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**Дидактическое
сопровождение
элективного курса
ИТОГОВЫЙ ПРОЕКТ**

(для учащихся 10 классов филологического
профиля)

Учебное пособие

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Дидактическое сопровождение элективного курса «Итоговый проект» (для учащихся 10 классов гуманитарного профиля): Учеб. пособие / Амелина С.Ю.; МБОУ Гимназия №44; Курск, 2019. – 216 с.

Данное дидактическое сопровождение предназначено для элективного курса «Итоговый проект», который призван обеспечить оптимальные условия для выполнения итогового проекта учащимися 10 классов. Целью пособия является передача основных теоретико-методологических и технологических положений, лежащих в основе процесса индивидуальной исследовательской деятельности старшеклассников.

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Представленный в пособии дидактический материал призван помочь в организации взаимодействия учащихся и руководителя курса в рамках занятий и/или самостоятельной работы. Материал отличается тщательно подобранным содержанием, отражает ключевые положения различных областей языкознания, а также содержит необходимые задания различных этапов работы с информацией, что направлено на развитие УУД всех групп и достижение высоких образовательных результатов.

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INTRODUCTION



What is a project? What is research?

Well, the word “project” was derived from a Latin word that meant “thrown ahead”. Can you explain why? Mind that in Russian “проектирование” is the same as designing something new, creating a plan or a model of something beforehand.

Task 1. Read the information about research and give a brief summary of it.

Research is defined in the following ways:

- a careful, systematic study in the field of knowledge that is undertaken to discover or establish facts or principles (Webster, 1984).
- a systematic process of collecting and analyzing data to find an answer to a question or a solution to a problem, to validate or test an existing theory (David, 2000).
- a systematic inquiry that uses disciplined methods to answer questions or solve problems.

Its ultimate goal is to develop, refine, and expand a body of knowledge. It helps us answer questions, solve problems and make decisions. It enables us to see and understand how and why a situation or a problem exists. It helps us discover new things and ideas.

Functions of research:

- It allows us to validate existing theories or generate new ones.
- It helps us identify and understand the causes and effects of a situation or a phenomenon.

Research as a scientific process determines/ describes an existing situation (situation analysis), or people, objects, institutions, etc. It can compare two conditions or groups of population, find out the relationship between two or more factors, evaluate and/or compare effectiveness of an intervention, treatment or exposure, and predict the value of a certain characteristic.

The role of research in social development:

- analyzing existing social and economic problems or conditions;
- planning and designing a program/ project/ activity intended to address the problem;
- collecting data about target clients of a proposed intervention;
- collecting, analyzing and using relevant data to determine if, or to make sure that a project/ program is being implemented;
- close monitoring to check progress and quality of implementation.

<https://ru.scribd.com/doc/36520012/Research-Its-Nature-Types-and-Role-in-Development>

Task 2. Comment on the table below.

Project VS Research

Project	Research
The process of designing and creating a certain object or condition	Doesn't imply the creation of an object planned beforehand
The solution for a practical problem	The creation of an intellectual product
The preparation of a certain variant how to change some elements in the surroundings	The process of searching for the unknown, the seek for some new knowledge

Task 3. Say if the following examples are those of projects or research. Give your own examples.

- analysis of financial and business performance of a company
- assessing the services of money changers in a country
- creating a new management system for a factory
- designing a new uniform for employees
- collecting information about national governments

Task 4. What are the functions of project work? What is its role in development? You can use the information from Tasks 2 and 3. What elements are the same and what elements are different?

Task 5. Compare scientific and educational research. Comment on the table. Can you say that scientific research has some traits of the educational one? Why (not)?

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Scientific research	Educational research
The process of searching for the unknown, the seek for some new knowledge	Has the same ways of searching, but the knowledge discovered is not new for the humanity
Broadens the horizons of science	Teaches the ways to get new facts and skills
Promotes global progress	Promotes personal development

Task 6. Give your own examples of project and research papers in education. Think of making vocabularies, comparing cultures, analyzing current and historical affairs etc.

PART 1. KEY FEATURES OF INDIVIDUAL RESEARCH

1.1. ARTS AND SCIENCE. THE FIELD OF RESEARCH AND CURRENT TRENDS



The *humanities* are studies about human culture, such as literature, philosophy, and history. Studying the *humanities* gives you general knowledge, but not a practical trade. These studies are intended to provide general knowledge and intellectual skills (rather than occupational or professional skills).

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Do you agree with this commentary? Are humanities branches of science? Why (not)?

<https://www.vocabulary.com/dictionary/humanities>

Task 1. Read the information about humanities and say if your opinion has changed.

Humanities are academic disciplines that study aspects of human society and culture. In the Renaissance, the term contrasted with divinity as it had to do with humans, not with gods and religion. Today, the humanities are more frequently contrasted with natural, and sometimes social, sciences as well as professional training.

The humanities use methods that are based on observation, speculation and analysis. They have a significant historical element and differ from the experimental and practical approaches of the natural sciences. The humanities include

ancient and modern languages, literature, philosophy, history, human geography, law, politics, religion, and art.

Scholars in the humanities are "humanity scholars" or *humanists*. The term "humanist" also describes the philosophical position of humanism, which some "antihumanist" scholars in the humanities reject. The Renaissance scholars and artists were also called humanists. Some secondary schools offer humanities classes usually consisting of literature, global studies and art.

Human disciplines like history and cultural anthropology study subject matters that the manipulative experimental method does not apply to—and instead mainly use the comparative method and comparative research.

<https://en.wikipedia.org/wiki/Humanities>

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Task 2. Read the information about natural science and say how you understand the names “soft” and “hard” science. Compare humanities and natural science. Fill in the table.

Natural science is a branch of science concerned with the description, prediction, and understanding of natural phenomena, based on empirical evidence from observation and experimentation. Repeatability of findings is used to try to ensure the validity of scientific advances.

Natural science can be divided into two main branches: life science (or biological science) and physical science. Physical science is subdivided into branches, including physics, chemistry, astronomy and earth science. These branches of natural science may be further divided into more specialized branches (also known as fields).

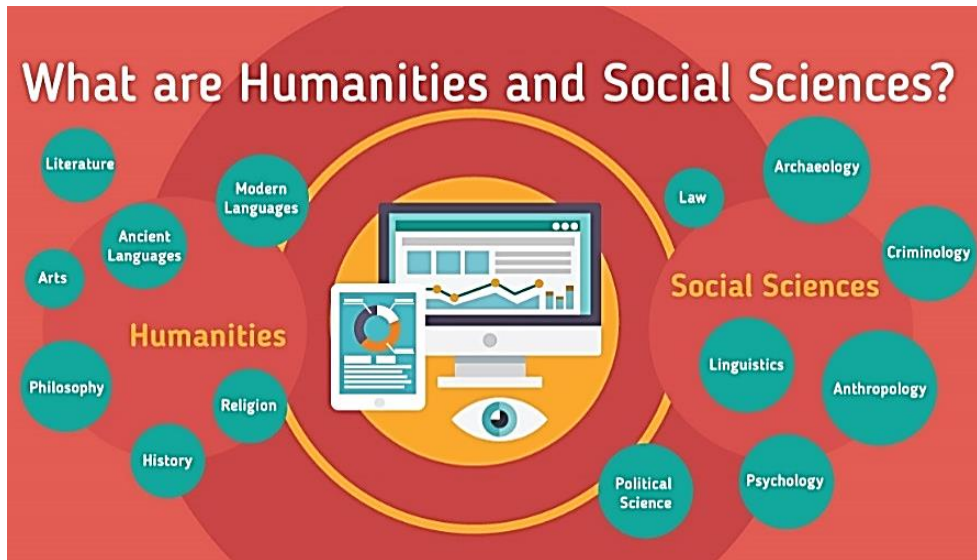
In Western society's analytic tradition, the empirical sciences and especially natural sciences use tools from formal sciences, such as mathematics and logic, converting information about nature into measurements which can be explained as clear statements of the "laws of nature". The social sciences also use such methods, but rely more on qualitative research, so that they are sometimes called "soft science", whereas natural sciences, insofar as they emphasize quantifiable data produced, tested, and confirmed through the scientific method, are sometimes called "hard science".

Modern natural science is usually traced to ancient Greece. Galileo, Descartes, Bacon, and Newton developed the approaches which were more mathematical and more experimental in a methodical way. Systematic data collection also promoted natural history, which emerged in the 16th century by describing and classifying plants, animals, minerals, and so on

https://en.wikipedia.org/wiki/Natural_science

	Humanities	Natural science
Origin		
Object		
Methods		
Fields		
Famous scientists		

Task 3. Look at the scheme and explain the difference between Humanities and Social Sciences.



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Task 4. Can you say that doing a course in this area is beneficial for a modern person? Why (not)? Study the infographics and express your view.

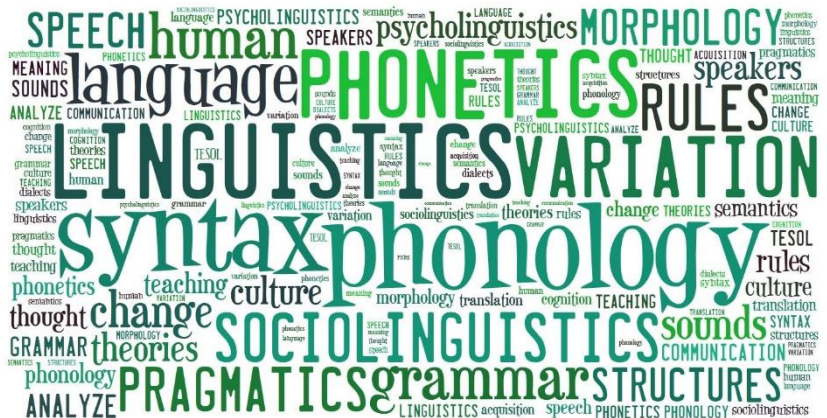


<https://www.easyuni.my/en/humanities-social-sciences/>

1.2. LANGUAGE SCIENCE. THE FIELD OF RESEARCH AND CURRENT TRENDS



What does linguistics study? What language sciences do you know? How do they differ? What ideas about this field of science can you get from the word cloud?



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<https://oben.me/linguistics1/>

Task 1. Read the extract and say why linguistics has a wide variety of aspects to study.

Each human language is a complex of knowledge and abilities enabling speakers of the language to communicate with each other, to express ideas, hypotheses, emotions, desires, and all the other things that need expressing. Linguistics is the study of these knowledge systems in all their aspects: how is such a knowledge system structured, how is it acquired, how is it used in the production and comprehension of messages, how does it

change over time? Linguists consequently are concerned with a number of particular questions about the nature of language. What properties do all human languages have in common? How do languages differ, and to what extent are the differences systematic, i.e. can we find patterns in the differences? How do children acquire such complete knowledge of a language in such a short time? What are the ways in which languages can change over time, and are there limitations to how languages change? What is the nature of the cognitive processes that come into play when we produce and understand language?

<https://linguistics.ucsc.edu/about/what-is-linguistics.html>

Task 2. Some parts of linguistics are concerned with the structure of the language. Match them with their definitions.

Phonetics	the study of the formation of sentences
Morphology	the study of meaning
Syntax	the study of speech sounds in their physical aspects
Semantics	the study of language use
Pragmatics	the study of the formation of words

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Task 3. Linguistics has strong links with other sciences. Guess what these interdisciplinary branches study:

- Historical Linguistics
- Sociolinguistics
- Psycholinguistics
- Ethnolinguistics (or Anthropological Linguistics)
- Dialectology
- Computational Linguistics
- Neurolinguistics

Task 4. Explain how linguists use their knowledge in the following spheres: language pedagogy, speech pathology, speech synthesis, natural language interfaces, search engines, machine translation, forensics, naming, editing and publishing. Perhaps the most widely appreciated application was contributed by UCSC Linguistics alumnus Marc Okrand, who invented the Klingon language for Star Trek.

Task 5. The text in Task 1 features a lot of questions of linguistic research. Try to answer them using your own suppositions.

1.3. TOPIC AND RELEVANCE OF RESEARCH PAPER

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You have already created several research papers. How did you get your topic? Who helped you with the choice and with the precise wording? Share your previous topics in class.

Task 1. Look through the first paragraph of the text and say why the topic itself is not always the key element for school research.

Tips for Finding Great Research Paper Topics for Middle School

If you get stuck on the stage of choosing the topic of your research paper, we can completely understand you. It is the case when too vivid or too tired imagination can both work against you. The good news are that in the middle school the teachers are usually less strict when it comes to topic choice than in college. But this is also the bad news: if you weren't given a list

of topics, you are facing, actually, the unlimited choice. Mostly, the research paper in middle school exist to teach you to do the research itself. So, the topic isn't crucial until you are ready to gather and analyze data and make your own conclusion.

To get your first ideas you may try the brainstorm technique: just get a sheet of paper and a pen and write down anything that comes to mind. Don't worry if mostly it will be something that won't make a good research paper topic. Try to add some words to it: for example turn 'candies' into 'the production of candies', 'the importance of candies in our culture' or 'the influence of candies on our body'. You may come up with something worthy or at least you will definitely have fun.

If this doesn't work, you may try to remember all the topics you learned on the course you need the paper for. Do you have the favourite one? Try to google its name. You will see lots of the articles and other researches that may give you the direction and also serve as data for your paper. You are choosing the topic and searching for sources at the same time, isn't it cool?

You may also read through our kit of sample topics, feel free to change them in any way you want. Just keep in mind: these topics are only the directions for you to choose.

1. Is going vegan good for your health?
2. The history of music and its meaning in modern life
3. What are the possible consequences of drugs legalization?
4. Schools, learning and social networks
5. The history of cryptography
6. The nature of sports. Why competition is so important for humanity?
7. How a person's behaviour changes in the crowd?
8. How much can we play computer games not to get addicted?
9. The types and forms of poetry, how does poetry evolve?
10. Internet safety: what to do if you are threatened or blackmailed?

11. The endangered cultures: is it important to preserve them in the age of globalization?
12. Shall some media be banned from TV or is censorship always bad?
13. Human morality. Is it a national trait?

<https://www.aresearchguide.com/30-middle-school-research-paper-topics.html>

Task 2. Answer the questions.

1. What ways to find a topic does the article suggest? Do you find them useful? Why (not)?
2. What is the second paragraph of the article mostly about? Can you analyze the language in the suggested topics? What would you change there?
3. Some of the suggested topics are too special; others are broad enough for a research. Which of them are appropriate?
4. What topic would you choose if you had this set of ideas? How would you change the initial idea?

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Task 3. The topic of a true research must be closely connected with a real scientific, practical or social problem that currently exists and has no ready solution. When the researcher finds the solution, he finds out something new for the whole humanity. Read the extract and say how a research problem is defined.

Defining the Research Problem

Your research should explain the existence and seriousness of the problem. It shows evidences that prove the problem really exists, that is serious, and/ or widespread. Things to remember when defining a research problem: 1. First, review relevant literature and previous studies on the problem. 2. Examine current available data/ statistics. 3. Seek educated opinions from persons concerned with the problem. 4. Determine the probable reasons for the existence of the problem from social, economic

or scientific theories that may explain the existence of a problem and the possible connection between the problem and other factors. A good research problem must be relevant, clearly formulated, realizable and ethical.

<https://ru.scribd.com/doc/36520012/Research-Its-Nature-Types-and-Role-in-Development>

Task 4. The extract mentions such a trait as relevance. This is vital for your research: what you do must be connected with modern trends and current affairs. Comment on the relevance of the topics from Task 1. What topics are the most relevant nowadays?



Task 5. Formulate the topic of your research. Mind the language, prove the relevance. Be ready to present the result of your work in class.

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1.4. OBJECT AND SUBJECT, AIM AND OBJECTIVES



We have already mentioned the topic, the problem and the relevance of the research. What other notions are usually mentioned in the introduction? What do you remember about these notions?

Task 1. Read the text about the object and subject of research. For each paragraph 1-9 find the suitable heading from A-J. There is one extra heading.

- A. An object
- B. An illustrative example
- C. Introduction elements

- D. Teacher's assistance
- E. The choice of categories in economics
- F. General definition
- G. A subject
- H. A few more examples
- I. Correlation of categories
- J. Mistakes

1. When writing a course paper, a thesis or another scientific work, a student necessarily writes an introduction. In its development, the author should describe in detail such mandatory elements of the structure, as the relevance of the presented topic, goals and objectives, as well as the object and the subject of research. Let us understand what the object and subject of research, examples and definition of these elements of any scientific work are.

2. Dictionaries give a clear definition of research object and subject. The object of the study is the phenomenon, or the process that generates the problems raised in a particular work. This is the part of scientific knowledge that the author needs to work with. The subject of the scientific work is the specifically taken component of the selected object of study. This is a specific issue that is touched upon when addressing the issues raised. This is a narrower meaning. Most often in the formulation of the theme of the work, the subject of study participates in its formulation.

3. How do the specific and general categories relate to each other? In the object, researchers identify the part that will later become the subject of research. This is the point of view from which the problems of the presented topic will be considered. For example, if the object is the project management, then its subject may be the key points leading to the success of the presented enterprise.

4. An object usually means some part of the immaterial or material world that surrounds us. This reality exists regardless of what we know about it. The objects of research are social

groups, physical bodies or certain processes. This is all that can contain contradictions in itself, giving rise to a certain problematics. The cognitive activity of the researcher is aimed at this object.

5. To add to the idea of an object, a certain approach is chosen, an aspect within which the author will act. To get some new knowledge, it is necessary to highlight a key moment in the field of activity in which the research takes place. The problem touched upon in a specific topic should be transformed into a specific formulation of the subject. The subject of the scientific work exists only in the author's mind. It depends entirely on the knowledge of the researcher.

6. Even after reading the definitions, students may have a question: how to determine the object and subject of research. Examples can promote awareness of the presented categories. Let's say a researcher is a student. He studies, walks, lives in a hostel, eats every day in the dining room. This is a figurative model of his life today. All that is happening now with the student is the object of study. The subject can be the student's transport, his meals in the cafe or lectures. This is one part of his life.

7. Let's transfer the presented example to economics. For example, the student received the topic "National management of foreign exchange resources". The object of the presented topic is, for example, financial relations in the state. This is something massive. Any part of the found object can be the subject of research. For example, it could be the role of the Central Bank in financial relations between entities.

8. You can choose the object and the subject of research for any topic. For "Family and marriage" the object of research may be the rights and duties of family members. The subject of the study is the rights and duties of children. If, for example, the topic is "Features and principles of e-mail", then the object will be e-mail, and the subject - the basic principles of its operation.

9. When designating an object of research, typical errors are category mismatch, as well as too narrow boundaries. This does

not allow a full study. Sometimes the object goes beyond its boundaries. It is also a mistake to define too wide a study.

<https://trendxmexico.com/obrazovanie/87181-obekt-i-predmet-issledovaniya-primery-i-opredelenie-ponyatiy.html>

Task 2. Do you remember the topics from the text in Lesson 1.3? State the object and the subject of these research papers.

Task 3. Read the first part of text and say how the notions of “research question”, “research aim” and “research objectives” correlate.

Research question is the central question of the study that has to be answered on the basis of research findings.

Achievement of **research aim** provides answer to the research question. **Research objectives** divide research aim into several parts and address each part separately. Moreover, research aim specifies WHAT needs to be studied and research objectives comprise a number of steps that address HOW research aim will be achieved.

As a rule of thumb, there would be one research aim and several research objectives to facilitate the achievement of this aim.

The following is an example:

Research title: *Effects of organizational culture on business profitability: a case study of Virgin Atlantic*

Research aim: *To assess the effects of Virgin Atlantic organizational culture on business profitability*

Following research objectives would facilitate the achievement of this aim:

1. Analyzing the nature of organizational culture at Virgin Atlantic
2. Identifying factors impacting Virgin Atlantic organizational culture

3. Analyzing impacts of Virgin Atlantic organizational culture on employee performances
4. Providing recommendations to Virgin Atlantic strategic management to increase the level of effectiveness of organizational culture

Moreover, research objectives need to be formulated according to SMART objectives, where the abbreviation stands for specific, measurable, achievable, realistic, and timely.

Ineffective research objectives	SMART research objectives
Study employee motivation of Coca-Cola	To study the impacts of management practices on the levels of employee motivation at Coca-Cola US by December 5, 2018
Analyze consumer behaviour in catering industry	Analyzing changes in consumer behaviour in catering industry in the 21 st century in the UK by March 1, 2019
Analyze the impact of social media marketing on business	Assessing impacts of integration of social media into marketing strategy on the level of brand awareness by March 30, 2017

<https://research-methodology.net/research-methodology/research-aims-and-objectives/>

Task 4. Study the second part of the text and explain why the objectives in the first column are ineffective.



Task 5. Formulate the object, the subject, the question, the aim and the objectives of your research. Be ready to present the result in class.

1.5. RESEARCH METHODOLOGY



Probably you know the names of some scientific methods, but do you know their real meaning? What is analysis, synthesis, observation, experiment or interviewing? Express your suppositions.

Task 1. First of all, you should understand that there are large groups of methods. Match the groups and the ground for their division.

Data collection/Data analysis methods	Type of measurement (numeric or descriptive)
Quantitative/Qualitative methods	Type of research purpose (global or more practical)
Applied/fundamental methods	Type of objective (collecting or analyzing information)
General/specific methods	Type of research field (global or narrow)

Task 2. The first methods were philosophical ones. They were more like logical operations than scientific methods, but without them, you cannot create a logical research even today. Study the text and say how to use these methods in research.

The general logical methods and techniques include analysis, synthesis, abstraction, idealization, generalization, induction, deduction, analogy and modeling.

Analysis is a division of the object into its components for the purpose of its separate study. A kind of analysis is the division of a class (set) of objects into the subclasses, i.e. the **classification** and **periodization**.

Synthesis is a union of various parts of the object together. It can be real or mental. Analysis objective is to select the main parts of the object. Synthesis objective is to recreate the appearance and development of the object.

Abstraction is a process of ignoring a number of properties and relations in the phenomenon which are not interesting to researchers.

Idealization is an imaginary procedure that creates abstract (idealized) objects. They are unrealistic as they are too ideal for real life. It is easier to study the object without thinking about different side qualities and characteristics that exist in the real world. After some idea has been developed in theory, the researchers return to complex real-life objects and continue their work.

Generalization is a process when an object is getting the general properties and characteristics. It is closely related to abstraction.

Induction is a logical method that integrates the results of observation and experiment. It is the movement of thought from the individual properties to the general ones thus making a theory.

Deduction is making specific conclusions out of some general theories. You may say that it is the process opposite to induction. The essence of the deduction is to use common scientific research rules for the investigation of specific events thus proving the theory.

Analogy is establishing some similarities in the properties of unidentical objects. The analogy gives not the reliable but the probabilistic knowledge.

