- (b) Introducing a topic
- (c) Explication of importance of the issue
- (d) Giving examples
- (e) Giving arguments.

Тестовое задание 8. Распределите высказывания докладчика, адресованные аудитории слушателей, по структурным блокам доклада (время на выполнение –2 мин.).

(a) A few words about the presenter	
(b) Introducing a topic	
(c) Explication of importance of the issue	
(d) Giving examples	
(e) Giving arguments.	

Тестовое задание 15 Установите верную последовательность рассказа о проведении научного эксперимента:

- A. Briefly describe the experimental process.
- B. Describe what actually happened.
- C. Explain what you did as a follow-up to the experiment.
- D. Explain what you learned from the experiment.
- E. Explain what you predicted would happen.
- F. Explain why you decided to make an experiment.
- G. Say what or who was involved in your experiment.
- H. State the tasks of the experiment.

Тестовое задание 15 Установите верную последовательность
рассказа о проведении научного эксперимента:

1	2	3	4	5	6	7	8

Тестовое задание 16 Установите верную последовательность рассказа о вашем научном проекте.:

- ☐ Background: Introduce the research topic. Place the project in academic or professional context by referring to the major works by others on the subject.
- ☐ Evaluation and Dissemination: Describe plans for assessment and distribution
- ☐ Methodology: Describe the project. Explain the approach, methods and plan you
- ☐ Objectives: Clearly define the aims of the project.
- ☐ Significance: Explain the importance of the project for the field, your home

Тестовое задание 16 Установите верную последовательность рассказа о вашем научном проекте.

1	2	3	4	5

QUESTIONS FOR CREDIT

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

A close-up photograph of pink cherry blossoms in full bloom, set against a clear blue sky. The flowers are delicate with five petals each, and their centers are a vibrant yellow. The background is a soft-focus blur of more blossoms, creating a dreamy, ethereal atmosphere. The lighting is bright and natural, suggesting a sunny day.

Have a nice day!

Yours sincerely