Modeling is a method of researching objects using their models.

Model is an analog of a particular fragment of reality. Models can be material or mathematical (with formulas, algorithms, etc.)

<https://lektsii.org/15-75583.html>

Task 3. Say what methods you use if you:

- study parts of the word (suffixes, roots, endings etc)
- create an ideal version of something
- divide the words into different groups
- divide the words into different historical periods
- use some theory in practical cases
- decide that another object may have the same properties as the previous one
- make a conclusion out of several separate practical studies

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Task 4. There are four basic methods used in all fields of research: experimental method, survey method (collecting information from real life objects), historical method (studying the development of an object) and content analysis (studying the quality of information from some source). In which of them:

- a certain phenomena is put into special controlled condition;
- the researcher finds out a specific characteristics of a group;
- the same conditions are recreated several times to check if the results will be the same;
- the description is based on the information about some past aspects of the group, organization or institution;
- the quality of literature is stated:
- most of the data are collected from records, documents, written materials, accounts, etc.
- the authenticity of documents is sometimes determined

<https://ru.scribd.com/doc/36520012/Research-Its-Nature-Types-and-Role-in-Development>

Task 5. When you begin your “field research”, you cannot do without data collection and analysis. Read the information and explain the difference between primary and secondary data.

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem. Data collection methods can be divided into two categories: secondary methods of data collection and primary methods of data collection.

Secondary data is a type of data that has already been published in books, newspapers, magazines, journals, online portals etc.

Primary data collection can be quantitative and qualitative.

Quantitative data collection methods are based on mathematical calculations in various formats. For example, you can count the marks, the points in some test, the number of people etc. **Qualitative** research methods, on the contrary, do not involve numbers or mathematical calculations. Qualitative research is closely associated with words, feeling, emotions etc. Qualitative data collection methods include interviews, questionnaires with open-ended questions, focus groups, observation, game or role-playing, case studies etc.

<https://research-methodology.net/research-methods/data-collection/>



Task 6. Think of the methods that you will use in your research to solve the research question and fulfill the objectives. What methods are suitable for work with primary and secondary data? Explain your choice.

1.6. RESEARCH STYLE AND STRUCTURE



How do you see the logics of the research? What steps does every scientist go through in his work? How is this process later reflected in the research paper? What structure does such a paper usually have? What style is recommended? Why?

Task 1. Read the text and check your suppositions about research structuring.

Research structure is basically an outline of the work and you are expected to provide the research structure towards the end of the introduction chapter in your thesis.

Chapter One includes a brief explanation of the research background, gives a literature review, contains the definitions of the main terms and explains search strategy for the secondary data. Here you can single out several paragraphs to study different elements of the research subject.

Chapter Two explains the research process, the choice and implementation of data collection methods. Presentation of primary data findings can be shown in tables, bar charts and pie charts. The analysis of this data shows the effectiveness of the whole research.

Conclusion summarizes the level of achievement of research aim and objectives. It admits the limitations of the study and highlights scope for future studies in the same research area.

Your paper has also to contain the title page, the table of contents and the introduction at the beginning. Furthermore, you need to add references and appendices sections at the end of your paper.

<https://research-methodology.net/research-methodology/research-structure/>

Task 2. To show how well-planned your future research is, you may need to write a research proposal. It is a kind of plan for your scientific search. Study the information below and say if it adds any new elements to the research structure above.

Research Proposal

INTRODUCTION

Chapter 1: THEORETICAL BACKGROUND

- Review of Related Literature
- Theoretical Framework
- Statement of the Problem

Chapter 2: RESEARCH METHODOLOGY

- Research Design
- Setting
- Respondents
- Data Collection
- Research Procedure
- Data Presentation and Analysis

CONCLUSION

- All results presented

Bibliography

Appendix

<https://ru.scribd.com/doc/36520012/Research-Its-Nature-Types-and-Role-in-Development>

Task 3. What research outline can you work out for the following topics? Work in groups and present the result of your planning.

- Cultural Aspects of Newspaper Translation

- Jokes as a Reflection of National Mentality
- Poems as a Way to Enlarge a Foreign Language Vocabulary
- Linguistic Traits of Online Chatting

Task 4. Mind that even your research proposal should reflect your electronic culture. Study the following tips and say if any of this information is new for you.

Electronic artwork

When you type and later print your research paper, you should mind the following rules of electronic artwork.

1. Make sure you use **uniform lettering and sizing** of your original artwork. The preferred font is Times New Roman 14, one-and-a-half spacing, width alignment. For the names of chapters and their parts you can use bold letters of Font 16. When you want to highlight some words, you are free to use **bold letters**, *italics*, underlining. However, mind that **two ways** of highlighting at once are too much. This is considered a sign of bad academic taste.

2. Number the **illustrations** according to their sequence in the text. Put the reference – “see Pic.1.” – in the text. Then put the caption – “Pic. 1. The Name of the Picture” – under the picture. Ensure that each illustration has a caption.

3. Please insert **tables** as editable text and not as images. Number tables in accordance with their appearance in the text and place any table notes below the table body. Be sparing in the use of tables and ensure that the data presented in them do not duplicate results described elsewhere in the article. Please avoid using vertical rules and shading in table cells.

4. Please ensure that every **reference** cited in the text is also present in the reference list (and vice versa). Unpublished results and personal communications are not recommended in the reference list, but may be mentioned in the text. For web references, as a minimum, the full URL should be given and the date when the reference was last accessed. Web references can

be listed separately (e.g., after the reference list) under a different heading if desired, or can be included into the reference list.

Data references should include the following elements: author name(s), the title of the book/article, the name of the journal/newspaper, its issue, the edition, the year and the total number of pages. For articles you should also write on what pages in the journal you can find them.

When you mention some source in the text, it is enough to put the year and the name of the author/paper: [Green 1980], [General Linguistics 1999]. Make sure that there are no [hyperlinks](#) left in your text.

5. Supplementary materials are the chance to show your creative text design. Here you can use different fonts, sizes and style. Please, mind that too many tricks will distract the reader and give an unpleasant feeling. So, be wise even in this freedom.

Task 5. What mistakes can you find in the following extracts?

I.

Июль был назван, как удивительно, не в честь бога или богини, а в честь всем известного Римского императора Гая Юлия Цезаря. Древнеримский государственный и политический деятель, полководец, писатель. До этого Июль назывался «Квинтилий», что означало «Пятый», а

пятым он был потому, что раньше год начинался не с января, а с марта.

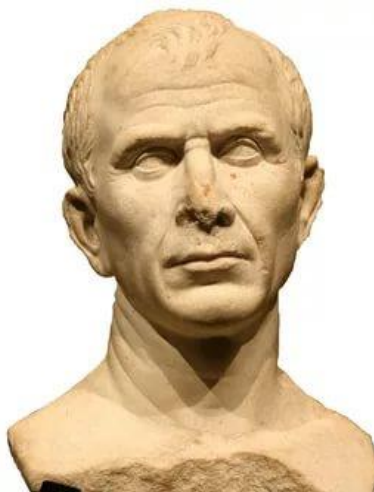


Рис. 6.

II.

Arthur was the first born son of King Uther Pendragon and heir to the throne. However these were very [troubled times](#) and Merlin, a wise magician, advised that the baby Arthur should be raised in a secret place and that none should know his true identity.

Notable Knights of the Round Table

Although different lists provide different lists and numbers of knights, some notable knights figure in most of the Arthurian legends. Notable among these is Sir Lancelot, who was among the earliest to join the knightly order of the King and defended him in many a battle.

Lancelot was noted for his bravery but fell in love with Queen Guinevere and proved fatal to King Arthur. Sir Gawain was another agreed-upon knight of the Round Table, an embodiment of ideal knighthood and chivalry in the Arthurian legends. He was considered a balance between bravery and wisdom.

III.

В настоящее время английский язык является одним из самых устно и письменно используемых языков в мире. Он относится к германской языковой группе и используется на шести континентах.

IV.

1. Иванова М.А. Психологические аспекты адаптации иностранных студентов в высшей школе. – СПб.: Нестор. – 148 с.

V.

Type	Examples
Mammal	Monkey, dog, cat



Task 6. Type your research proposal. Mind the stages of your research and the electronic artwork.

1.7. LITERATURE REVIEW AND RESEARCH BACKGROUND



The word “background” has several meanings. It can mean things situated behind or events happening alongside with the main activity. A person’s background is what formed him/her – family, country, culture, nationality. An event’s background is history that caused it. What is research background then?

Task 1. Read the information below and check your suppositions.

Research background is a brief outline of the most important studies that have been conducted so far presented in a chronological order. Research background should also include a brief discussion of major theories and models related to the research problem. When writing research background, you also need to demonstrate how your research relates to what has been done so far in this research area.

Research background is written after the literature review. Once the research area is selected, the literature review is commenced in order to identify gaps in the research area, and the research aims and objectives need to be closely associated with the elimination of this gap in the literature.

<https://research-methodology.net/research-methodology/research-process/writing-research-background/>

Task 2. Read the introduction of the text and explain the first two sentences. Comment on these ideas. Then put the paragraphs A-E into the right logical order.

The ability to find, evaluate, and incorporate information skillfully is called “information literacy” and it is the

cornerstone of academic study. Online search engines have reinforced some bad habits in students and in a lot of ways have made students think that research is easy and simple. Here, then, are some steps of the real research process.

A. Integrating Your Research

After finding and evaluating a wide variety of research materials, it is time to place them in your paper. You should have a good idea of where various sources will fit in the paper. So, divide your future paper into several logical parts, create separate files for each part and begin to compile your sources according to your logic.

B. Storing after the hunt

As you have success finding information, you will amass a large amount of material. To fight against overwhelm, it will be a good idea to copy and paste into one file only those articles that seem likely to help you. You will evaluate the sources in more detail later.

C. Brainstorming and Exploring

It's important to think of research as a long and satisfying hunt rather than as a quick stop at the local butcher's. Let's say you are writing a paper on the Jamestown Colony, one of the first American settlements. It may seem that finding a computer and typing "Jamestown Colony" into a search box in a library database or an online search engine is all you need to do. But let's take a closer look and make a list of possible keywords. A database might have an article about the Jamestown Colony in which that phrase is never used. It may be called the "Jamestown Settlement" instead. As you search further, you will find more and more terms.

D. Reading and Evaluating

Thoroughly reading your sources is important, first of all, to give you a solid understanding of the topic you are writing on. But reading is also important as a way of making sure the material you've found is not only appropriate, but of high quality. Here are some ways to evaluate the quality of your sources.

First, look at the credentials of the author. First-time authors should be treated a bit carefully. You must also look at where the article is published and for what purpose. A scientific or educational piece will have quotes and numbers selected carefully to make the author’s point. Sponsored or entertainment pieces can have groundless points far from real science. Finally, evaluate the overall accuracy and logic of the material from your own common sense.

E. Hitting the Library

First, let me say that today students try to pull off the amazing feat of researching for a paper without ever entering the library. Going to the library allows you to get the help of library staff who should be very knowledgeable and quite helpful in pointing out search strategies and identifying library services, as well as helping you think about approaching your topic.

<http://www.stepbystep.com/Research-Guide-for-College-Papers-128501/>

Task 3. When you have compiled your paragraphs, you edit them to avoid plagiarism. Therefore, you either use proper quotation or paraphrase the material and explain your own ideas referring to what you have read. Match some tips with the examples.

1. Avoid excessive quotation	Do not begin a quotation without first telling us who is saying it. The first time an author comes up, introduce her or him thoroughly. You may say, “In his essay, ‘Murmur: R.E.M.’s Magnum Opus’, rock journalist Galvin Carey explains that Murmur was....” If you follow up with the same author not much later in the paper, you may use a construction such as “Another mark of Murmur’s influence,” Carey continues, “is...”.
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2. Paraphrase	Instead of quoting an entire passage you may say, “Murmur was...a touchstone for literally thousands of aspiring young musicians,” who “aped the jangly guitar sound, cryptic lyrics and slurred vocals and invented something called College Rock.” Here, you are using ellipses (...) to show a break in a continuous quotation, and then breaking the quotation, inserting your own word, “who” and moving to a new part of the quotation.
3. Be sure to introduce quotations	When you use a full quotation, you need to mention the source and the page. For example, It has been noted that “time and the management of time is an important issue, and the supply of time management products – books, articles, CDs, workshops, etc. – reflects the huge demand for these products” (Walsh, 2007, p.3). When you paraphrase, you need to mention the author/edition and the year of issue – (Nolan, 2008).
4. Mind the rules of referencing	With the above example, you may paraphrase by saying “Murmur was a widely influential album, inspiring many young musicians to imitation.” Show you have thought about the material you have found and what it means, rather than just plug it into the paper.

<http://www.stepbystep.com/Research-Guide-for-College-Papers-128501/>, <https://research-methodology.net/research-methodology/referencing/>

Task 4. All your sources should be listed at the end of your research paper. This part is called References, or Bibliography. Read the information below and explain the difference. Mind that References List is usually more preferable for a student research paper.

It is very important to be able to distinguish between References and Bibliography. Under References you list resources that you referred to within the body of the work that also include quotations. Under Bibliography, on the other hand, you need to list resources that you have read during the research process in order to widen your knowledge about the research area, but specific pieces of information from these resources have not been used in your research in the direct manner. You do not need to refer to Bibliography within the body of the text.

<https://research-methodology.net/research-methodology/referencing/>



Task 5. Try your first information hunt on the topic of your research. Write a brief research background and prove your research relevance.

1.8. RESEARCH PRODUCTS AND SUPPLEMENTS



Typically conducting a research means discovering new knowledge while working at a project means creating a new product. Still, your research results may be presented not only in your theoretical paper, but also in a more creative form. Suggest some ideas or share your previous experience in this sphere.

Task 1. Study the types of research products and continue the lists.

Type of research work	Final product
Studying the usage of words	A dictionary, a glossary, a booklet...
Making text collections	A reader, a reference book, a multimedia presentation...

Generating your own text/product	A brochure, an advertisement, infographics...
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Task 2. Suggest a research product for the following studies:

- British and Russian Superstitions
- National Traits of Nutrition
- Background of Modern Musical Culture
- Main Traits of the Royal Family
- Analysis of Computer Translation
- Tenses in Russian and English
- Limericks as a Part of British Culture
- Cultural Traits of Russian Souvenirs
- British Cultural Spots for Teenagers

Task 3. Mind that your supplements are not a simple compilation of texts. You need to think about the single style, the level of materials and the electronic artwork. Say what texts will be useful for a reference book for Grade 5-6. How should the texts be transformed according to the aim of the project?

I.

Ben Nevis ([Scottish Gaelic](#): *Beinn Nibheis*, pronounced [\[peˈnɪvəʃ\]](#); English: [/benˈneɪvɪs/](#)) is the highest mountain in the [British Isles](#). Standing at 1,345 metres (4,411 ft)^[1] above sea level, it is at the western end of the [Grampian Mountains](#) in the [Lochaber](#) area of the [Scottish Highlands](#), close to the town of [Fort William](#).

The mountain is a popular destination, attracting an estimated 100,000 ascents a year,^[2] around three-quarters of which use the Pony Track from [Glen Nevis](#).^[3] The 700-metre (2,300 ft) cliffs of the north face are among the highest in Scotland, providing classic [scrambles](#) and [rock climbs](#) of all difficulties for climbers and [mountaineers](#). They are also the principal locations in Scotland for [ice climbing](#).

The summit, which is the collapsed dome of an ancient [volcano](#),^[4] features the ruins of an [observatory](#) which was continuously staffed between 1883 and 1904. The [meteorological](#) data collected during this period are still important for understanding Scottish mountain weather. [C. T. R. Wilson](#) was inspired to invent the [cloud chamber](#) after a period spent working at the observatory.

II.

Scotland's landscape is scattered with Munros and mist-shrouded hills...

But Ben Nevis is the king of them all. In the north west Highlands, near the town of Fort William and part of the Grampian Mountain range, the famous peak attracts 125k walkers a year. Whether you're an avid ambler or you just love beautiful landscapes, bagging 'the Ben' is likely to feature near the top of your Scottish bucket list. Read on for an overview of walking routes up the mountain, or visit [Walk Highlands](#) for detailed maps, difficulty levels and walking advice.

III.

The Lake District National Park is located in the English county of Cumbria in northern England, it was one of the first National Parks in the UK, designated back in 1951. The national parks covers the majority of the Lake District region that is well known for its natural scenic beauty, lakes including the famous Lake Windermere and landscapes. The area is known for its rolling hills and mountains and over the years has become a firm favourite for those that like the great outdoors with a number of hiking and great walking routes available.

The area includes a number valleys, lakes, towns and villages each with its own history and character providing visitors with plenty of interesting places to explore. The Lake District is the largest national park in England, it is home to Scafell Pike the highest mountain and the deepest lake, Wastwater. The areas special qualities include its wildlife, cultural heritage and impressive scenery.

The area is popular for sailing, boat trips, day trippers, canoeing, kayaking, walkers and cyclists with a number of routes to explore. Visitors can enjoy some of the finest natural scenery in the UK, tranquility and wildlife around the area.

IV.

Lake District National Park:

Year of Designation: 1951

Population: 40,800

Scheduled Ancient Monuments: over 200

Conservation Areas: 23

Size in square kilometres: 2,292

Main Settlements: Ambleside, Bowness, Coniston, Grasmere, Keswick & Windermere.

Located in: Cumbria.

Highest Point: Scafell Pike at 978 metres.

V.

Lake District National Park is located within the English county of Cumbria, in north west England. Local accommodation includes a mix of hotels, B & B's, Guest Houses, Self Catering houses and cottages.

Visitor attractions in the area include **Boat Trips**, visitors can see Lake Windermere, one of the best known and best loved attractions in the national park via boat. **The Lakes Aquarium** is located at Newby Bridge in the Lake District on the shores of Lake Windermere and features the UK's largest collection of freshwater fish. The attraction is a great place for a fun and educational day out for the whole family. **Guided Tours** are available from trained Blue Badge Guides with tours available in a range of languages that include French, Spanish, German and Japanese.

https://en.wikipedia.org/wiki/Ben_Nevis,
<https://www.visitscotland.com/blog/holiday-ideas/beautiful-photos-of-scotland/>,

Task 4. Adapt the text for Home Reading in Grade 7. You need to:

- **find the main parts, shorten and adapt the text;**
- **single out some vocabulary and make exercises with the new words;**
- **make up reading comprehension tasks;**
- **think of some creative work for pupils after reading.**

The Bad Beginning by Lemony Snicket

If you are interested in stories with happy endings, you would be better off reading some other book. In this book, not only is there no happy ending, there is no happy beginning and very few happy things in the middle. This is because not very many happy things happened in the lives of the three Baudelaire youngsters. Violet, Klaus, and Sunny Baudelaire were intelligent children, and they were charming and had pleasant facial features, but they were extremely unlucky, and most everything that happened to them was misfortune, misery, and despair. I'm sorry to tell you this, but that is how the story goes.

Their misfortune began one day at Briny Beach. The three Baudelaire children lived with their parents in an enormous mansion at the heart of a dirty and busy city, and occasionally their parents gave them permission to take a rickety trolley-the word "rickety," you probably know, here means "unsteady" or "likely to collapse" – alone to the seashore, where they would spend the day as a sort of holiday as long as they were home for dinner. This particular morning it was gray and cloudy, which didn't bother the Baudelaire youngsters one bit. When it was hot and sunny, Briny Beach was crowded with tourists and it was impossible to find a good place to lay one's blanket. On gray and cloudy days, the Baudelaires had the beach to themselves to do what they liked.

Violet Baudelaire, the eldest, liked to skip rocks. Like most fourteen-year-olds, she was right-handed, so the rocks skipped farther across the murky water when Violet used her right hand than when she used her left. As she skipped rocks, she was looking out at the horizon and thinking about an invention she wanted to build. Anyone who knew Violet well could tell she was thinking hard, because her long hair was tied up in a ribbon to keep it out of her eyes. Violet had a real knack for inventing and building strange devices. This morning she was thinking about how to construct a device that could retrieve a rock after you had skipped it into the ocean.

Klaus Baudelaire, the middle child, and the only boy, liked to examine creatures in tide-pools. Klaus was a little older than twelve and wore glasses, which made him look intelligent. He *was* intelligent. The Baudelaire parents had an enormous library in their mansion, a room filled with thousands of books on nearly every subject. Being only twelve, Klaus of course had not read all of the books in the Baudelaire library, but he had read a great many of them and had retained a lot of the information from his readings.

Sunny Baudelaire, the youngest, liked to bite things. She was an infant, and very small for her age, scarcely larger than a boot. What she lacked in size, however, she made up for with the size and sharpness of her four teeth. Except when she used the few actual words in her vocabulary, most people had trouble understanding what it was that Sunny was saying. For instance, this morning she was saying ``Gack!" over and over, which probably meant, ``Look at that mysterious figure emerging from the fog!"

``Look at that," Klaus said, and pointed toward the figure. It was about the size of an adult, except its head was tall, and rather square. ``What do you think it is?" Violet asked. ``I don't know," Klaus said, squinting at it, ``but it seems to be moving right toward us." ``It only seems scary," Klaus said, as if reading his sister's thoughts, ``because of all the mist." This was true. As the figure reached them, the children saw with relief

that it was not anybody frightening at all, but somebody they knew: Mr. Poe. Mr. Poe was a friend of Mr. and Mrs. Baudelaire's whom the children had met many times at dinner parties.

Mr. Poe took off his top hat, which had made his head look large and square in the fog, and stood for a moment, coughing loudly into a white handkerchief. Violet and Klaus moved forward to shake his hand and say how do you do. For a few seconds nobody said anything, and the children wondered what Mr. Poe was doing there at Briny Beach, when he should have been at the bank in the city, where he worked. He was not dressed for the beach.

``I'm afraid I have some very bad news for you children," Mr. Poe said. ``Your parents have perished in a terrible fire."

The children didn't say anything.

<https://lingualeo.com/ru/jungle/lemony-snicket-the-bad-beginning-281013#/page/1>



Task 5. Try to plan your research product and your supplements. Explain your choice. Describe both the contents and the design.

1.9. INTRODUCTION CHECKLIST



Congratulations! Your first stage of research is over. Now it is time to check that you have all the necessary elements and skills to finish your introduction. Pass over to the checklist and finish your work.

CHECKLIST

- ✓ Make sure you have no questions about the key elements of your research: topic, relevance, object, subject, aim, objectives, research question, stages and methods.
- ✓ Make sure your topic is appropriately formulated: in scientific style and precise manner.
- ✓ Make sure you have a brief preliminary literature review which shows the existing theories and a gap proving the relevance of your research.
- ✓ Make sure you understand the future research steps and the resulting supplements.
- ✓ Organize your key elements in the following order: research relevance, literature review, your research question, its aim, object, subject, objectives, methods, stages and the structure of research.
- ✓ Look through the font and the highlighting. Make sure you have followed the rules of electronic artwork.
- ✓ Now you are ready to hand in your introduction. Good luck!

PART 2. LANGUAGE. SOCIETY. CULTURE.

2.1. A BRIEF HISTORY OF LINGUISTICS



When did linguistics appear? Do you know any scientists or researches in language study? What historical period do they belong to? Maybe you know some authors of dictionaries of Russian and/or English.

Task 1. Read the text and say what steps linguistics passed through while forming as a science.

The first highly developed linguistic tradition was the Indian one (beginning in the first half of the Millennium BC). The first great linguist of India was Yaska, the author of the world's first classification of parts of speech. Another achievement of the Indian tradition is the grammar of Panini, which is a description of the phonetics, morphology and syntax of Sanskrit.

The first classic of Chinese linguistics was Xiu Shen, who proposed the classification of hieroglyphs. Chinese tradition also had interest in the description of phonetics.

In the 5th century BC Ancient Greece formed the first ancient European tradition developed within the framework of philosophy. Language was considered as a means of formation and expression of thought.

The ideas of Plato and Aristotle about naming, about the connection of the name and the thing designated by it are important. Aristotle also singled out such parts of speech as name, verb, and ligament.

In the 3rd century BC the Alexandrian grammar school created the first Greek grammars. In the 1st century BC the ideas

of the Alexandrians came to Rome and there they were adapted to the Latin language.

Medieval linguistic traditions were formed on the basis of certain practical needs: language teaching and interpretation of religious texts. All early national traditions were based on the observation of one language. The idea of comparing languages was alien to them. Just as the historical approach to language was alien. All changes were interpreted as language corruption.

The basis of world linguistics was the European tradition. In the 13-14 centuries, European scientists wrote philosophical grammars to explain the phenomena of language.

From the 15th-16th centuries, a single European tradition based on Latin begins to split into national variants, which leads to the idea of a plurality of languages. Comparative studies of languages appear, the question of the general properties of the language is finally raised.

In the 18th century, the idea of the historical development of languages emerged, which in the 19th century led to the formation of a strictly scientific linguistic method – comparative historical. It is from this moment that the European linguistic tradition finally turns into a science of language.

These main schools and areas followed:

- Creating a typology of languages, which is based on the identification of specific and universal features in the structure of the language. W. von Humboldt is considered the founder of linguistic typology. In the works of von Humboldt and the Schlegel Brothers the first typological classifications of languages appear.

- Psychological direction (19th century). The founder of the psychological direction is Steintal. Language is considered as individual activity and the reflection of people's psychology.

The early 20th century arises the idea of exploring patterns of language that are not related to its historical development. The systematic study of language develops a new direction – structuralism, the founder of which was F. de Saussure, who changed the comparative-historical paradigm.

Later Prague linguistic circle and Moscow phonological school developed functional linguistics where language is understood as a functional expressive system serving a specific purpose.

In recent decades, there has been a transition from pure linguistics to anthropocentric linguistics. The person in language and language in the person is analyzed. Namely, anthropocentric linguistics involves a study of biological, social, cultural and national factors of language functioning in human society.

<https://studfiles.net/preview/3543760/>

Task 2. Continue working with the text and answer the questions.

1. What countries developed ancient linguistic traditions? Where these traditions similar?
2. What were the practical aims of linguistics in medieval times?
3. What linguistic ideas were not accepted in this period? When did they finally appear?
4. What trends developed in the 18th-19th centuries?
5. What is the main idea of linguistic studies today? Do you find this approach useful? Why (not)?

Task 3. One of the main questions of linguistics is how the language appeared. Match the names of some historic theories with their essence. Express your opinion.

Theory of onomatopoeia	The language arose from the cries accompanying collective work.
Theory of interjections	Hearing the sounds of nature, the man tried to imitate them with his speech apparatus.
Theory of labor cries	Language was created by God or gods.
Social contract theory	Language occurs spontaneously and is a living organism.

Divine theory	Primitive people have turned instinctive animal cries into interjections accompanying emotions.
Biological theory	Language could be a product of "social agreement".

Task 4. Though the origin of the language is still a mystery, there is a modern anthropological theory closest to its solution. Read the information below and say how this theory uses the elements of historical views.

Modern anthropological theory develops the biosocial concept of the origin of man and his language. The emergence of language is connected with the evolutionary anatomical changes of man, with the formation of his vocal apparatus and changes in the cerebral cortex. In this evolutionary process, which took more than 500 thousand years, an important role was played by the group form of life of primitive man, the need for coordination of joint actions (for example, hunting, construction of huts and pits for storing food, protection from enemies, etc.), which caused the need for speech. The first human language was not yet a language in the full sense of the word: communication seemed to take place more at the level of gestures and cries to regulate joint work. Only over time, work, communication and consciousness, the formation of new, more complex social relations contributed to the formation of language.

https://studme.org/122936/literatura/proishozhdenie_yazyka



Task 5. One more issue of debate is the first proto-language, or the language of all ancient people. Later it gave rise to other daughter languages and language families. Research this issue and prepare a gist (5-6 sentences) on the topic.

2.2. MODERN LANGUAGE SCIENCE: PSYCHOLINGUISTICS



Linguistics has many links with other sciences. Thus, new branches of language study appear. One of them is psycholinguistics. Make suppositions what main questions this science tries to solve.

Task 1. Check your suppositions and try to give answers. Here is the list of the main research questions in psycholinguistics:

1. Are speech comprehension and speech generation symmetrical?
2. What is the difference between the mechanisms of mastering a native and a foreign language?
3. How are cognition and language related in the human mind?
4. What information about the personality of the speaker can be obtained by studying certain aspects of his speech behavior?

Task 2. From the point of view of psycholinguistics, language exists in the inner world of the speaker. Read the information about the main research programs in psycholinguistics and say which of them study/studies:

- child's development;
- the language rules in oral speech;
- unusual symbolic systems;
- the situation of communication;
- our knowledge about the language;
- cultural differences in speech and cognition.

1. Child's Speech Study. Attention to the child's speech is traditional for psycholinguistics. The first children's "words" are not words in the usual sense, because the same "word" means

many different persons, objects and situations surrounding the child. The same sound complex can have the meaning of 'I'm hungry', 'I need your attention', 'I want to touch this object', etc. Much attention is paid to the study of children's neologisms in the field of word formation. A separate problem is the problem of narration as children of a certain age have difficulties in constructing a coherent text.

2. Categorization Study. Generalization (categorization) is one of the most fundamental mental operations. The formation of the ability to generalize in the child most probably has the connection with his language development. Every category has the center and the periphery. The center is a typical representative of this category; the farther away from the center, the less typical. Paphos Roche and her followers described cultural specific features of psychological and linguistic structures. For example, in one culture, speaking about the fruit, people imagine an apple or a pear, in others an orange or a banana.

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3. Spoken Language Study. The peculiarities of colloquial speech are related to the fact that a significant part of the information is contained not in the text of the statement itself, but in the situation of communication taken as a whole. These are the facial expressions and gestures of the participants of communication, time and place of action, speech etiquette adopted in this environment, etc. This approach allows to study a number of problems from a new angle. For example, mind that grammatically correct statements following the norms of the literary language often turn out to be pretentious and unnatural in oral communication.

4. Sign Language Programs. Sign language of the deaf is the "native" language of innately deaf or early deaf individuals. It is the mastery of colloquial sign language that serves as a condition for the mental development and social adaptation of a deaf child. By its function, sign language is similar to colloquial speech. A gesture can be performed with both one and two hands, at a different pace, and always accompanied by facial expressions.

The study of sign language confirms that any communicative system provides an adequate transfer of meanings necessary for the society.

5. Mental Vocabulary Program. People who speak the same language often have the same word associations. For example, if Russian people give associations to *lemon, rain, rose, light, run*, most of them say *sour, strong, flower, lamp, fast*. In a similar experiment, we present words describing social and spiritual realities as *homeland, faith, ideal, soul*. Associative stable links between words and phrases are sometimes called "mental thesaurus". Most clearly this is evident in word combinations and idioms (compare "сильный дождь" and "heavy rain", not "strong rain"). Our native grammar learned in childhood (a kind of "mental grammar") also gives us lots of problems when we study a foreign language.

https://www.krugosvet.ru/enc/gumanitarnye_nauki/lingvistika/PSIHOLINGVISTIKA.html

Task 3. Look at two mind maps from World Association Network (see Page 51). Compare them and add your variants.

Task 4. Let's see how English you are inside. Give noun associations to the following words and then check Page 52.

Love -

Dream -

Bee -

Flower -

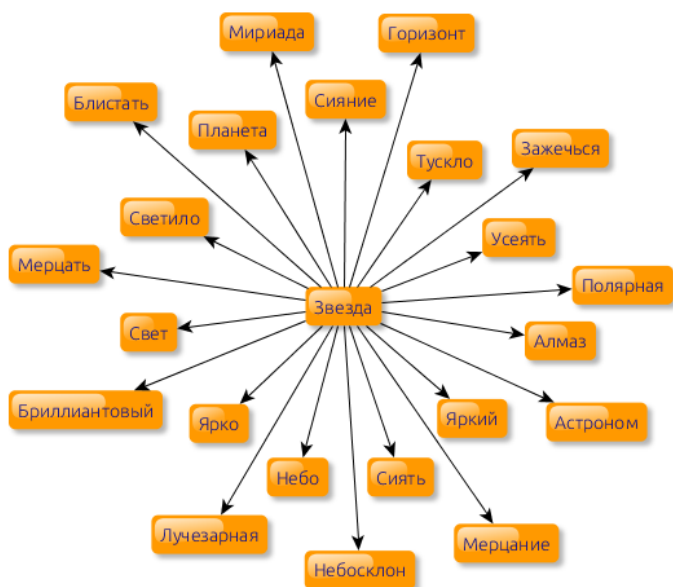
Grass -

Paint -

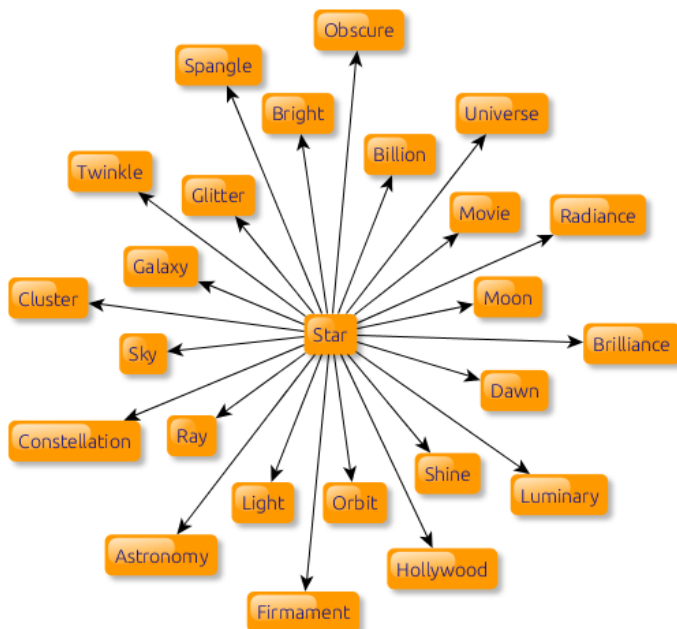
Thunder -

Gift -

Motorcycle -



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	English	Russian
Love	Affection, tenderness, hate, beloved, dearest, jealousy	Привязанность, взаимность, нежность, преданность, ненависть
Dream	Dreamer, nightmare, midsummer	Явь, осуществление, мечтатель, фантазия
Bee	Hive, eater, nectar, wasp	Уле, мед, оса, жужжание, укус
Flower	Bud, petal, blossom	Лепесток, букет, бутон
Grass	Meadow, lawn, plain, vegetation	Настой, отвар, кузнечик
Paint	Watercolor, portrait, palette, brush	Холст, тюбик, кисточка
Thunder	Lightning, roar, torrent	Молния, гроза, аплодисменты
Gift	Giver, birthday, donation, Christmas	Рождение, сувенир, раздача
Motorcycle	Speedway, racer, scooter, Harley	Машина, велосипед, гонщик, мотор

Compare the lists. What cultural traits can we see in the national associations? For more information, you can use <https://wordassociations.net>.



Task 5. Psycholinguistics often gets new knowledge from experiments with large groups of people. Find out what methods and techniques are used in this area and prepare a gist (5-6 sentences) on the topic.

2.3. LINGUISTIC PICTURE OF THE WORLD



It is an open secret that different languages have different ways to express the same reality. In Russia we say “птица на дереве”, but for an Englishman it is IN the tree. Is it so because we see the same reality in a different way? Do we think in a different way though all humans have the same type of brain?

Task 1. Look through the text and say what the linguistic picture of the world is.

The linguistic picture of the world is historically formed in the minds of people from one language group. It is reflected in the set of ideas about the world, a certain way of describing reality. Speakers of different languages can see the world a little differently, through the prism of their languages.

Proverbs and emotionally colored words can show that each nation has its one code of ethics reflected in the language. Even pairs of synonyms can show that people appreciate one type of behavior and dislike some others: compare *to praise* and *to flatter*, *to witness* and *to spy* etc. Thus, we see that the naïve (here it means “not scientific, coming from ordinary people”) language of ethics means, “it is not good to intrude on the privacy of other people”; “it is not good to exaggerate someone's strengths on purpose.” The reconstruction of the linguistic picture of the world is one of the most important tasks of modern linguistic semantics.

<https://www.krugosvet.ru/node/41681>.

Task 2. Can you give any other synonyms in Russian and in English that show the naïve ethic principles?

Task 3. Look through the key points of the Russian linguistic picture of the world. Can you comment on the link between these concepts and the Russian national character?

1. “Higher” and “lower” feelings. People in Russia often oppose notions having to do with the *sky* (elevated things) and the *earth* (down-to-earth business). *Истина/правда, долг/обязанность, благо/добро, радость/удовольствие* are synonyms with different coloring.

2. Soul as the highest priority. For Russian people even mind is not as valuable as the soul. You can't understand Russia with your mind as Tyutchev once wrote in his poem. The priceless knowledge is that gained with your heart and soul.

3. Unpredictable world. For Russian people many things happen “*само собой*”. On the one hand, it means that we often ignore some details and difficulties hoping for the best for no reason: “*на авось*”, “*а вдруг*”, “*как-нибудь*”, “*образуется*”, “*успеется*” etc. Still, we know that sometimes we should be just ready for any possible events and prepare things “*на всякий случай*”, not to be involved into trouble like in “*угораздило*”.

4. Unsafe travelling. Russian people often have to “*добираться*” to some place. Long travelling through vast lands, the quality of Russian roads and their uncontrollability prevented the successful achievement of the purpose of travel. Even now we have lots of obstacles like the irregularity of public transport, its breakdown, the lack of gasoline, the absence of the road or its obstruction due to rain or snow drifts and, finally, just the danger of “*грабеж*”.

<https://www.krugosvet.ru/node/41681>.

Task 4. Study the difference in some notions parallel in English and Russian. Comment on the table. Do you know any other examples of this kind?

	English	Russian
Happiness/ счастье	Smiling sincerely, a daily emotion	Getting the highest blessing, very rare in life
Enjoy/ наслаждаться	Get pleasure and positive emotions from sth	Have a physical satisfaction, opposed to “higher” feelings
Offence/ обида	More like an insult, not a common notion	An important emotional notion, feeling bad because some person thinks bad about you and you are sure that you are really great, so this implies selfishness on your side
Friend/друг	A nice person for daily communication	The most valuable person, very rare in life, opposed to acquaintances, comrades etc.

Task 5. Compare some Russian and English proverbs. Say if they are the same or different. Comment on the naïve ethics and philosophy.

- Birds of a feather flock together. Рыбак рыбака видит издалека.
- Every man is the architect of his own fortune. Всякий человек своему счастью кузнец.
- Still waters run deep. В тихом омуте черти водятся.
- Haste makes waste. Поспешишь - людей насмешишь.
- Little strokes fell great oaks. Капля камень точит.
- The grass is always greener on the other side of the fence. – Хорошо там, где нас нет.

- Not for all the tea in China. - Ни за что на свете; "ни за какие коврижки".



Task 6. Though different nations have many common notions and ideas, still, some proverbs show that not all national values are the same. Continue researching Russian and English proverbs and find at least five of them that are different in philosophy.

2.4. LANGUAGE AND COGNITION. THEORY OF LINGUISTIC RELATIVITY



Probably all of you have heard of Einstein and his theory of relativity. Linguists also have a theory of relativity. Sapir and Whorf once claimed that the language influences the cognitive processes of the speaker. Can you guess in what way?

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Task 1. Put the parts of the text in the correct order and give your suppositions about the theory of linguistic relativity based on what you have read.

A. Another research led to the fact that deaf children, who lacked a usual language, did not use gestures to show spatial relations. Deaf children performed significantly worse in tasks of spatial cognition compared to hearing children. So, we can say that the acquisition of language is an important factor in shaping spatial cognition.

B. Spatial cognition is the way we see the space around us (remember the example with the bird *in the tree* and *на дереве*). Scientists single out several spatial frames in different

languages. Many European languages have a way to describe the viewer's position towards the object, and often use descriptions like “the object is to the left/right of ...”. However, exotic tribal languages often use the perspective based on north, east, south, and west. Therefore, the description of the location of an object does not change according to the position towards it. Some languages describe the location of an object only in relation towards another object (e.g. “the object is at the back/front/side of ...”). Though we often combine all the three ways, speakers of some Australian tribal languages use only the second method in their speech.

C. Does this influence people's cognition? Well, a study by Boroditsky and Gaby compared speakers of Pormpuraawan with English speakers. People had cards which showed some steps of a story, so they were to arrange the cards in the right chronological order. The result was that Americans put the cards from left (earlier time) to right (later time). Whereas the Pormpuraawans preferred to depict time as progressing from east (earlier time) to west (later time).

https://en.wikipedia.org/wiki/Language_and_spatial_cognition

Task 2. Answer the questions to the text.

1. What are the three ways to describe space in a language?
2. Which of these ways are typical for Russian/English? Which are used in some tribal languages?
3. What experiment showed the difference in time cognition as well?
4. How does the study of the deaf prove the importance of language for cognitive development?

Task 3. Read the text about the links between words and ideas. Fill in the gaps 1-5 with phrases A-E.

- A. as prepositions, conjunctions, particles, interjections, modal words and proper names
- B. that do not reflect thoughts, concepts or judgments
- C. *to save (money)* means to keep it for some purpose, but *to save (a child)* means to rescue him/her
- D. a general image of a table, for example
- E. there is also a periphery with different additional elements

Language and thinking have close ties and relationship, but each of them functions and develops according to its own laws. Language is a means of expression and communication of thought. There are no words, phrases or sentences in the language 1. __. At the same time, it is hard to imagine an idea not expressed with the units of language.

There are significant differences between the basic units of thinking and speaking, i.e. between the concept and the word, between the judgment and the sentence. A concept is a fragment of reality: an object, a person, a phenomenon etc. It is our general idea about it, 2. __. To tell somebody about it we need an actual word “table”. This word is already material, it has sounds or letters; it can be saved in time in some resources.

Speaking about the relationship between concepts and words, it should be noted that not all words are able to express concepts, although each concept is necessarily expressed by a word or a combination of words, a phrase. Such categories of words 3__ do not mean a general notion – a concept.

There is also no complete correlation between the concept and the word. On the one hand, the same concept can be expressed in different words (synonyms), for example: the adjectives *red*, *scarlet*, *crimson* mean the same color; the verbs *to do*, *make*, *produce* mean the same action. On the other hand, the same word can have several meanings for different concepts: 4. __.

In fact, the meaning of many words has the central, core, part that is correlated with the concept. In addition to the core, 5. __ – emotional, expressive, stylistic or evaluating. These

elements are found in synonyms like *small/tiny*, *cool/tremendous*, *stupid/silly*, *spend/waste* etc.

https://studme.org/81667/literatura/svyaz_yazyka_myshleniya

Task 4. Study the following synonyms and say what additional elements of meaning make these words different.

- frighten, terrify, startle
- glare, stare, look, watch, glance, peep
- thrill, move, excite, disturb
- tell, say, speak, utter, murmur, proclaim
- inspire, encourage, support

Task 5. Mind that different languages may have a different proportion of certain words and notions. Study the information below and comment on it.

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English		Russian
A quiet voice	Т	голос (негромкий)
Gentle character	И	нрав (спокойный)
Slowly/half-speed	Х	ход (медленный)
A calm day	И	день (безветренный)
Still water	Й	омут (без волн)



Task 6. Study more examples of words with several meanings in Russian and in English. Make two or three comparative tables of the same kind. Be ready to present in class. You can make some gaps for your classmates to fill in (to add English variants or to guess the central keyword).

2.5. CONCEPTS IN DIFFERENT LANGUAGE CULTURES



Probably you remember that there are different “spheres” surrounding the Earth core. Hydrosphere is the sphere of water bodies, atmosphere is the air surrounding the Earth, and biosphere comprises all living organisms on the planet. Is there a sphere connected with humans?

Task 1. Read the information below and say what new sphere is described in it.

Once academician Likhachev suggested to introduce the notion of “conceptual sphere”. A concept is a general notion, a wide mental or cultural unit. For example, we can talk about the concept of time in different cultures and compare how different nations perceive it. Like, in the USA “time is money”, in Russia you “never put off till tomorrow what can be done today” and so on.

The conceptual sphere is the set of national concepts formed by all native speakers. The conceptual sphere of the people is wider than the vocabulary represented by the meanings of the words of the language. The richer the culture of the nation, its folklore, literature, science, fine arts, historical experience, the richer the conceptual sphere of the people.

https://studopedia.su/13_109890_kontsept-kak-klyuchevoe-slovo-natsionalnoy-kulturi.html

Task 2. Different cultures have different concepts of colors. Study the information below and make a conclusion of your own.

Colour	English	Russian
Black (bad, evil)	Black sheep (паршивая овца в стаде), blackmail (шантаж)	Черный рынок (black market), на черный день (for a rainy day)
Red	to be like a red rag to a bull (как красная тряпка для быка), as red as a rose (красивый, цветущий), to paint the town red (отлично прогуляться и провести время)	Для красного словца (witty), красна девица (a fair maiden), долг платежом красен, красный день календаря (holiday)
White	to show the white feather (струсить), as white as a sheet (побелеть от страха), to bleed smb white (лишить всех денег)	Белая ворона, поднять белый флаг (surrender)
Green	to give smb the green light, to keep the bones green (иметь идеальное здоровье), to be in the green (быть полным энергии и позитива)	Тоска зеленая (melancholy), молодо-зелено (immature)
Blue	blue blood (голубая кровь), blue stocking (синий чулок), out of the blue (как гром среди ясного неба), to be in the blue (быть в унынии)	Посинеть от холода (blue with cold)

Task 3. People not only see, but also taste things. Study the information below and make a conclusion of your own.

- Both English and Russian people grade different flavours in the following way: sweet, salty, bitter, sour. Both cultures have lots of metaphoric examples about taste sensations.
- Compare: his face was sweet as sugar / сладкие речи, a sweet voice/aroma, the sweet smell of success / сладкая жизнь.
- In English sweet milk is fresh milk (opposed to sour milk products).
- Compare: salt beef / соленые огурцы. But: salt taxes (too high), salt stories (пикантные истории), уйти несолоно хлебавши.
- For both languages: bitter chocolate, bitter memories, thoughts, disappointment, irony. For English: bitter enemies, a bitter wind. For Russian: горько на душе, Горько!
- Sour taste is associated with lemon and vinegar. National associations are also cranberry for Russians and early apples or plums for Englishmen. Both nations have a concept that sour means spoilt or fermented (sour cream, кислая капуста). Also sour means boring and gloomy: a sour person / кислая мина.

<https://cyberleninka.ru/article/v/lingvokulturologicheskie-osobennosti-kontsepta-vkus-v-russkoy-frantsuzskoy-i-angliyskoy-kontseptosferah>

Task 4. Say what taste is associated with:

- pleasant sensations,
- unpleasant sensations,
- grief,
- entertainment and pleasure,
- frustration,
- special cooking processes.



Task 5. Find more information about the concept of time in Russian and in English cultures. Mind the proverbs, the time of the day, some verbs (spend, waste, drag on, fly etc).

2.6. FOLKLORE STUDIES



The term “folklore” is a compound word. A folk is a group of people united by some elements. A nation or a social group can be called a folk. What does “lore” mean?

Task 1. Study some general information about folklore studies and find the answer to the question above.

It is well-documented that the term was coined in 1846 by the Englishman William Thoms. He fabricated it to replace the contemporary terminology of "popular antiquities" or "popular literature". The second half of the compound word, *lore*, comes from Old English *lār* 'instruction,' and means the knowledge and traditions of a particular group, frequently passed along by word of mouth. The importance of folklore and folklore studies was recognized globally in 1982 in the UNESCO document "Recommendation on the Safeguarding of Traditional Culture and Folklore". Folklore studies, also known as folkloristics, is the formal academic discipline devoted to the study of folklore.

https://en.wikipedia.org/wiki/Folklore_studies#History_of_Folklore_Studies, <https://en.wikipedia.org/wiki/Folklore>

Task 2. Folklore is really a wide sphere of national art. It includes both material objects and verbal traditions. What kinds of Russian folklore do you know? Compare them with English verbal tradition.

- Ballads
- Blessings
- Chants
- Curses
- Similes (as mad as ...)
- Fairy tales

- Folk metaphors
- Folksongs
- Ghost stories
- Greetings and leave-taking formulas
- Jokes
- Legends
- Limericks
- Lullabies
- Prayers at table
- Proverbs
- Riddles
- Superstitions
- Tall tales (небылицы)
- Toasts
- Tongue-twisters
- Urban legends

Task 3. Study some information about limericks and single out their main traits. Say what makes the limericks below funny.

A **limerick** is a form of verse, usually humorous and frequently rude, in five-line, with a strict rhyme scheme of AABBA. The form appeared in England in the early years of the 18th century. From a folkloric point of view, violation of taboo is part of its function. It was popularized by Edward Lear in the 19th century. Here are some examples of his verses.

There was an Old Man with a nose,
Who said, 'If you choose to suppose,
That my nose is too long,
You are certainly wrong!'
That remarkable Man with a nose.

There was an Old Man on a hill,
Who seldom, if ever, stood still;
He ran up and down,
In his Grandmother's gown,
Which adored that Old Man on a hill.

There was a Young Lady whose bonnet,
Came untied when the birds sat upon it;

But she said: 'I don't care!
All the birds in the air
Are welcome to sit on my bonnet!'

[https://en.wikipedia.org/wiki/Limerick_\(poetry\)](https://en.wikipedia.org/wiki/Limerick_(poetry)),
<https://www.funnyenglish.su/english-limerick/limeriki-na-angliyskom>

Task 4. Russian folklore also has unique features. Say what Russian folk form is often compared with limericks and why.

Chastúshka (derived from "часто", meaning "frequently", or from "частіть") is a traditional type of short Russian or Ukrainian humorous folk song with high beat frequency, that consists of one four-lined couplet, full of humor, satire or irony. The basic form is a simple four-line verse making use of an *ABAB*, *ABCB*, or *AABB* rhyme scheme. Usually humorous, satirical, or ironic in nature, chastushki are often put to balalaika or accordion accompaniment. The rigid, short structure (and, to a lesser degree, the type of humor used) parallels the poetic genre of limericks in British culture. Sometimes several chastushki are delivered in sequence to form a song. After each chastuska, there is a full musical refrain without lyrics to give the listeners a chance to laugh without missing the next one. Improvisation is highly valued during chastuska singing.

<https://en.wikipedia.org/wiki/Chastushka>

Task 5. Here are some examples of chastushka. Comment on their contents and form, translate them into English.

Не смотрите на меня,
Что я худоватая.
Мамка салом не кормила,
Я не виноватая.

Мне не нужен пуд гороха,
 А нужна горошина.
 Мне не надо много девок,
 Нужна одна – хорошая!

Печку письмами топила,
 Не подкладывала дров.
 Всё смотрела, как горела
 Моя первая любовь.

Не форси, милой, в калошах,
 Ты в калошах не один:
 Хоть я девушка-селянка,
 Но и ты не господин!

<http://drinking-songs.ru/teksty-chastushek/chastushki-pro-selo.html>

Task 6. Folk songs contain a lot of information about national routine. Moreover, they reflect the conceptual sphere of the nation. Study the table below and make your own conclusion about the concept of love in English and in Russian folklore.

	English	Russian
N	Love, lover, sweetheart, delight, beau, affection, true love	Душа, радость, любовь, душечка, сердечушка, любушка, сударушка, милушка, душечка
Adj	Sweet, darling, loving, fond, adorable, true, handsome, pretty, charming	Милый, миленький, сердечный, любимый, желанный, любезный

V	Love, adore, enjoy, admire	Любить, полюбить, влюбиться, любоваться, уважать
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Сотникова С.С., Салтык А.И. ЛЕКСИЧЕСКОЕ ВЫРАЖЕНИЕ КОНЦЕПТА «ЛЮБОВЬ» В РУССКИХ И АНГЛИЙСКИХ ФОЛЬКЛОРНЫХ ПЕСНЯХ // В мире науки и искусства: вопросы филологии, искусствоведения и культурологии: сб. ст. по матер. XXVI междунар. науч.-практ. конф. – Новосибирск: СибАК, 2013.



Task 7. Find two English and two Russian folk songs mentioning water (rivers, lakes, wells etc). Single out the nouns, verbs, adjectives used to describe water and the events nearby. Bring the texts and your results for the classroom discussion. Try the following resources:

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Великорусские народные песни / изданные проф. А.И. Соболевским. — СПб.: Гос. тип., 1896.
Cecil Sharp's Collection of English Folk Songs. — L.: Oxford University Press, 1974.

2.7. STYLISTICS



A text can reflect not only national concepts, but also personal emotions, ideas and mental images. What can we understand about the writer when we read and analyze his/her works? Think of your literature lessons.

Task 1. Study the information below and say what stylistics deals with.

Stylistics is a branch of linguistics that deals with stylistic means, principles and methods of literary and artistic speech. It studies the so-called functional styles as well, but mostly it analyzes expressive resources of different language means. Expressive means are phonetic means, grammatical forms, means of word formation, lexical, phraseological and syntactic forms that function in the language for emotional intensification of a statement. Expressive means are repetitions, parallelisms, antitheses, phonetic techniques, use of archaisms, neologisms, etc.

<https://studfiles.net/preview/6127877/>

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Task 2. Can you distinguish neutral, formal and informal among the following groups of words?

	A	B	C
1.	currency	money	dough
2.	to talk	to converse	to chat
3.	to chow down	to eat	to dine
4.	to start	to commence	to kick off
5.	insane	nuts	mentally ill
6.	spouse	hubby	husband
7.	to leave	to withdraw	to shoot off
8.	geezer	senior citizen	old man
9.	veracious	open	sincere
10.	mushy	emotional	sentimental

https://revolution.allbest.ru/languages/00231668_0.html

Task 3. Here is the information about some stylistic devices in the English language. Give Russian equivalents for these terms and think of some Russian examples.

1. **Metaphor** is an interplay of dictionary and contextual meaning of the word: *She is a real flower.*
2. **Synecdoche** is the mention of a part for the whole: *a fleet of 50 sails (ships).*
3. **Metonymy** is substitution of one word for another on the basis of real connection: *Crown for sovereign; Homer for Homer's poems; wealth for rich people.*
4. **Epithet** is a word or phrase used to describe someone or something with a purpose to praise or blame: *It was a lovely, summery evening.*
5. **Simile** is a comparison: *as treacherous as a snake.*
6. **Periphrasis** is putting things in a round about way to bring out some important feature or explain more clearly the idea or situation described: *I got an Arab boy... and paid him twenty rupees a month, about thirty bob, at which he was highly delighted.*
7. **Hyperbole** is use of exaggerated terms for emphasis: *a 1000 apologies; to wait an eternity; he is stronger than a lion.*
8. **Litotes** is understatement by using negative forms: *She is definitely not a beauty Queen.*
9. **Antonomasia** is use of a proper name to express a general idea or vice versa a common name for a proper one: *the Iron Lady; a Solomon; Don Juan.*
10. **Asyndeton** is omission of conjunctions: *He provided the poor with jobs, with opportunity, with self-respect.*
11. **Zeugma** is a figure by which a verb, adjective or other part of speech, relating to one noun is referred to another: *John lost his coat and his temper.*
12. **Chiasmus** is a reversal order of words in one of two parallel phrases: *He went to the country, to the town went she.*

13. **Ellipsis** is omission of words needed to complete the construction: *Tomorrow at 1.30; The ringleader was hanged and his followers imprisoned.*

14. **Antithesis** is emphasized contrast: *Crafty men condemn studies, simple men admire them, wise men use them; Give me liberty or give me death.*

https://revolution.allbest.ru/languages/00231668_1.html

Task 4. Comment on the stylistic devices in the sentences below.

1. She looked at the sea of hats below and shuddered.
2. My love is a red, red rose.
3. Can you come to my place tomorrow? – Sure. Why?
4. Fellini was on the screen again.
5. ...then the Tudors and the dissolution of the Church, then Lloyd George, the temperance movement, Non-conformity and lust stalking hand in hand through the country, wasting and ravaging. (Waugh)
6. The sun gave her an amazing warm sensation.
7. The tiny apartment was as good as nothing.

Task 5. Return to Pages 40-42 and find some stylistic devices in the chapter.



Task 6. The list of devices in Task 3 is far from being full. Find information about any four additional devices in the English language. Be ready to present in class giving examples.

2.8. LANGUAGE PEDAGOGY



Studying the language is a great part of linguistic research. Still, teaching a language is also a vital point for science and practice. The humanity has tried many methods of teaching languages. Some are forgotten and others are widely used. Can you suggest any of them?

Task 1. Study the information about different methods. Say which of them:

- is the most traditional,
- involves modern technologies,
- is based on the process of native language learning,
- appeared because of some historic events,
- can teach without textbooks,
- is mostly connected with real-life situations,
- is the least/most effective in your view and why.

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The grammar–translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It is most commonly used in the traditional instruction of languages. Teaching consists of a process of training in the rules of a language which must make it possible for all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read.

The audio-lingual method was developed in the United States around World War II when governments realized that they needed more people who could conduct conversations fluently in a variety of languages, work as interpreters, code-room assistants, and translators. Under this method, students listen to or view recordings of language models acting in situations.

Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. Depending on time, the class could respond as a chorus, or the teacher could pick individuals to respond.

The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. This method advocates teaching of oral skills at the expense of every traditional aim of language teaching. The method relies on a step-by-step progression based on question-and-answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. Lessons progress to verb forms and other grammatical structures with the goal of learning about thirty new words per lesson.

Communicative language teaching emphasizes interaction as both the means and the ultimate goal of learning a language. In recent years, task-based language learning has grown steadily in popularity. TBLL is a further refinement of the communicative approach, emphasizing the successful completion of tasks as the basis for language instruction. It also sometimes encourages teaching without published textbooks and instead focusing on conversational communication among the learners and the teacher.

Computer Assisted Language Learning (CALL) is a method that includes a combination of methods and techniques using the resources available on the internet, as well as a variety of language learning software. There is a lot of language learning software using the multimedia capabilities of computers.

https://en.wikipedia.org/wiki/Language_pedagogy

Task 2. Divide into five groups each one supporting some method of language teaching. Make a list of advantages and present your method in the best possible manner. Then react to the criticism of other groups and conduct the debate.

Task 3. Answer the questions about your language learning.

1. What method is the closest to the one you have at school?
2. Are you satisfied with it? What are its advantages and disadvantages?
3. How do you usually learn new grammar and/or vocabulary? Do you have problems with these aspects? How do you cope with them?
4. What reading strategies do you learn at your English lessons? What strategies are checked at Russian national exams?
5. Are there any specific ways to improve your listening skills? Why is listening comprehension one of the most difficult tasks for foreign language learners?
6. Do you use elements of computer assisted language learning for self-education? Does it help you to improve your knowledge? Do you come across any problems in this learning?

Task 4. A lot of students complain that learning vocabulary is really difficult for them. Each aspect of learning has its mechanisms. Study the information below and say what makes learning vocabulary successful.

Learning vocabulary is a slow process. It is usually necessary to come across a new word or phrase many times before it is learnt. One important factor here is practising reading or listening as much as possible, to see both familiar and unfamiliar words more often. This is how native speakers learn vocabulary. In the case of second language learners, however, more intentional methods will be needed. An example of an intentional method is when a teacher introduces new vocabulary in class. Another is when a student studies vocabulary, for example using word lists or vocabulary books.

Mind that the more effort a learner has to put into studying new words, the more likely it is that he will remember them. This means, for example, the student should spend time looking up vocabulary in a dictionary rather than get the meaning given right in the book.

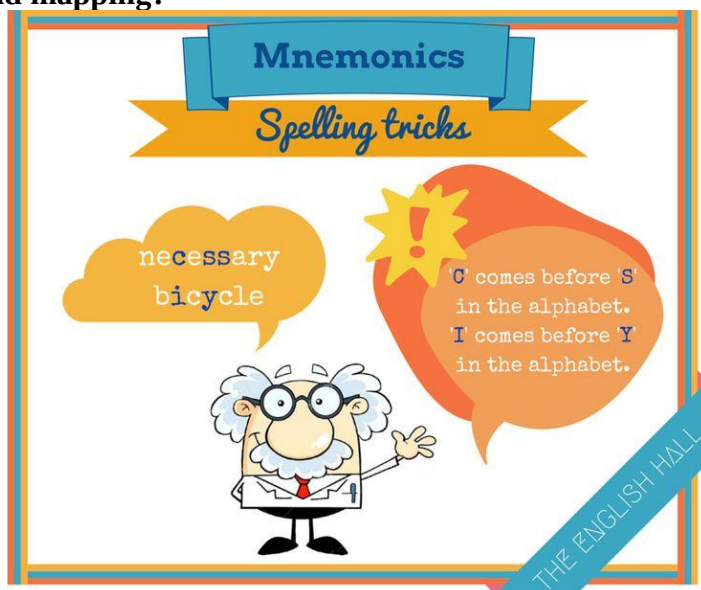
Another important factor is manipulation with new vocabulary items. This means using the new words, for example in speaking or writing.

Other factors in vocabulary learning are attention and time. Attention means focusing on vocabulary. This could include work by the teacher to highlight and teach vocabulary. It also includes effort by the learner to notice unfamiliar vocabulary and make attempts to study and learn it. Time relates to how long the learner spends studying vocabulary. The more time that is spent, the more the student will learn.

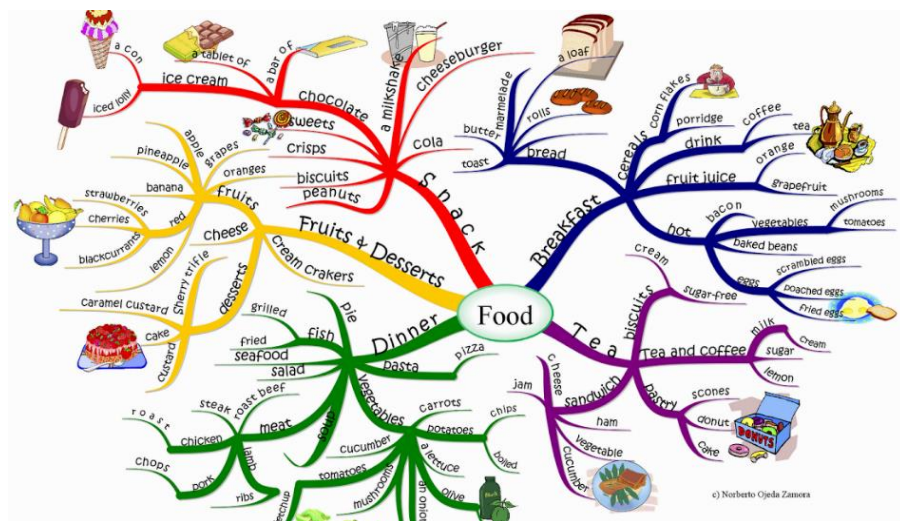
<https://eapfoundation.com/vocab/learn/>

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Task 5. Mind that memorizing new words is also better when it is not mechanical. What do you know about mnemonic and mind mapping?



<https://i.pinimg.com/736x/fd/78/8c/fd788c55cb59df7c874d092a5ec36b97--study-tips-spelling.jpg>



<http://norbertoojeda.blogspot.com/2008/05/basic-vocabulary-about-food.html?m=1>



Task 6. Research the question of language teaching. Find the most attractive method(s) for you personally or create your own one and be ready to present it in class. Make a brief description of about 8-10 sentences explaining how you will teach students reading, writing, speaking and listening skills. Do not forget about grammar and vocabulary enrichment.

2.9. THEORETICAL CONCLUSIONS OF RESEARCH. PROGRESS CHECKLIST



Congratulations! Now you have a good vision of linguistic research. It is time to check your theoretical background and finish the first chapter. Study the information about theoretical conclusions of research. Then pass over to the checklist and finish your work.

Theoretical conclusions

The first chapter of your work deals with the information from different sources: books, newspapers, magazines, scientific journals and online sources. Here you comment on the topic of your research, show the relevance of your work and its importance for science and practice. You discuss different points of view on this problem and give your own vision of it.

Your theoretical conclusions are the result of all this work. Here you must make a gist of all your paperwork and knowledge hunt. Write about 0,5-1 pages. Be precise and clear.

Make several separate points in your conclusions (3-5 points will be enough). Each point must show an exact part of your search and your result. You may write about key terms, classifications, main phenomena etc.

Imagine that your reader has never heard of linguistics. Still, your conclusions must be clear for everybody. Don't forget to show your own idea of the research question after your theoretical analysis.

<https://edunews.ru/students/vypusknaya/kak-napisat-zaklyuchenie-v-diplomnoj-rabote.html>,
<http://piterdiplom.com/Poleznie-stati/vivodi-glavi-diploma.html>

PROGRESS CHECKLIST

- ✓ Make sure your theoretical chapter is well logically divided, each part has a general scientific review and your own vision of the problem.
- ✓ Make sure your theoretical material proves the relevance of your research.
- ✓ Make sure you have all the necessary references for each of your information sources.
- ✓ Make sure you understand the future research steps and the coming practical outcome.
- ✓ Write your theoretical conclusions following the instruction.
- ✓ Look through the font and the highlighting. Make sure you have followed the rules of electronic artwork.
- ✓ Now you are ready to hand in your theoretical chapter.
Good luck!

PART 3. EXPERIMENT IN RESEARCH

3.1. EXPERIMENT AND EMPIRICAL DATA



Studying existing theories is the foundations of your research. However, the most valuable knowledge is the new information you acquire during the studies. How do scientists check their new ideas? What methods help them to collect data from the real life and analyze the situation?

Task 1. Read the information below and say what the main ways to get empirical knowledge are.

Every scientific work follows the same lane: studying the background of the problem, finding the solution, checking its effectiveness in real life and making a conclusion. The third step here is closely connected with collecting information about the state of events, people, and objects in real life and with experimental work that is aimed at changing this state. Information acquired from active real-life search is called empirical data. A scientist gets it either from exploring a big number of objects (through observation, interviews, opinion polls, testing) or from well-aimed experimenting (through changing the conditions of some process and measuring the result).

Task 2. Read the information about experiments and insert the missing headings A-D for Paragraphs 1-4.

- A. The experimental sampling changes only.**
- B. None of the samplings can change.**
- C. Both samplings can change negatively.**
- D. Both samplings can change positively.**

The term experiment may seem to be associated with the image of a chemist surrounded by bubbling tubes and other related items. Traditionally, experiments have been used by physical researchers.

Experiment researches manipulate with one group of objects in order to assess the impact comparing with a similar untouched group. These groups are called samplings. The first one is experimental and the second one is control. After the comparison scientists can come to one of the following conclusions.

1... It means that the changes are not caused by the experimental factors, but by something else. For example, you may use a new method of learning new vocabulary in one group and then understand that both groups have better results. Obviously, it was not your method that helped them.

2... It means that either your efforts were senseless or that you need more time to make a real difference. Mind that it is not easy to change the traditional course of events at once.

3... It means that you need to think of some measures to improve the situation, as it is becoming worse and worse despite your effort. Your previous measures were no good.

4... If you see that there is a difference in two samplings after your experiment, you definitely have made a change. Hope, the change is positive. In this case you may claim that you have created an effective way to improve the existing state of things. If the change is negative, it means that your innovative approach is less effective than the traditional one, so you were not successful in your suggestions.

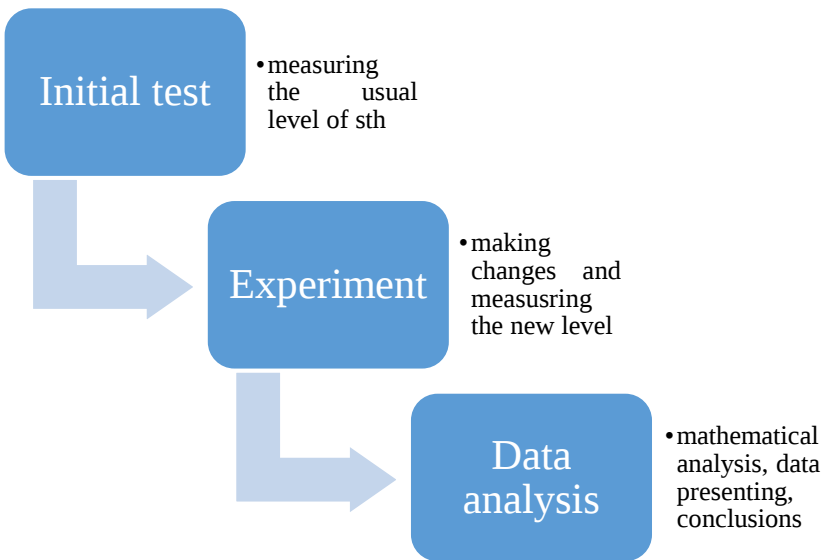
Task 3. Comment on the table comparing two types of experiments.

Laboratory experiments	Field experiments
Artificial – low realism	Natural – high realism
Few extraneous variables	Many extraneous variables
High control	Low control
Low cost	High cost
Short duration	Long duration
Subjects aware of participation	Subjects unaware of participation

<https://research-methodology.net/research-methods/experiments/>

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Task 4. Study the chart and comment on the steps of experiment.



Task 5. Comment on the role of empirical knowledge in the following studies:

- National food associations of Russian people;
- Effective ways to learn grammar;
- Style features of modern British writers;
- Learning a foreign language through dialogues;
- Use of metaphors in daily speech.



Task 6. Think of the role of experiment in your research. be ready to give a general idea of it in class (3-4 sentences).

3.2. COLLECTING EMPIRICAL DATA

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Now that you have an idea of your own experiment, say who it is aimed at. What people will be involved in your work? If you had a chance to have a large-scale research, what kind of experiment would you carry out? How would you choose the samplings for your research? Why?

Task 1. Choose the correct variant in the following rules of collecting empirical data. Check your answers together with the teacher and discuss the rules.

1. People comprising two samplings should have ... initial levels.
a. the same b. different
2. The number of people in two samplings ...
a. should be the same b. does not matter
3. To get results that are more exact you need to involve as ... people as possible in your samplings.
a. few b. many

4. When you measure the level at different steps of the experiment, you should use ... kinds of testing.

a. different b. similar

5. If there are individual extremely high/low results in testing, you ... in your later calculations.

a. may omit them b. must think of them

6. If you can't present some of your empirical results in numbers, you ... them.

a. shouldn't mention b. should describe

Task 2. Read the following cases and find mistakes in research.

1. To measure the level of content with school sport facilities the researcher selects two samplings: pupils of Grade 2 and pupils of Grade 7. First, there is an opinion poll among all pupils. Then the second group gets extra classes in the local park. At the final stage the same opinion poll shows that the second group is still less satisfied. Therefore, the classes were useless.

2. To find out the popularity of English inscriptions on clothes the researcher asks two similar groups of teens to count the number of such clothes in their wardrobe. The groups consist of 6 people each. Then teenagers are asked to translate all the inscriptions. At the final stage, they express their opinion about their wardrobe and say which clothes they will stop wearing.

3. To count the use of metaphors in fairy-tales the researcher takes 2 Russian and 2 English tales. In Russian, his results are 13 and 3. In English, his results are 15 and 12. Therefore, the average number of metaphors in Russian fairy-tales is very low comparing with the English ones.

Task 3. Collecting empirical data is often realized through special questionnaires. Read the text and say what determines their successful application in research.

A questionnaire is a structured form consisting of a formalized set of questions designed to collect information on

specific topics from one or more respondents. In other words, it is a data collection technique in which informants are asked to give some information. Regardless of the form (electronic or printed), the survey has a certain structure.

The introduction consists of a greeting and an address to the respondent. The application should explain the purpose of the questionnaire and the rules of filling. In this part, it is important to guarantee anonymity and data security, as well as to thank the respondent in advance.

The passport is a block in which the participant informs about himself: age, gender, social affiliation, profession, occupation and other demographic data.

The main part is the largest part of the survey, which consists of blocks of questions of different forms. The types of questions for a questionnaire can include the following types: open-ended questions (to give a full original answer), multiple choice questions (to choose from A, B or C), dichotomy questions (yes/no questions), scale questions (putting from the most to the least important or giving points for each aspect of something). Open-ended questions differ from other types used in questionnaires as they can produce unexpected results that can make the study more original and valuable. However, such results are difficult to analyze.

It is desirable to avoid certain types of questions, such as hypothetical ones. It is not correct to ask "How would you like to improve our company?". The right variant is to ask "What does not satisfy you in our company?".

Avoid questions that can confuse respondents. There is no need to make respondents feel uncomfortable by asking for details about personal issues, which in turn can lead to a loss of trust. If you want to include such a paragraph, it is important to show the participant that he will not be judged for the answer. For example, it is wrong to ask "Do you help poor people?"; put instead: "Some people believe that it is not necessary to provide financial assistance to the poor. What do you think?"

Careful thought should be given to the wording to avoid sharp positive or negative shades. “Aren't you satisfied with your work?” sounds too aggressive. Just change it into “Are you satisfied with your work?”.

Questionnaire design is a multi-step process that requires attention to detail at each stage. The following rules will help to simplify this process:

Decide what should be covered in the questionnaire. A clear definition of the topic is of paramount importance, as this is the main step in the development.

Don't overuse words. It is important to formulate things as simply as possible. If the items are unclear, the informants can simply choose any options, which will lead to inaccurate data.

Ask only one question at a time. Options setting two questions at once will not give an accurate result, because they can get unstructured answers.

Formulate the possible answers correctly. The questionnaire should be flexible in the choice of options. Sometimes respondents don't necessarily want to choose one of the answer choices provided by the survey. It's useful to have a “different” option in this situation.

It is important to know the audience: as a rule, the researcher should know his target audience. For example, if the target audience is Russians sending the questionnaire in a foreign language, there may be some linguistic difficulties. Sensitive questions in the middle of the questionnaire may result in participants not completing the survey. Blocks of personal and demographic data are best placed at the end.

<https://1001student.ru/obshhestvoznanie/anketirovanie.html>
1001student.ru © encyclopedia of students

Task 4. Answer the questions to the text.

1. What forms can a questionnaire have?
2. What are the main structural parts of a questionnaire?
3. What is the function of the introduction?

4. What information does the passport provide?
5. What types of questions are mentioned in the text? Do you know any other types of questions?
6. What are common mistakes in question making?
7. What tips are given in the final part of the text? Do you find them useful?
8. How can a researcher get prepared for his audience peculiarities? Think of special hints, the choice of words and/or questions, the design etc.

Task 5. Study the following questionnaires. Comment on their structure and design. Suggest some changes if necessary.

Your Opinion Counts!					
<i>Dear Parents: The Head Start Program is committed to providing you and your family with quality services and facilities. Please take a moment to complete this survey to let us know what you think of our services. After you've completed the survey, just drop it in the mail. No postage is required. Your responses will be kept strictly confidential by an independent survey service. What you have to say is important to us. Your opinion counts; please respond today. Sincerely, Your Name, Your Title</i>					
Please fill in One circle for each question. ####	<u>Unaccep-</u> <u>table</u>	<u>Needs</u> <u>Improvement</u>	<u>Satis-</u> <u>factory</u>	<u>Excel-</u> <u>lent</u>	<u>N/A</u>
1. How easy was it for you and your family to enroll in the Head Start program?	☐	☐	☐	☐	☐
2. How well do staff answer your questions?	☐	☐	☐	☐	☐
3. How well does Head Start meet your family's needs?	☐	☐	☐	☐	☐
4. What is the Head Start program's reputation in your community?	☐	☐	☐	☐	☐
5. How would you describe communication between staff and parents?	☐	☐	☐	☐	☐
6. How do you rate Head Start's role in preparing your child for kindergarten?	☐	☐	☐	☐	☐
7. How well did parent meetings meet your needs and interests?	☐	☐	☐	☐	☐
8. What is your level of satisfaction with the Head Start program in general?	☐	☐	☐	☐	☐
Comments:					

<https://zold-tea.info/other/questionnaire-survey-sample.awp>

QUESTIONNAIRE EXAMPLES

1. What gender are you?

- Male
- Female`

2. What sub-genre of horror film appeals most to you?

- Slasher
- Psychological
- Monster
- Gothic

3. What is your favourite horror film?

4. In terms of gore, what do you find most entertaining?

- Realistic
- Exaggerated
- Cartoon
- Bloody

5. Where do you most like to watch horror films?

- Cinema
- DVD
- Internet

6. What were the last three horror films you watched?

- 1.
- 2.
- 3.

7. Out of one of the above, where did you find out about that horror film?

8. What characters do you like to see in a horror film?

- Teenagers
- Couples
- Families
- Individuals



Club Questionnaire survey template

Template 1: Pre-season survey

<INSERT CLUB LOGO AND NAME>

At our club everyone is welcome regardless of their ability or where they come from. We think it's important to have fun and that our members feel valued and a part of the club. We want people who are good sports and who behave respectfully to others – both on and off the field.

To help us improve our club we would like you to fill out this short survey. You do not need to provide your name as individual responses are not reported on.

1. Why did you join our club?		
☐ To be with friends	☐ To have fun	☐ To be involved with your community
☐ To be part of a competition	☐ To keep fit	
2. Do you and your family feel welcome at our club?		
☐ Yes	☐ No	
3. Are our facilities clean and tidy?		
☐ Yes	☐ No	
4. Do you know that our club has flexible fee payment options and a uniform and equipment loan scheme?		
☐ Yes	☐ No	
5. Do you know that our club may be able to help out with transport to games?		
☐ Yes	☐ No	

<http://greenlifepartners.com/index5.php?yhs=w=sports-marketing-survey-examples>



Task 6. Create a questionnaire for your research. Mind the target audience and the electronic artwork. Be ready to present your result in class.

3.3. PROCESSING EMPIRICAL DATA



Collected empirical data means nothing until it is processed and analyzed. What should a researcher do with the questionnaires after they are filled in? What experience with questionnaires do you have? What were the results of your work?

Task 1. Read the text and put the steps of questionnaire processing in the right order.

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Processing of questionnaires is a multi-stage procedure that includes both purely mechanical actions and solving meaningful problems.

Statistical processing of survey data. At this stage, different grouping of data is carried out, tables are made, average and other statistical characteristics are calculated. Statistical processing is usually carried out on a computer.

Preparation of questionnaires for processing. At this stage, the filling of questionnaires is checked for completeness and correctness and the final number of questionnaires is determined. The questionnaire is excluded from processing if the passport is not filled in or there are no/senseless answers to the key questions.

Graphical representation of the results. Graphical representation of statistical processing is not a mandatory step,

but in many cases it greatly facilitates the analysis of information.

Handling half-closed and open questions and additional coding. Half-closed and open-ended questions are the first thing that is processed in the questionnaire. For each open and half-closed question, a separate sheet is started. All variants of answers are put there and later united into several substantial groups. For example, when closing the question “What kind of movies do you like?” one type of answers is “funny”, “comedy”, “witty”, “funny tricks”, “where I can laugh”, etc., and the other group unites the answers “adventure”, “with gripping plot”, “thriller”, “with dangers and surprises”, etc.

<https://studopedia.org/6-66114.html>

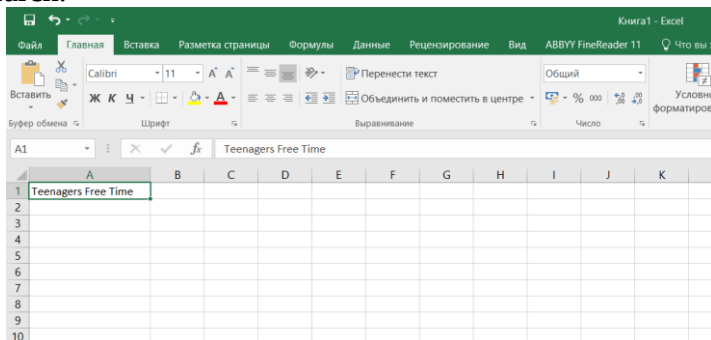
Task 2. Study the following example of Microsoft Excel data processing. Find one processing mistake here.

Sample Questions

1. Do you play a musical instrument? No/Yes
2. What other hobbies do you have? _____
3. When did you get your first hobby? ____ years old
4. What after-school activities would you like to attend?
a. sport b. art c. cooking d. other

Sample Processing

1. Open a new Microsoft Excel file and give a title to your research.



2. Let's imagine you have 10 correct questionnaires for processing. So, make ten lines for each of them.

	A	B	C	D	E	F
1	Teenagers Free Time					
2						
3	ID#					
4	1					
5	2					
6	3					
7	4					
8	5					
9	6					
10	7					
11	8					
12	9					
13	10					
14						
15						
16						
17						

3. For a Yes/No question make two separate columns. If the answer is Yes, put 1 into the corresponding column. The same goes with No. Here 4 respondents out of ten play some musical instrument.

	A	B	C	D	E
1	Teenagers Free Time				
2					
3	ID#	Q1 Yes	Q1 No		
4	1	1			
5	2		1		
6	3		1		
7	4		1		
8	5	1			
9	6	1			
10	7		1		
11	8		1		
12	9	1			
13	10		1		
14					
15					

4. Write out all the answers for the second question and unit them in groups. Here 2 answers were connected with art, 2 answers were connected with sport and 6 answers were connected with computer games. Make separate columns and put 1 in the same way as it was with the previous question.

	A	B	C	D	E	F	G	H
1	Teenagers Free Time							
2								
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q3 Comp. Games		
4	1	1			1			
5	2		1			1		
6	3		1			1		
7	4		1		1			
8	5	1		1				
9	6	1				1		
10	7		1			1		
11	8		1	1				
12	9	1				1		
13	10		1			1		
14								
15								

5. For the third question just write out the numbers into a separate column.

	A	B	C	D	E	F	G	H	I
1	Teenagers Free Time								
2									
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q2 Comp. Games	Q3 Age		
4	1	1			1		4		
5	2		1			1	5		
6	3		1			1	5		
7	4		1		1		8		
8	5	1		1			7		
9	6	1				1	7		
10	7		1			1	5		
11	8		1	1			9		
12	9	1				1	8		
13	10		1			1	11		
14									
15									

6. For the multiple choice question follow the previous routine. Here 2 people are for art, 2 people are for sport, nobody is for cooking and 6 people are for “other” section.

	A	B	C	D	E	F	G	H	I	J	K
2											
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q2 Comp. Games	Q3 Age	Q4 Sport	Q4 Art	Q4 Cooking	Q4 other
4	1	1			1		4	1			
5	2		1			1	5				1
6	3		1			1	5				1
7	4		1		1		8	1			
8	5	1		1			7		1		
9	6	1				1	7				1
10	7		1			1	5				1
11	8		1	1			9		1		
12	9	1				1	8				1
13	10		1			1	11				1
14											
15											
16											

7. Now we need to count the results. Add a new line “Total” and put the “Sum” formula for each column.

Книга1 - Excel

Файл Главная Вставка Разметка страниц Формулы Данные Рецензирование Вид ABBYY FineReader 11 Что вы хотите сделать?

Вставить Вставить гиперссылку Вставить рисунок Вставить таблицу Вставить таблицу

Буфер обмена Цифры Выравнивание Число Форматирование Стили Вставить Удалить Формат

Автосумма

Сумма Ссылки Максимум Минимум Другие функции...

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Teenagers Free Time															
2																
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q2 Comp. Games	Q3 Age	Q4 Sport	Q4 Art	Q4 Cooking	Q4 other					
4	1	1					4									
5	2		1				5									
6	3			1			5									
7	4		1					1								
8	5	1			1		7		1							
9	6	1					7									
10	7		1				5									
11	8			1	1		9		1							
12	9	1					8									
13	10			1			11									
14	Total															

Be careful with the lines that you want to sum up.

	A	B	C	D	E	
1	Teenagers Free Time					
2						
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q2 C
4		1				1
5		2			1	
6		3			1	
7		4			1	1
8		5	1			1
9		6	1			
10		7			1	
11		8			1	1
12		9	1			
13		10			1	
14	Total	=СУММ(B4:B13)				
15		СУММ(число1; [число2]; ...)				
16						

The final numbers look like this.

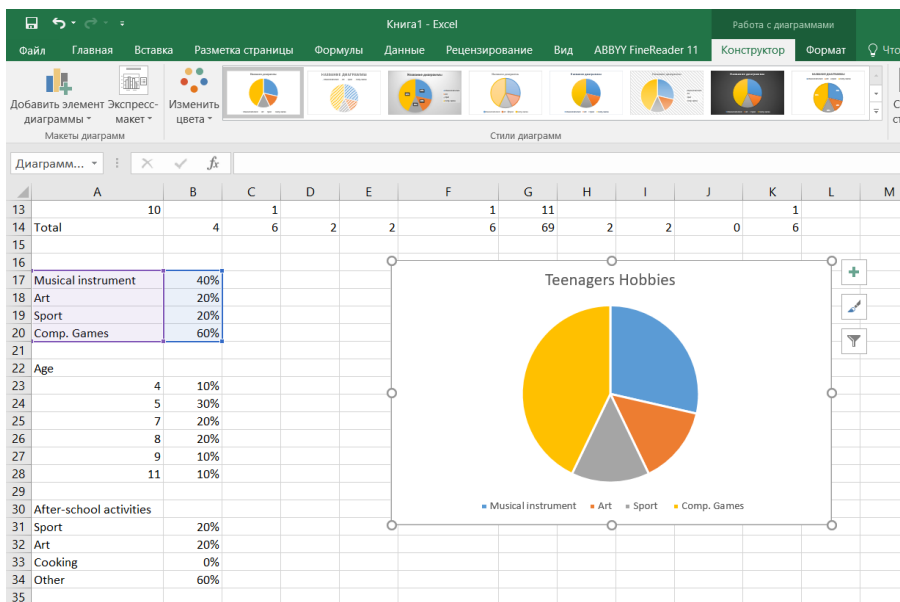
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Teenagers Free Time															
2																
3	ID#	Q1 Yes	Q1 No	Q2 Art	Q2 Sport	Q2 Comp. Games	Q3 Age	Q4 Sport	Q4 Art	Q4 Cooking	Q4 other					
4	1	1					4									
5	2		1				5									
6	3			1			5									
7	4		1				8	1								
8	5	1			1		7			1						
9	6	1					7									
10	7		1				5									
11	8			1	1		9			1						
12	9	1					8									
13	10			1			11									
14	Total		4	6	2	2	6	69	2	2	0	6				

8. Now we need to find out the average age when teenagers get the first hobby. For this we need to divide the total sum of 69 years by ten respondents. So the average age is 6.9.

9. After this we need to create a more reasonable table with our results. You can count the percentage of answers and put the information in brief.

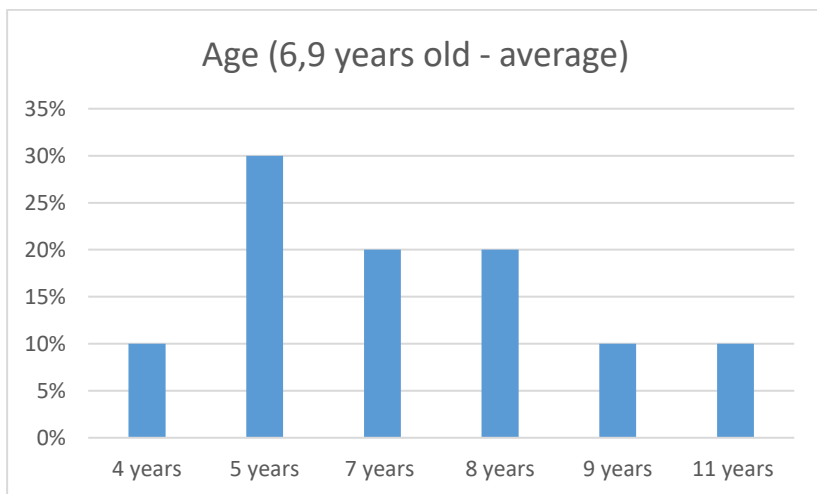
	A	B	C
16			
17	Musical instrument	40%	
18	Art	20%	
19	Sport	20%	
20	Comp. Games	60%	
21			
22	Age		
23	4	10%	
24	5	30%	
25	7	20%	
26	8	20%	
27	9	10%	
28	11	10%	
29			
30	After-school activities		
31	Sport	20%	
32	Art	20%	
33	Cooking	0%	
34	Other	60%	
35			
36			

10. Now we can choose a graphic way for presenting data. For the first table let's make a pie chart. Don't forget to write a heading for it.

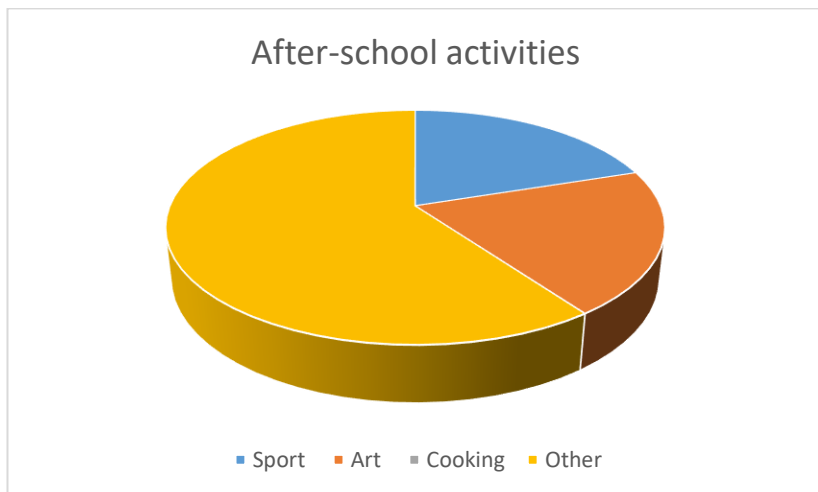


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For the second table let's make a bar chart and include our extra number – the average age – into the heading.

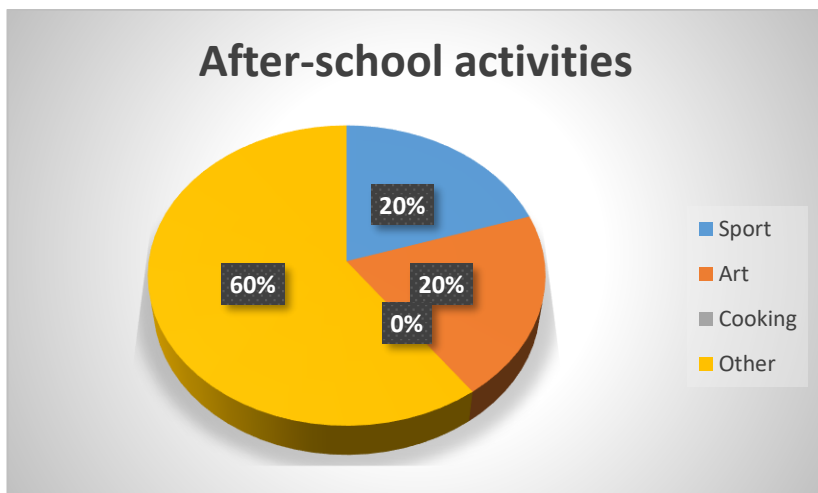


The last chart is also a pie one, but it has a different design. Mind that this is not the best way to present scientific data, as all electronic artwork must have the same style. Here we do it for practicing.

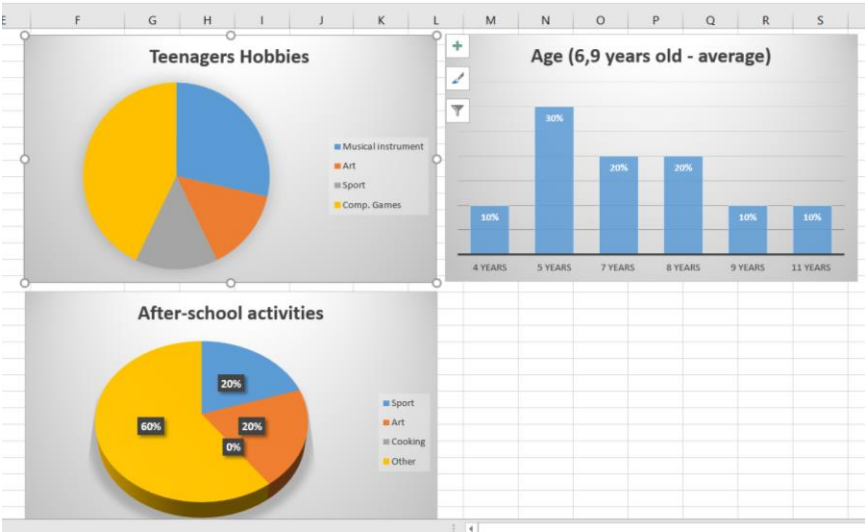


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Try different styles and try to organize your data in the best possible way.



Then make all your charts similar in style.



Task 3. What conclusions can we draw out of this survey? Say if the following statements are true, false or cannot be derived from the survey.

1. Teenagers are fond of playing musical instruments.
2. Teenagers are really interested in art.
3. Teenagers would like to try new things in after-school activities.
4. Cooking is not popular among teens.
5. It is not possible to state the usual age when teenagers get the first hobby.
6. Computer games play a great role in the free time of young people.
7. Sport is losing its popularity among young people.
8. Teenagers have no ideas about their extra classes.

Task 4. Now it is your turn to process data of a sample research. Here are sample questions and answers. Create all the necessary tables and charts.

Sample questions

1. Do you ride a bike in town? No/Yes
2. What transport do you use to get to school?
a. public b. a car c. a bike d. on foot
3. When is the best time to get a driving license? ____ years old
4. With whom do you usually travel long distances? _____

Sample answers

ID#	Q1	Q2	Q3	Q4
1	Yes	A	18	Grandparents
2	Yes	B	89	I don't travel
3	No	A	19	Parents
4	No	A	19	My family
5	No	A	20	Parents and granny
6	No	B	16	Classmates
7	Yes	B	16	Parents and their friends
8	No	D	14	Classmates and friends
9	No	D	18	Parents and my friends
10	No	D	20	Teachers
11	No	B	25	Alone



Task 5. Process the questionnaire for your research. Create the necessary tables and charts. Be ready to present your result and the first conclusions in class.

3.4. DESCRIBING EMPIRICAL WORK



What should you describe in your paper to give readers the idea of your empirical work? What were your main steps? What can you write about them? Should you describe the questionnaire or just put it into your text? Is it important to describe the respondents? Why (not)?

Task 1. Read the information and suggest headings for each paragraph of the text.

Describing your empirical work is just as important as conducting it. There are some main points that you should mind to be successful in this part of your research.

First, give information about the aim of your experiment. Say what hypothesis you wanted to check. Then, comment on the steps that helped you to solve exact tasks in your work.

Then you need to describe the respondents and prove that the choice of samplings was reasonable. Explain the peculiarities of their age, social background, interests etc. Comment on the number of people involved in your research.

After this you need to comment on your questionnaires, tests or any other means of examining the respondents. Explain what exactly you wanted to measure and/or to find out. You may use ready-made tests (then mention their authors) or create your own ones (then describe their contents in detail). As a rule, the full versions of tests are not included into the main body of the research paper. You may put them into the supplement and mention this to the readers.

As a rule, an experiment consists of a series of tests, as we need to see the dynamics. So later it is necessary to describe the initial state of affairs (with tables and/or diagrams of the first results), your measures to improve the situation, the final state of affairs (with tables and/or diagrams of new test results) and

the dynamics. The difference between the first and the last tests will be the material for analysis and the ground for your conclusions. Mind that the conclusion must correlate with the initial hypothesis of the experiment.

Task 2. As you can see empirical work is more than just one questionnaire. Let's return to the idea to analyze teenagers free time. Answer the questions to develop it.

1. What situation inspired the author for this research? What is its relevance connected with?
2. What was the hypothesis of the research? How was it proved through the experiment?
3. If the researcher wanted to make teenagers' free time more well-organized through after-class activities, what measures would he/she suggest?
4. Were the tests from Paragraph 3.3 for initial or for final measurement? Why do you think so?
5. How would you organize the final step of the experiment?
6. In what way would you analyze the dynamics? Are the results from Paragraph 3.3. enough for this analysis? Why (not)?

Task 3. Here is a sample description of empirical work. Find there all the key elements from the instruction in Task 1.

The analysis of teenagers' activity in social network gave us an idea of low intensity of their free time. As school plays an important role in teenagers' life, we supposed that better after-class activities could lead to improvement in this area. The aim of the experiment was to check this hypothesis. To reach this aim we needed to solve the following tasks:

- to measure the initial level of teenagers' free time intensity;
- to find out what trends could become popular in after-class activities;
- to introduce some after-class activity for one group of teenagers;

- to measure the final level of free time intensity;
- to compare the results and analyze the dynamics;
- to prove the hypothesis as right/wrong.

Our experiment involved two groups of students from Grade 7. The total amount of respondents was 20 students. The whole sampling was used for the comparison of empirical results. Teenagers of 13-14 years of age are the best representatives of adolescence as they are old enough to organize their free time independently, but they are not so exam-oriented and stressed out as senior students who have very little free time.

To measure the initial level of free time intensity we created a special questionnaire. We wanted to find out how many different hobbies teenagers know, how many after-class activities they attend, how many clubs/teams they are/would like to be members of, how satisfied they are with their school after-class activities, how motivated they are to stay at school for some shared interests. We also included open-ended questions about the activities they would like to be offered at school. The full version of the questionnaire is in Supplement 1.

The initial testing of all 20 students gave the following results. The average number of hobbies that students could name was 5. Computer games, watching videos, sport, art and music were the most common answers. Rare answers included going to the cinema, reading, travelling, photography, cooking and DIY. The full distribution of hobbies is presented in Table 1.

Table 1.

Hobby Distribution Popularity

Hobby	Frequency of mentioning
Computer games	20
Watching videos	18
Sport	18
Art	15
Music	12
Going to the cinema	12

Reading	7
Travelling	4
Photography	2
Cooking	1
DIY	1

The average number of after-class activities attended by students is very low as only 8 out of 20 respondents attend one after-school activity (extra classes of Russian and Mathematics, 4 persons each). As for club/team membership, the rate is higher as we can see from the results presented in Table 2.

Table 2.

Club and Team Membership

Club/team	Number of membership	Number of desired membership
Dancing	8	4
Football	6	2
Basketball	4	2
Music	4	1
Foreign languages	4	4
Art	2	1

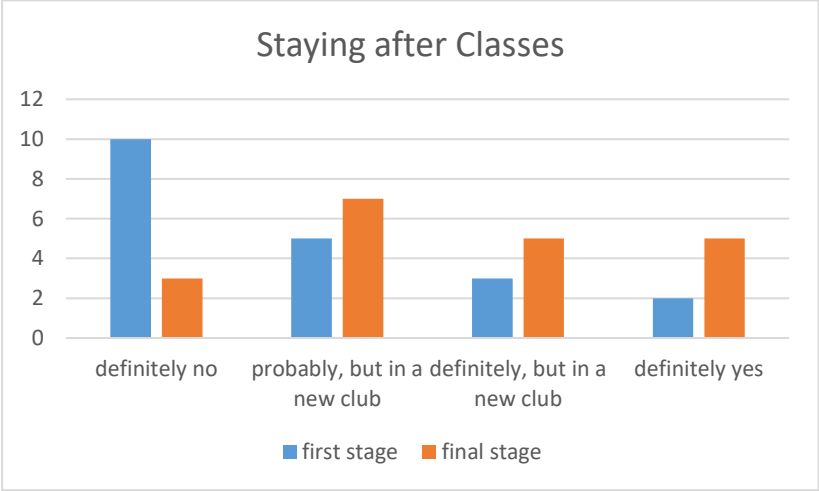
As we can see, the sphere of school activities is not in high demand among teenagers as it does not satisfy their desired membership. Teenagers have some potential initiative to intensify their free time, but school does not offer suitable clubs for them. As our survey showed, the average rating of after-school activities is 2.6 out of 5. When teenagers were asked about their motivation to stay at school for some shared interest, 10 out of 20 answered “definitely no”, 5 out of 20 answered “probably, but in a new club”, 3 out of 20 answered “definitely, but in a new club” and 2 respondents chose the variant “definitely yes”. Only 5 respondents out of 20 could call their free time diverse. Still, only 3 of respondents write that they are ready to start a new hobby, which probably means that they are

too disappointed with after-school activities and have no exact plan how to start something new themselves. This shows that teenagers actually have potential motivation for new after-school activities though now their level of involvement is not very high.

At the second stage of the experiment, we introduced a foreign language club for the respondents. As the survey showed, foreign languages are in the same demand as dancing, but this club was easier to organize within the school building. For four weeks students had special weekend gatherings of their “Movie Club” where they watched a film in the original, had an informal discussion in English and a light meal together. The plan of the meetings is presented in Supplement 3.

After the first month of club functioning, we offered the students a new questionnaire combining some questions about after-school activities and about teenagers’ plans about their free time. The full version of it is presented in Supplement 2.

The survey showed that the average rating of after-school activities rose from 2.6 up to 3.9. The average rating of the new club was 4.2. More students became motivated in staying at school after classes (see Pic. 1).



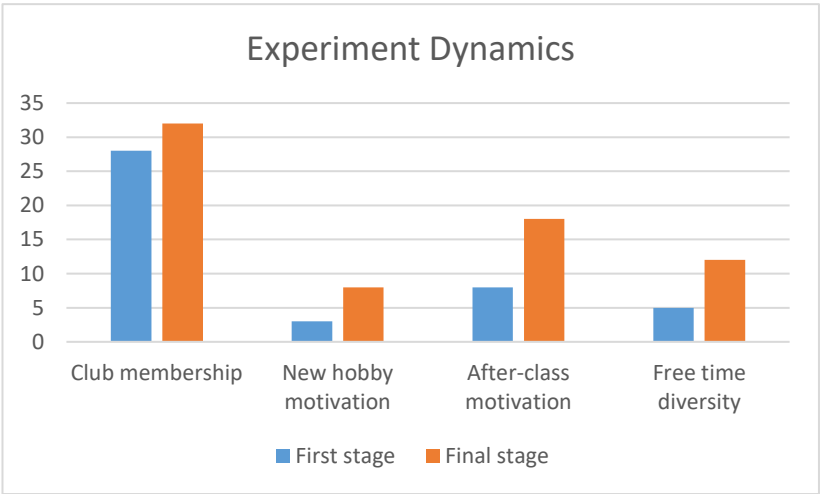
Pic. 1. Motivation in Staying within School Limits

When asked about their free time, teenagers gave the answers showing positive dynamics in their free time intensity and also higher motivation for further development. Full results are presented in Table 3.

Table 3.

Free-time Intensity		
Criteria	First stage	Final stage
Club membership (apart from “Movie Club”)	28 total	32 total
New hobby motivation	3 respondents	8 respondents
After-class motivation	8 respondents	18 respondents
Free time diversity	5 respondents	12 respondents

The results of final testing show that there is a substantial change in the free time of respondents though the measures were short-term and not fundamental. The visual variant of the comparison is presented in Pic.2.



Pic. 2. Experiment Dynamics

Our experiment led us to the following conclusions. Teenagers' free time is mainly filled with passive pastimes connected with media and Internet. Traditional hobbies are not popular among teenagers and are old-fashioned today. After-school activities are also outdated and do not meet the demand of modern students. However, teenagers are eager to take part in some new activities to intensify their free time. Alongside with sport, foreign languages are in good demand among adolescence, so our introduced club was a positive change for students of Grade 7. After the first month of meetings, teenagers showed better motivation for school activities and became aware of more chances of improving their pastimes. The final numbers showed that our hypothesis was right and better after-class activities can really lead to improvement in this life sphere of modern teenagers.

Task 4. Comment on the methodology of research and electronic artwork of the description. Can you single out some general recommendations?

Task 5. Organize mini-groups and work out a full methodology of the research about teenagers' transportation (see Paragraph 3.3. Task 4).



Task 6. Check the results of your questionnaire. Finish the description of your empirical work. Don't miss the aim, the tasks, the respondents and the means of your research.

3.5. EMPIRICAL CONCLUSIONS OF RESEARCH. PROGRESS CHECKLIST



Congratulations! Now you have a good vision of empirical work. It is time to check the practical side of your research and finish the second chapter. Study the information about these elements. Then pass over to the checklist and finish your work.

Empirical conclusions

The second chapter of your work deals with your own way to improve the situation. Here you describe the measures that you would like to introduce, explain why you consider them potentially effective and progressive. You also describe the way you checked your hypothesis, carried out your experiment, processed and analyzed the empirical data. All the specific forms, tests and additional materials are put into the supplement for the readers to be able to examine them in detail and use them in their own practice.

Your empirical conclusions are the result of the second chapter. Here you must make a gist of all your independent creative work. Write about 0,5-1 pages. Be precise and clear.

Make several separate points in your conclusions (3-5 points will be enough). Each point must show an exact part of your search and your result. You may write about your hypothesis, your experiment, main test results etc. Don't forget to highlight that you managed to prove the hypothesis as right/wrong.

PROGRESS CHECKLIST

- ✓ Make sure your practical chapter is well logically divided, each part has a brief introduction and a good ending.
- ✓ Make sure your empirical material is enough to prove the hypothesis of your research.
- ✓ Make sure you have put all the necessary materials into the supplement section.
- ✓ Make sure your charts and tables with empirical data are clear and understandable for everybody. Check their headings and numbers.
- ✓ Write your empirical conclusions following the instruction.
- ✓ Look through the font and the highlighting. Make sure you have followed the rules of electronic artwork.
- ✓ Now you are ready to hand in your practical chapter.
Good luck!

PART 4. SCIENTIFIC COMPREHENSION.

INFORMATION EXCHANGE

4.1. THE WORLD OF INFORMATION. WAYS TO CONVEY DATA



What objects around us convey information about the world? What objects convey scientific information? How do people usually exchange knowledge? What is the difference between common and scientific knowledge?

Task 1. Read the text and name the main ways to get and save information. Add your own variants.

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In daily use the word “information” means some knowledge meaningful and useful to the recipient. This usage is quite correct as the word is derived from the Latin verb “informare” which means “to teach”.

We share information with words, through sound waves and written signs, through gestures, intonation etc. Humanity has invented a lot of ways to transmit information through electricity. Telegraph, telephone, radio, television and internet are among them. With the help of radiation (x-ray) doctors receive information about the internal state of the patient. The light of distant stars stores information about them. Ways to receive information are endless, but after receiving it must be stored somewhere.

One way to store information is the human brain. When man heard, saw or felt something, the information was immediately preserved in his brain. Then he passed it from word to mouth and kept legends. Cave paintings followed next. When languages and writing emerged, written signs became the main

way to store information. However, in the last two centuries mankind has invented a whole bunch of ways to store information. Vinyl records, tapes, disks, memory sticks became containers for analogous (like in vinyl records) and digital (like in computers) data.

<https://studfiles.net/preview/400124/>

Task 2. Match the types of information and their descriptions.

graphic	information conveyed and kept with the help of sound recording devices
sound	a quantitative measure of objects and their properties in the world
text	information about the world in the form of paintings, photographs, diagrams etc
numerical	a way to preserve “live” pictures of the world which appeared with the invention of cinema
video	a method of encoding human speech with special characters — letters

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<http://fb.ru/article/402239/nauchnaya-informatsiya-vidyi-sposobyi-polucheniya-i-ispolzovanie>

Task 3. Study the properties of information. Match them with their descriptions.

Objectivity	It is enough for comprehension and making decisions
Validity	It is exact and very close to the real state of affairs
Completeness	It is important and vital for the present day
Accuracy	It reflects the true state of affairs no matter how it was received
Relevance	It helps to solve exact tasks
Practical value	It does not depend on the person’s views, opinion, judgement

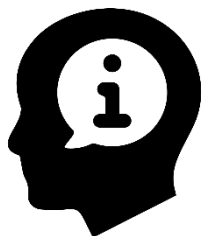
Task 4. Are these properties vital for scientific information? What other properties does scientific information have? Study the hint below and discuss these questions.

Scientific information is logical information obtained in the process of cognition. It adequately reflects the laws of the objective world and is used in social and historical practice. Scientific information is acquired in the process of learning the laws of objective reality and is formulated in the appropriate form. Scientific information is often based on practice. It is documented information about national and foreign achievements of science, technology and production, obtained in the process of research, development and social activities.

<https://banauka.ru/5845.html>

Task 5. The following statements are examples of scientific and non-scientific (daily, religious, art, mythological, pseudo-scientific) information. Define them and explain your opinion.

1. Trees have spirits inside their trunks.
2. The world was created in seven days.
3. The man was born for happiness just as the bird was born for flying.
4. You must wash white and colored clothes separately.
5. British scientists proved that coffee prevents cancer.
6. Holes in the ozone layer give way for more ultraviolet radiation.



Task 6. Make your own examples of different types of knowledge. Think of their properties, ways to convey and keep information used in their exchange.

4.2. TYPES OF TEXT INFORMATION



Though vast volumes of information are processed by computers, the main human instrument for daily information exchange is language. Are we always clear in speech? What misunderstanding can occur in communication? Is all information conveyed directly in words or there is more “between the lines”?

Task 1. Read the text and say what types of text information exist.

According to academician Galperin sounds, morphemes, words, word combinations, syntactic constructions and stylistic devices actively participate in communication. These units themselves do not carry any information, but by participating in conversation, they can actively contribute to the effect of communication. Information is the main category of the text. The analysis of different types of information in official, business, newspaper, art, social texts showed that there are three types of text information: factual, conceptual and subtext.

Factual information contains messages about facts, events, processes in the world around us, real or imaginary. It deals with past, present and future events and may also convey some hypotheses put forward by scientists, their views, all sorts of comparisons of facts, their characteristics, all sorts of assumptions, possible solutions to the questions posed, etc. Units of language are usually used in their direct, dictionary meanings.

Conceptual information tells the reader the author's individual understanding of the relationship between phenomena or their importance in the social, economic, political and cultural life of the people. Such information is extracted from the whole work and is a creative rethinking of these relations, facts, events, processes presented by the writer in the imaginary world created by him. This world approximately

reflects the objective reality in its real embodiment. This information requires different interpretations. Conceptual information is mainly a category of literary texts and decoding it is mental work.

Subtext information, or just subtext, also helps to understand conceptual information. The concept of subtext has not yet been fully understood. This is conveying things not expressed in the text in ordinary words, so it arises as if "from nothing". But it only seems that way. The hidden meaning is transmitted in the order of words, intonation, artistic means. To create the subtext the author can also leave some gaps for the readers to contemplate and to finish some phrases themselves. Subtext information can be both factual and conceptual. All kinds of information in the text are closely related.

*https://studopedia.su/7_20803_vidi-informatsii-v-tekste.html,
https://allbest.ru/otherreferats/literature/00070317_0.html*

Task 2. Say what type(s) of information is/are:

- the easiest to decode;
- not well-understood in the language science;
- sometimes conveyed with the help of the whole text;
- close to real world;
- close to author's mental world and suppositions;
- the main for scientific texts;
- vital for literary works.

Task 3. Academician Galperin illustrated his theory using the text "Sparrow" by Turgenev. Read the story and match the conclusions with the information types.

Sparrow

I was coming back from hunting walking along the garden alley. The dog was running ahead of me.

Suddenly it slowed down and began to sniff, as if smelling some game.

I looked along the alley, saw a young sparrow with a yellow beak and down on his head. He had fallen out of the nest (the wind was shaking the birches of the alley) and sat motionless, helplessly spreading his barely sprouted wings.

My dog was slowly approaching him, when suddenly, rushing down from a nearby tree, an old black-breasted sparrow flew up to the dog's muzzle with a stone in his beak. All disheveled, distorted, with a desperate and pitiful squeak, it jumped twice in the direction of the toothy open mouth.

He rushed to rescue, he covered his child... but his whole little body trembled with horror, his voice went wild and hoarse, he stood still, he sacrificed himself!

What a huge monster the dog must have seemed to him! And yet he could not sit on his high, safe branch... A force stronger than his will threw him down.

My Trezor stopped, backed away... Apparently he also recognized this force.

Embarrassed, I hurried to withdraw the dog and went away solemnly.

Yes: don't laugh. I was in awe of that little, heroic bird, of its loving impulse.

Love, I thought, was stronger than death and the fear of death. Only it, only love keeps us and life goes on.

Factual	It is expressed in the words: <i>Love is stronger than death and fear of death. Only it, only love keeps us and life goes on.</i> With these words Turgenev asserts his understanding (concept) of the driving force of the world.
Conceptual	It is realized through the description of acts, states, characteristics of characters: the storyteller, the dog, sparrows (young and old). Here we also see a direct indication on the place of action (the garden alley).
Subtext	The phrase <i>rushing down</i> gives us an image of a hawk or a falcon. Therefore, the Sparrow here

	is similar to them in his courage, swiftness, determination. This is confirmed by the fact that the author calls the sparrow not a bird, but a heroic bird. The text is broken into small paragraphs to slow down the reading and to give the impression of slow motion. This narrative is interrupted by the word <i>suddenly</i> and later becomes dynamic.
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https://allbest.ru/otherreferats/literature/00070317_0.html

Task 4. Some psychologists say that the highest form of reading is “a dialogue with the text”. It means that the reader dwells upon the subtext as much as possible. Study the example and give your “dialogues” for the phrases below.

I.

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At 6 p.m. I went to bed and wanted to sleep, but then one thing stopped me. I had almost forgotten about it, though I should have foreseen it beforehand. ...

At six p.m. he went to bed. Why so early? Personal experience tells us that it happens when a person either did not sleep the night before, or his body is weakened (due to illness, old age, etc.). He wanted to sleep, but something prevented him. What was it? Maybe someone came? Or did he remember something he had to do? Probably something important. The reproach to himself emphasizes the importance of this circumstance, but it does not become clear at all, so we need to study the text further.

II.

In one of our remote provinces there was the estate of Ivan Petrovich Berestov. (A. Pushkin. Young Lady-Peasant)

III.

Shuvalov expected Lelya in the Park. The day was very hot. (Yu. Olesha. Love)

IV.

Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. (Ch. Dickens. Christmas Carol)

V.

Before our supper, Harris and George and I were quarrelsome and snappy and ill-tempered; after our supper, we sat and beamed on one another, and we beamed upon the dog, too. (J. K. Jerome. Three Men in a Boat)



Task 5. Analyze the extract below. Single out all types of information, comment on the means to convey it. Get ready to explain the historical background and the general plot frame.

The sun had got more powerful by the time we had finished breakfast, and the wind had dropped, and it was as lovely a morning as one could desire. Little was in sight to remind us of the nineteenth century; and, as we looked out upon the river in the morning sunlight, we could almost fancy that the centuries between us and that ever-to-be-famous June morning of 1215 had been drawn aside, and that we, English yeomen's sons in homespun cloth, with dirk at belt, were waiting there to witness the writing of that stupendous page of history, the meaning whereof was to be translated to the common people some four hundred and odd years later by one Oliver Cromwell, who had deeply studied it.

(J. K. Jerome. Three Men in a Boat)

4.3. SCIENTIFIC STYLE



What do you remember about functional styles? What is typical of literary works, mass media writing, colloquial speech? What are the traits of scientific writing?

Task 1. Read the text and fill in the gaps 1-6 with phrases A-F.

- A. includes oratory, essays and articles in newspapers and magazines
- B. because in science wordplay is unacceptable
- C. there are whole sentences used as clichés
- D. because they perform important functions, being a means of communication, exchange of certain information and influence on the listener or reader
- E. because each part is quite clearly compositionally framed
- F. which should exclude the possibility of misunderstanding of the text

Depending on the goals and objectives that are set in the process of communication, we select different language means. As a result, there are peculiar varieties of a single literary language – functional styles. Language styles are called functional 1.____.

Usually there are the following functional styles: belles-lettres, publicistic, newspaper, scientific and official. Each functional style is subdivided into a number of substyles. The belles-lettres functional style has the following substyles: poetry, emotive prose, drama. The publicistic functional style 2.____. The newspaper functional style is represented by brief news items, advertisements and announcements, headlines and the editorial. The scientific prose style is subdivided into exact

sciences, humanitarian sciences and popular- science prose. The official documents functional style is the style of diplomatic documents, business letters, military and legal documents.

The features of the scientific style are emphasized logic, conclusiveness, accuracy (unambiguity) and abstraction (generality). The emphasized logic of the speech should allow the author to prove his case and convince the addressee of this correctness. The author of the text requires accuracy, 3.__. Indeed, the purpose of science is to influence the addressee not with the help of emotions, but using logic and evidence.

In the scientific style there are special words denoting concepts — terms. Any word in the scientific text is used only in one meaning, 4.__. As a rule, in the scientific style we do not use emotionally colored vocabulary, as well as synonymic replacement.

Almost no exclamatory and imperative sentences are used in the scientific language. Participial phrases, passive constructions and impersonal sentences are very frequent. The text uses linking words and phrases that emphasize the logic: *first, consequently, therefore*. Sometimes 5.__ — *First we consider..., Let's pass over to the problem.... As it was mentioned above...*

The scientific speech often maintains the same structure of the paragraph. The first sentence of a paragraph is usually a new idea. The continuation is based on the scheme: thesis — proof. Each paragraph in the scientific text can begin a new microtheme. For example, the theme “Garden” is divided into sub-topics: “Fruit trees”, “Shrubs”, etc. The sub-theme “Fruit trees”, in turn, contains sub-topics “Apple”, “Pear”, etc. The tree review is divided into new sub-themes: the type of wood, fruit etc. The scientific text is easily divided into parts, 6.__ : the beginning — the development of thought — the ending/the conclusion.

Task 2. Say if the following traits of the scientific style are lexical, morphological or syntactic. Comment on their contribution to the spirit of scientific writing.

- special and general scientific terminology;
- the prevalence of present tense-forms of the verb in scientific reasoning, mostly the Present Indefinite or the Present Perfect, e.g. *'Here we consider the case of exact resonance'*, *'Organic geochemical procedures and contamination controls have been developed to be applied to the samples containing minute amounts of organic compounds'*;
- words used in their direct meaning;
- the abundant use of various conjunctions and conjunctive words including double conjunctions, e.g. *not merely... but also*, *whether ... or*, *both ... and*, *as ... as*, etc.;
- frequent use of non-finite forms (Infinitive, Participle, Gerund) in different syntactic functions, e.g. *'The electrization of bodies is expected to be given account of in terms of atomic structure'*. *'The equation seems to hold only for symmetrical molecules'*. *'The existing data being limited, no definite conclusions could be made'*;
- extensive use of Passive Voice constructions;
- a wide use of impersonal constructions with the pronoun 'one', as in *'one may assume'*, *'one can really see'*, *'one cannot help noticing'*, etc.;
- bookish words of Greek, Latin or French origin within special and general scientific terminology, e.g. *amplification*, *acceleration*, *method*, *analysis*, *simultaneous*, *hierarchy*, etc.;
- prevailing complex sentences, often comprising a number of different subordinate clauses;
- strings of nouns of the type N+N+...+N, e.g. *world-population-growth rate*, *shock-wave-velocity measurement*, *anti-aircraft-fire-control systems*;

- ready-made segments of sentences, e.g. *It would be more accurate to say that ... ; a good example of this is ... ; we can all recognize that...*;
- the use of the personal pronoun of the 1st person plural 'we';
- unusual word-order used for emphatic purposes: **However + Adj / Adv + S + P...**, e.g. '*However often we may observe pieces of gold to dissolve, we must still allow it to be possible that ...*'; **Adj+ as + S + P...**, e.g. '*Impressive as these objections appear, when all collected together, they would nevertheless seem to be answered by the formulation of Mach's principle.*'; **It is... that...**, e.g. '*It is this motion that reemits the light by which we see the objects around us.*'

<https://mylektsii.ru/7-12473.html>

Task 3. Comment on the lexical, morphological and syntactic means used in the following text.

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The purpose of science as a branch of human activity is to disclose by research the inner substance of things and phenomena of objective reality and find out the laws regulating them, thus enabling man to predict, control and direct their future development in order to improve the material and social life of mankind. The style of scientific prose is therefore mainly characterized by an arrangement of language means which will bring proofs to clinch a theory. The main function of scientific prose is proving. The selection of language means must therefore meet this principle requirement.

The genres of scientific works are mostly presented in the written form (scientific articles, monographs or textbooks), but they may also be found in oral form (in scientific reports, lectures, discussions at conferences, etc.); in the latter case this style has some features of colloquial speech.

The language of science is governed by the aim of the functional style of scientific prose, which is to prove a hypothesis, to create new concepts, to disclose the internal laws

of existence, development, relations between different phenomena, etc. The language means used, consequently, tend to be objective, precise, unemotional, and devoid of any individuality.

<https://eng.1sept.ru/article.php?ID=200701608>

Task 4. Comment on the following examples of wrong and right ways to express ideas in the scientific style.

Wrong: I am proud to present you a new program. Have you ever thought about how much time you waste in your daily life? Forget it! The new program N organizes your day, giving you up to 70% of your free time!

Right: The N software allows you to organize your daily routine rationally and free up to 70% of the time.

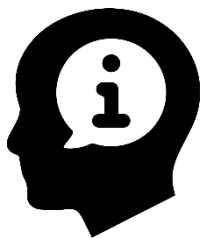
Wrong: Large containers for transportation of liquids: oil and its products – are often used in the form of train cars.

Right: The inclusion of tanks in the locomotive is characteristic of the modern transport industry.

Wrong: Simplicity is the key to success. The experiment proved it.

Right: Based on the results of the experiment, we can conclude that simplicity is the key to success.

<https://shard-copywriting.ru/kak-pisat-nauchnyiy-tekst-v-kopiraytinge-nauchnyiy-stil-primeryi-i-rekomendatsii/>



Task 5. Here is an extract of popular science prose. Change it into a truly scientific text; explain how you made your adaptation.

World computer keyboard day takes two days in the calendar. This is April 11 and 12, of each year. Such an interesting fact appeared due to the fact that these days of April are the 101st and the 102nd days of the year. The international IT community chose these two dates, because the standard computer keyboard has 101 or 102 keys.

Most modern keyboard has 104 keys.

Just over the past thirty years, the computer keyboard has made a sharp leap in its development. Today there are hundreds of different modifications of keyboards, different in purpose, functionality, ergonomics, design and layout of characters. There are keyboards for personal computers, for laptops and netbooks, for tablets and smartphones.

There are also ergonomic keyboards for speed typing, focused on the following professions: programmers, secretaries, journalists, writers, copywriters etc. They are designed to optimize the work and save the joints of the user's hands, reduce the pressure on them.

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It is worth mentioning special keyboards for people with disabilities. Programmable keyboards have also been developed. The keyboards of the original device and design are interesting and useful in certain situations. For example, a keyboard that is attached to your wrist. Or a keyboard, which is an optical projection on the surface of the table, for example. Or a keyboard with a display in place of each button – the picture changes depending on the program running on the computer.

Backlit keyboards make using them more convenient. Bright keyboards with funny drawings for children are designed to make communication between the child and the computer unobtrusive. For silent operation, a Japanese touch keyboard called No-Key-Keyboard is developed. Washable keyboards and keyboards with UV radiation will save the user from infections.

<https://ycilka.net/tvir.php?id=773>

4.4. SCIENTIFIC READING STRATEGIES



When do we read scientific texts? What can be difficult in their comprehension? Do you have any strategies how to read such texts? Have you ever read articles dealing with new scientific achievements?

Task 1. A research article usually follows the same structure. Match the parts and their descriptions.

Abstract	A precise description of the experiments such that they can be replicated by other scientists.
Introduction	All the important resulting data from the experiments.
Methods and Materials	A condensed version of the article including the problem scientists were looking into, related work in the field, why this paper is new and novel, the most important findings, the overall conclusion, problems that occurred during the experiments.
Results	How the authors interpret the data.
Discussion/ conclusion	Scientists cite previous research in the field and explain their hypothesis in broad terms.

<https://endpoints.elysiumhealth.com/how-to-read-a-scientific-paper-695188037080>

Task 2. Single out the structural parts in the sample article below.

Behavioral Study of Obedience

There are few facts about the role of obedience when committing acts against one's personal conscience. Most theories suggest

that only very disturbed people are capable of administering pain to an ordinary citizen if they are ordered to do so. Our experiment tested people's obedience to authority. The results showed that most obey all orders given by the authority-figure, despite their unwillingness. The conclusion is that, contrary to common belief, personal ethics means little when opposed to authority.

Current theories focus on personal characteristics to explain wrong-doing and how someone can intentionally harm others. In a survey, professionals such as doctors, psychologists and laymen predicted that a small proportion of the population (1-3%) would harm others if ordered to do so. The author wanted to test this claim.

The experiment will test whether a person can keep administering painful electric shocks to another person just because he is ordered to do so. The expectation is that very few will keep giving shocks, and that most participants will disobey the order.

There were 30 male participants. They were recruited by advertisement in a newspaper and were paid \$4.50. A "shock generator" was used to trick the participants into thinking that they were giving an electric shock to another person in another room. The shock generator had switches labeled with different voltages, starting at 30 volts and increasing in 15-volt increments all the way up to 450 volts. The switches were also labeled with terms which reminded the participant of how dangerous the shocks were.

The participant met another "participant" in the waiting room before the experiment. The other "participant" was an actor. Each participant got the role as a "teacher" who would then deliver a shock to the actor ("learner") every time an incorrect answer to a question was produced. The participant believed that he was delivering real shocks to the learner. The learner would pretend to be shocked. As the experiment progressed, the teacher would hear the learner plead to be

released and complain about a heart condition. Once the 300-volt level had been reached, the learner banged on the wall and demanded to be released. Beyond this point, the learner became completely silent and refused to answer any more questions. The experimenter then instructed the participant to treat this silence as an incorrect response and deliver a further shock. When asking the experimenter if they should stop, they were instructed to continue.

Of the 40 participants in the study, 26 delivered the maximum shocks. 14 persons did not obey the experimenter and stopped before reaching the highest levels. All 40 participants continued to give shocks up to 300 volts.

Most of the participants became very agitated, stressed and angry at the experimenter. Many continued to follow orders even though they were clearly uncomfortable. The study shows that people are able to harm others intentionally if ordered to do so. It provides evidence that this factor is far more important than previously believed, and that personal ethics is less crucial for such behavior.

<https://explorable.com/example-of-a-research-paper>

Task 3. Study the information about scientific reading strategies. Give each paragraph 1-5 a suitable heading from A-E.

- A. Check out the discussion
- B. Skim and take notes
- C. Check your understanding
- D. Re-read, but don't start at the beginning
- E. Get into the nitty-gritty

1. Most scientific articles follow the structure known as IMRAD, which stands for Introduction, Methods, Results, and Discussion. Sometimes they go by different names and sometimes there are extra sections, but this is the rough outline that the majority follow. Check out where each of these sections

are located and get a feel for what each one is trying to accomplish. If you see terms you don't understand, write them down so you can look them up later.

2. At the very top of the paper, there's an abstract, which summarizes the entire paper. One of the most common mistakes people make with reading scientific papers is to read the abstract and move on with their life. Instead, start with the introduction. The introduction gives the lay of the land, so to speak, and explains what previous researchers have done in this particular area of study. The introduction is also the most clearly written part of most papers.

3. Scientific papers aren't designed to tell you the dramatic story of discoveries; they're just designed so that other scientists can repeat the experiment. That means that you're well within your rights to skip ahead and see how the experiment turned out. The discussion section will usually give you a pretty clear picture of the paper's findings, but you'll also be left with a few questions. That's what you want. Write them down, then see if you can answer them in the next step.

4. Here's where you read through the results and perhaps the methods section, look up any terms you don't understand, and take a close look at any numbers or measurements used.

5. Once you're done finding the answers to any questions you had and looking up any terms that were unclear, do a final review of what you learned and what you still don't understand. Here's a handy list of questions to ask yourself from biology professors Mary Purugganan, Ph.D. and Jan Hewitt, Ph.D. at Rice University:

- What specific problem does this research address? Why is it important?
- Is the method used a good one? The best one?
- What are the specific findings? Am I able to summarize them in one or two sentences?
- Are the findings supported by persuasive evidence?
- Is there an alternative interpretation of the data that the author did not address?

- How are the findings unique/new/unusual or supportive of other work in the field?
- How do these results relate to the work I'm interested in? To other works I've read about?
- What are some of the specific applications of the ideas presented here? What are some further experiments that would answer remaining questions?

<https://curiosity.com/topics/how-to-read-a-scientific-paper-in-5-steps-curiosity/>

Task 4. Answer the questions from the list using the article from Task 2.

Task 5. Study the additional information about scientific structuring and define the type of the examples below.

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Five **common types of structure** used in scientific texts are:

- generalization: the extension or clarification of main ideas through explanations or examples;
- enumeration: listing of facts;
- sequence: a connecting series of events or steps;
- classification: grouping items into classes;
- comparison / contrast: examining the relationships between two or more units.

I. Irritability is defined as an organism's capacity to respond to conditions outside itself. ... The organism's response is the way it reacts to stimulus. For example, a plant may have a growth response. This happens when ...

II. Experimental samplings can be grouped into one of two categories, either a manipulated sampling or a controlled sampling. A sampling that can ...

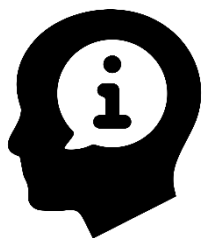
III. Hearing can be described in five separate stages. First, ...

IV. There are two different hypotheses for the origin of the earth: the nebular hypothesis and the comet-produced hypothesis. The

nebular hypothesis maintains ... In contrast, the comet-produced hypothesis states ... The first hypothesis assumes ... The latter hypothesis asserts ..

V. There are four general properties of solids. Tenacity is ... Hardness is ... Malleability refers to ... Ductility is ...

<https://docslide.net/documents/reading-scientific-text.html>



Task 6. Find an article relevant to the area of your research. Single out its structural parts, think of the questions check-list for analysis and comprehension. Prepare a brief report about your work.

4.5. SCIENTIFIC LISTENING. LECTURING

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As a rule, a person is first exposed to the real language of science when getting higher education. It comes in the form of lectures where professors just give 90-minutes streams of scientific speech that you need to keep somehow until the exam day. How do students cope with this task?

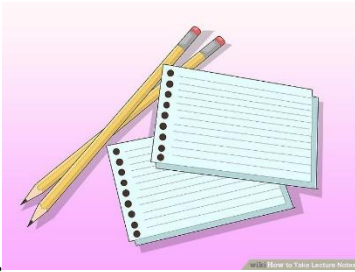
Task 1. Read the information below and say why note-taking is important in learning.

Effective note-taking is not recording or transcribing. It is an active part of the learning process that requires you to quickly digest the lecture material and write down its key elements in a manner that suits your learning style. After properly preparing for the lecture, optimize your process for taking notes. There are some steps, along with prompt revision and reorganization, that can help you become a better lecture note-taker.

<https://www.wikihow.com/Take-Lecture-Notes>

Task 2. Match the tips and the pictures. Give a general idea of effective preparation for a lecture.

A.



B.



C.



D.



E.



F.



G.



1. Read through your notes from the previous lecture before class. This will help you get back up to speed on where you last left off in the class.

2. If your teacher provides outlines, PowerPoint slides, or even a basic summary of the upcoming lecture, use it to your advantage. Use any distant learning tools that are available,

3. Many students are more comfortable typing than writing, but there are still reasons to consider the tried-and-true method of putting pen to paper. Some studies indicate that students who hand-write notes are more able to comprehend and recall lecture material than those who type. On the other hand, using a laptop or other electronic device makes it easier to format, save, edit, share, and read notes (with no worries about messy handwriting).

4. Choose a spot in the class where you will have few distractions. Find a spot where you can see and hear the lecturer clearly. You should also be able to see the board clearly.

5. Make sure you are well-stocked with note-taking supplies. If you take notes by hand, bring extra pens or pencils and paper. If you take notes on a laptop or other electronic device, make sure it is sufficiently charged and ready to go as soon as class begins.

6. Make sure your notes are clearly labeled for future reference. Write the date of the lecture and the topic at the top of each page

7. Consider formatting options for your notes. The more orderly your notes are at creation, the easier they will be to understand, revise, and study.

<https://www.wikihow.com/Take-Lecture-Notes>

Task 3. Here are some basic points for successful note-taking. For paragraphs 1-9 find suitable headings A-I.

A. Copy down what is written on the board.

B. Pay attention at the end of the lecture.

C. Listen carefully to the introduction of the lecture.

D. Write legibly.

E. Ask questions.

F. Make up your own shorthand method.

G. Remember to take notes instead of transcribing the lecture.

H. Leave space to work with later.

I. Learn to pick up on the lecturer's cues and clues.

1. In order to take better notes, you need to be an “active listener.” This means that you don’t just record what is said. Instead, you should engage with the material and determine the essential elements of what is being said.

2. Don’t waste time easing your way into note-taking mode at the beginning of class. Be ready to go from the very start. Lectures often begin with an explicit preview of what will be covered, or at least implicit “leads” about what is to follow. Listen carefully to the opening of the lecture.

3. Every instructor organizes each lecture into some sort of outline, even if it's implicit and loosely followed. The information that is included on lecture slides will give you a solid idea of how to keep your notes organized.

4. The lecturer will use vocal patterns, hand gestures and other indications to emphasize important parts of the lecture. Start observing these patterns and gestures in order to discern what is essential information.

5. Shorthand writing is a way to use shortcuts so that you don’t have to write every single word. But when taking notes, don’t use true shorthand like a stenographer. Instead, develop your own set of shortcuts, abbreviations, symbols, sketches, etc. Even if no one else knows what your shorthand means, you’ll know what you mean.

6. Make sure your letters and words are adequately spaced and legible so that you can read them later. Few things are more frustrating than being unable to read your own handwriting, especially when trying to study for a biology exam.

7. Don’t try to cram as much as possible onto each sheet. Give yourself lots of white space on your page. More spaced-out writing allows plenty of room for revision and annotation later.

This style is also easier to read and digest the information when studying.

8. It is easy to zone out as the clock ticks near the end of the class period. Other students may be starting to gather up their materials and whisper to their friends about the latest gossip. However, the conclusion of the lecture is just as vital as the introduction in laying out the big picture and key themes and concepts.

9. During lecture, as well as at the end of the lecture, make sure to ask questions about points that you don't understand. When other students ask questions, write down the questions and the instructor's answers. This additional information might answer questions you have as well.

<https://www.wikihow.com/Take-Lecture-Notes>

Task 4. Probably the most difficult part of note-taking is the one that comes with experience. It is your own shorthand method. Do you have such skills? What ideas can be handy? What do you think of the tips below?

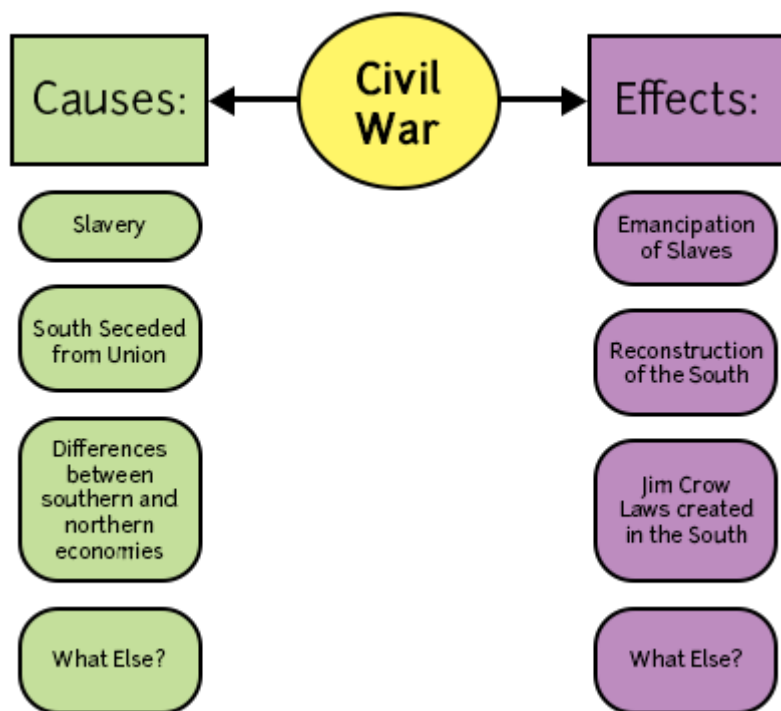
- Only record the important words that you need to get the idea of the point made. Skip words like "the" and "a" that do not convey additional meaning to the lecture content.
- Create abbreviations to help you write things down quickly, such as drawing arrows for increase/decrease or to show causation, and especially for terms used over and over again (e.g., IR for international relations).
- Paraphrase everything except formulas and specific definitions or facts.
- Underline, circle, star, highlight, or otherwise identify key examples, definitions, or other important materials.
- Try drawing diagrams or pictures for concepts you can't quickly describe or immediately understand. For instance, draw a pie chart to roughly indicate the relative

strength of political parties in a particular election instead of writing these details out.

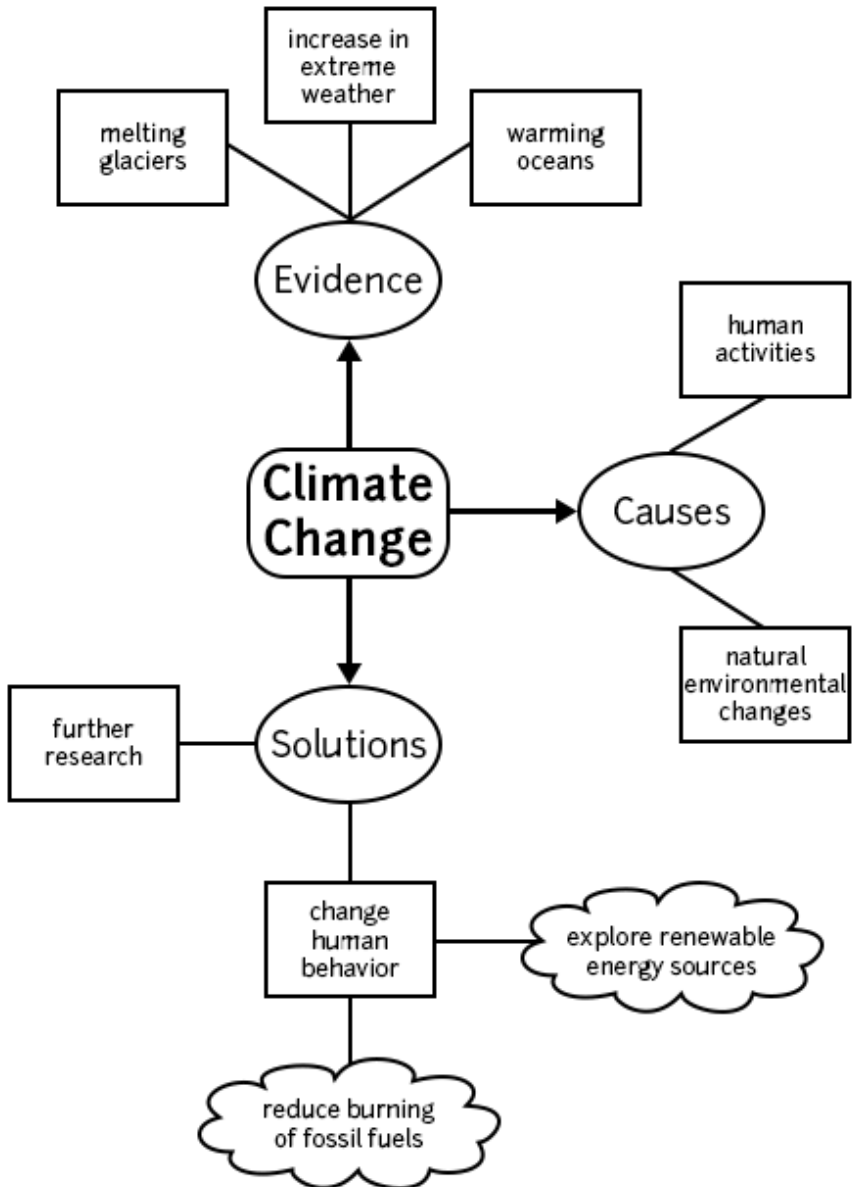
<https://www.wikihow.com/Take-Lecture-Notes>

Task 5. Here is some example of students' notes. Can you explain them? What traits of note-taking can you single out in these examples? Which of them look most useful?

I.



II.



III.

A Epithelial

"free surface"
"Basement membrane"

1. * **Simple squamous**
 - 1 layer
 - diffusion + filtration
 - air sacs in lungs (capillaries)
2. * **Simple columnar**
 - 1 layer, tall cells, microvilli
 - secretion (mucus), movement, absorption
 - respiratory tract, digestive tract
3. * **Simple cuboidal**
 - single layer
 - secretion (glandular), absorption
 - ovaries + testis ducts
4. * **Stratified squamous**
 - layers of flattened cells
 - protection
 - upper digestive tract

B Connective

1. **Loose** - loose fibers / extensive ground subst.
 - elastic binding + packaging
 - beneath skin
2. **Dense** - dense fibers / little ground subst.
 - support, strength, elasticity
 - skin (organs, tendons, ligaments)
3. **Adipose** - fat / sparse ground subst., surrounded by blood vessels
 - padding, insulation, energy storage
4. **Blood** - carry oxygen, CO₂, waste
5. **Cartilage** - rubbery ground substance, no blood
 - flexible support, low friction movement
6. **Bone** - mineralized ground substance
 - protects organs + brain
 - sturdy support

C Muscle

all contract

1. * **Skeletal** - striated cells
 - voluntary control
 - bones + tendons
2. * **Cardiac** - striated cells w/ gap junction
 - only in heart
3. * **Smooth** - not striated
 - involuntary contract - slow strong
 - digestive tract, uterus, etc

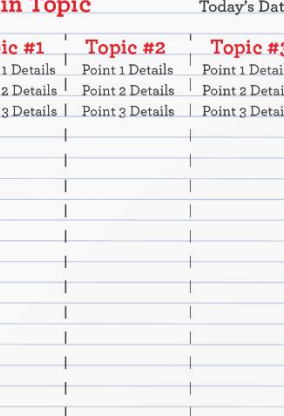
Tissue Types

D Nervous tissue

- long extensions close to each other
- axons
- signals
- heart, muscle

<https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/>

Task 6. In fact, there are several well-developed methods of note-making. Study the infographics and explain their basic principles. Which is your favorite one?



THE CHARTING

NOTE TAKING METHOD

BEST FOR

Reviewing lots of facts



THE CORNELL

NOTE TAKING METHOD

BEST FOR

Understanding key ideas and relationships

CUES 2.5 INCHES

NOTES 6 INCHES

SUMMARY 2 INCHES

THE MAPPING NOTE TAKING METHOD

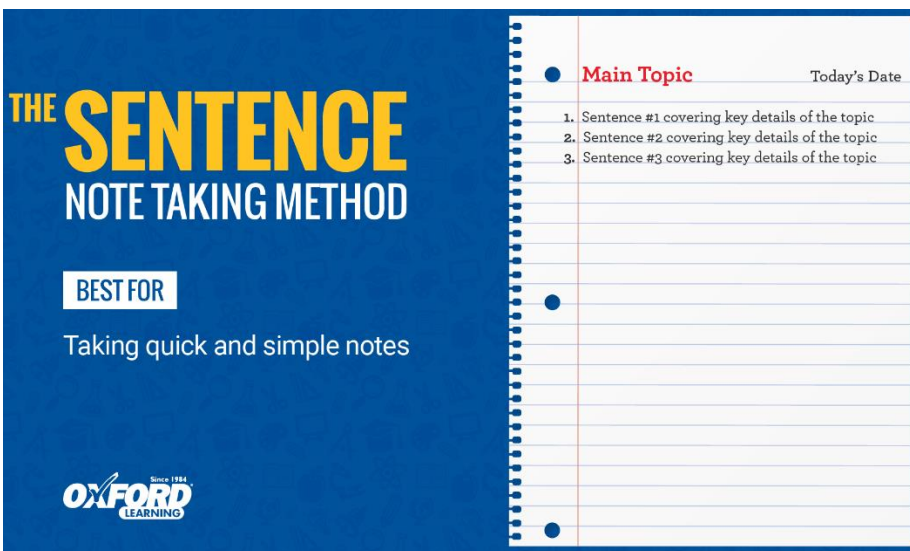
BEST FOR

Visualizing connected topics and ideas

THE OUTLINING NOTE TAKING METHOD

BEST FOR

Easily creating study questions for review



<https://www.oxfordlearning.com/5-effective-note-taking-methods/>

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Task 7. Each method has some advantages. Say which of them this is about:

- It allows notes to be neatly organized.
- You are able to cover a lot of details and information quickly.
- Highlights key pieces of information for each topic.
- It gives you enough space for rethinking information.
- It is useful for visual learners who struggle with studying from notes.
- It is easy to see the relationship between topics and subtopics.



Task 8. Here is a rather full lecture. Summarize it using two different methods. Use shortcuts. Be ready to present your result in class.

Language Minority Policy

1. Tragic destiny of language variety.
2. Attitude to languages.
3. The problem of vernacular varieties.
4. Dialect policy in British schools.

We have already discussed a number of cases, in which irrational attitudes and discriminatory decisions, often made by governments or other official bodies acting out of ignorance or prejudice, have led to language policies, which have had detrimental effects on children's education and even on societies as a whole. We saw that the British government in the eighteenth century attempted to make the speaking of Gaelic illegal. We discussed the way in which non-standard dialects of English, such as AAVE, have incorrectly been graded as inferior or inadequate. We noticed the extent to which varieties of *Lingua Franca*, Pidgin or Creole English were looked down as 'Broken English'. And we have observed the political disadvantage at which speakers of minority languages can often find themselves.

Many other similar examples of prejudice and unreason could be given. In 1994, for example, a minister in the French government tried to outlaw the use of English words in French, on the totally erroneous grounds that the French language is under some kind of threat. Many languages are under threat, as we shall see below, but French is most certainly not one of them. There has also been a powerful political movement in the USA in recent years, known as the '*English only*' movement, which has been attempting to exclude languages other than English from the educational, cultural and political life of many states. Some of the supporters of this movement argue that they are in favour of it because the position of American English is being threatened. In actual fact, of course, of all the hundreds of language varieties in the USA, American English is the one, which is most definitely the least under threat.

It is a sad but true sociolinguistic fact that language issues can bring out the worst, as well as the best, in human

beings, some Baltic Republics people now, who would otherwise pride themselves on being intelligent and rational, can behave in the most illogical ways when it comes to language issues. One of the things that linguists in general and sociolinguists in particular have tried to do over the years is to encourage people to think in a more sensible way about language issues by providing them with more information about languages. This is important for all sorts of reasons to do with fairness, equality and even the future of humanity. None of the irrational attitudes towards the languages, we have just cited, has any basis in fact, but they can have all sorts of unfortunate consequences.

One of the very distressing consequences that attitudes of this type can have is language death. The question, linguists are often asked, is: how many languages are there in the world? This is a rather difficult question to answer because of the dialect-versus-language issue we have discussed a number of times in the course of lectures. It is not too inaccurate to say, however, that there are about 5,000 languages in the world today. What looks sad and distressing is that this number is smaller than it used to be and has been getting smaller all the time. It is certainly true that languages have a tendency to wax and wane, but in the last years of the twentieth century languages are dying out and disappearing at an increasingly catastrophic rate.

What happens is that communities go through a process of civilization and language shift. It means that a particular community gradually abandons its original native language and goes over to speaking another one, more civilized instead. This has been a relatively common process in the sociolinguistic history of the world. Two hundred years ago, for example, most of the population of Ireland were native speakers of Irish Gaelic. Now the vast majority of its population has abandoned it; they are native speakers of English.

Before the Roman conquest the population of much of what is now known as France were speakers of the Celtic

language Gaulish. Subsequently, however, they shifted to the language of their conquerors Latin, which eventually became French. Later on, the northern part of France was conquered by the Germanic-speaking Franks. These conquerors, however, eventually went through a process of language shift and ended up speaking French too. Similarly, the Norwegian-speaking Vikings who subsequently conquered and settled in the part of Northern France, which we now call Normandy, also shifted from their Scandinavian language to French. A few generations later, as a result of the Norman conquest of England in 1066, these former Scandinavians took the French language to England. Once in England, however, the descendants of the Norman conquerors (only a few generations later) abandoned their native tongue and shifted this time to English.

What is different about the modern situation, however, is the speed and the extent of the language shift which is taking place around the world. In most cases, moreover, language shift is leading to complete language death - the total disappearance of languages from the world. When the Normans stopped speaking Norwegian and shifted to French, Norwegian still survived in their Scandinavian homeland. But if Irish finally disappears from Ireland, which seems likely although not inevitable, this will represent an instance of complete language death.

Cornish, for example, a member of the Brythonic group of Celtic languages, formerly spoken in Cornwall in south-western Britain became extinct in the 18th or early 19th century as a result of displacement by English. Cornish was most closely related to Breton, the Celtic language of Brittany in north-western France. Cornish was strongly influenced by English even in medieval times, and later its orthography and vocabulary showed many English elements. By 1600 it was spoken only in the farthest western part of Cornwall; and by 1800, or shortly thereafter, it had no speakers at all. Modern revivalists have constructed a “unified Cornish,” in which some works have been

written. Although a few enthusiasts have learned to speak it, it shows no signs of establishing itself.

In the rest of the world the problem is much more complicated. In both Americas, for instance, at the time of the first European conquest in the fifteenth century, at least a thousand different languages were spoken. In the past 400 years, at least 300 of those languages have died out completely. Of the remaining 700, only 17 have more than 100,000 speakers, and only one of those, Navaho, is in North America. More than 50 languages have died out in the USA alone since the arrival of Europeans.

Linguists believe that this is a very serious problem, and that the preservation of linguistic diversity in the world should have a high priority in the same way that the preservation of biological diversity does. It is obvious, for example, that the connection between languages and cultures is an intimate one, and that the disappearance of languages from the world could greatly speed up the process of cultural homogenisation. A mono-cultural world would not only be a very dull but probably also a very stagnant place. Languages as partial barriers to communication are probably also a good thing since they make it more difficult for the cultures of economically powerful and populous societies to penetrate and replace those of smaller communities.

Joshua Fishman, an American sociolinguist, has been active in trying to combat this process. Reversing language shift is an activity, which requires considerable sociolinguistic expertise and knowledge as well as hard work and large sums of money. The aim is to help small culturally threatened communities to transmit their languages to the next generation. Money for nursery schooling using the mother tongue can be vital. The provision of incentives and opportunities to use the language in everyday life is also important. And it is necessary for communities to understand that bilingualism is normal and beneficial.

Perhaps even more important, however, are people attitudes to languages. If rich and powerful people more technologically advanced than yourself tell you frequently enough that your language is inferior and backward, you may end up believing them and come to think that way yourself. If you also see that people who speak your language are treated unfavourably and discriminated against, then that too will obviously be a powerful disincentive against using it.

Such negative evaluations are made not only in the case of languages. They are also often made, as we have seen, in the case of dialects. For example, in the English-speaking world, the variety of English used in schools is Standard English, while the language of most children, and working-class children to a greater extent than middle-class children, consists of various types of non-standard English. Educational difficulties may obviously arise from this difference. One important factor causing such difficulties for working-class children, however, may be the unfavourable attitudes of teachers towards non-standard dialects.

Just as in the case of language death, so irrational, unfavourable attitudes towards vernacular, non-standard varieties can lead to *dialect death*. Thus, in the 19th century Germany almost every village were different dialect speakers. Today they are all speakers of hochdeutsch.

It may not be immediately obvious that dialects are just as intimately linked to cultures, as are languages. But just as there are national cultures, so there are local cultures, and dialects symbolise these local cultures and maintain and defend them. Indeed, in modern Europe it is possible to argue that, at least in some cases, local identities as symbolised by dialects are actually more desirable than national identities as symbolised by standard languages. In some situations, regional dialects, by reinforcing local cultures and local identities, may act as a counter to nationalism.

In many dialect-hostile parts of Europe, including England, there is a widespread view that dialects are out-of-date,

old-fashioned, unsophisticated, divisive, economically disadvantageous. To combat this belief, we can point to the following fact. In 1990, according to many measurements of per capita income, the three richest countries in Europe were Luxemburg, Norway and Switzerland; all three countries are dialect-speaking. We remember that the entire indigenous population of Luxemburg is dialect-speaking. They learn and use German and French, but their mother-tongue is Luxemburgish (it is widely regarded as a dialect of German).

There are people in Britain who argue that all children should speak Standard English because those who are not able to speak it are at an economic and occupational disadvantage. This is sad but true. People who wish to become bi-dialectal must be given the opportunity to improve their chances in this way. What are we to do about the majority of children who are not native speakers of Standard English? So far it is possible to distinguish three different approaches that have been adopted to this problem.

The first approach has been described as 'elimination of non-standard speech'. In this approach, traditional in most parts of the English-speaking world and still quite widespread, every attempt is made in the schools to prevent children from speaking their native non-standard varieties, and each non-standard feature of which the teacher is aware is commented on and corrected. For example, the child will be told that it is 'wrong' (and perhaps even bad or a disgrace) to say: *I done it. I ain't got it. He a good guy*. Standard English, on the other hand, is presented as 'correct' and 'good' - the model to be aimed at.

Linguists, and many others, believe this approach to be wrong, for several reasons. First, it is wrong psychologically. It is also socially wrong in that it may appear to imply that particular social groups are less valuable than others. Finally, and perhaps most importantly, it is practically wrong: it is wrong because it does not and will not work. To learn a new language is a very difficult task, as many people know, and in many ways it is even more difficult to learn a different dialect of one's own

language - because they are so similar, it is difficult to keep them apart.

The second approach has been called '*bidialectalism*', and has received the overt support of many linguists. This approach teaches that the individual has a right to continue using a non-standard dialect at home, with friends, and in certain circumstances at school. But it also advocates that children should be taught Standard English as a school language, and as the language of reading and writing.

This approach recognizes the appropriateness of non-standard varieties for peer-group interaction and other functions, and respects children's feelings about their own language. For best results it requires that the teacher should have some knowledge of the linguistic correlates of a social stratification, and of the child's dialect.

The third approach has been called '*appreciation of dialect differences*'. This view states that if children suffer because of their non-standard language, this is due to the attitudes, which society as a whole, and perhaps teachers in particular, have to language of this type. We should, according to this approach, teach children to read Standard English, but, beyond that, we should simply attempt to educate our society to understanding, appreciation and tolerance of non-standard dialects as complex, valid and adequate linguistic systems. Critics of this approach have called it hopelessly utopian. Until the degree of tolerance has been achieved, children with no ability in Standard English will continue to be at a disadvantage.

If we are going to foster and preserve linguistic heterogeneity in the world, then we need all speakers of all languages and all dialects to be secure in the knowledge, that their varieties of language are all complex products of the human mind, society and thousands of years of human history. All these varieties of language are worthy of being passed on to the generations to come.

https://studopedia.su/10_44398_Lecture--Sociology-of-language.html

4.6. SCIENTIFIC WRITING. ARTICLES



We have already talked about reading scientific texts and listening to lectures. What about writing in this style? When do we come across the necessity to write a scientific text? What should we mind when we do it? What genres of scientific prose can you think of?

Task 1. Study the information below and comment on the variety of scientific writing.

Main genres: essays, articles, textbooks, scientific studies.

Academic writing assignments: essay, research paper, book/article review, case study, coursework, term paper, research proposal, speech, Q&A.

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Task 2. As a rule, each scientist needs to publish his achievements in several articles before experts review his whole research paper. Here are general requirements to a scientific article. Say which of the points below we have already discussed.

A scientific article begins with introduction where you state the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Provide sufficient details about your methods and procedures so that readers can understand how and why you understood your study in the manner that you did. Discussion of methods and analytic processes should be clearly related to your theoretical framework and research questions/purpose, and should clearly support the findings that follow. The main conclusions of the study may be presented in a short conclusions section.

Essential title page information includes the following:

- *Title.* Concise and informative. Titles are often used by search

engines and information systems. Avoid abbreviations and formulae where possible.

- *Author names and affiliations.* Please clearly indicate the given name(s) and family name(s) of each author and check that all names are accurately spelled.

A concise and factual abstract (of about 100-150 words) should state briefly the purpose of the research, the principal results and major conclusions. An abstract is often presented separately from the article, so it must be able to stand alone. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Immediately after the abstract, provide a maximum of 6 keywords, using American or British spelling, but not a mixture of these, and avoiding general and plural terms and multiple concepts (avoid, for example, "and", "of").

After the main text you need to place the reference list. Please ensure that every reference cited in the text is also present in the reference list (and vice versa).

Make sure you use uniform lettering and sizing of your original artwork. Number the illustrations according to their sequence in the text. Tables are placed next to the relevant text in the article. Number tables consecutively in accordance with their appearance in the text. Be sparing in the use of tables and ensure that the data presented in them do not duplicate results described elsewhere in the article. Avoid using additional lines and shading in table cells.

<https://www.elsevier.com/journals/issn/0898-5898/guide-for-authors#25000>

Task 3. Here are some writing tips. Put them in the logical order of creating an article.

1. Start with an attention-getting broad statement that establishes a general topic for the article.

2. Discussion sections interpret the results to reach the main conclusions of the article.
3. The abstract should inform the reader in a succinct manner as to what the article is about and what the major contributions are that are discussed.
4. The summary and conclusions section tells the reader what has already been read and draws the important conclusions—keep it short and make it as specific as possible.
5. End the introductory paragraph with a general statement of the problem and optional supporting/specifying statements.
6. Revise and edit your article as if you are not the one who has to do all the work.
7. Narrow the topic in successive sentences that outline the state of the art and introduce a gap in knowledge.
8. Results should be clear, convincing, and general and should be free from interpretations or opinions.
9. Describe all of the techniques used to obtain the results in a separate, objective Methods section.

<https://studylib.net/doc/8211331/how-to-write-a-research-journal-article-in-engineering-and>

Task 4. Scientific writing though rather strict still can be appealing to the reader. Study the text and single out the main tips for a good style. Give a title to each paragraph.

Literary style: How to write

Scientific writing does not leave a lot of room for creativity, but good writing style is inherently more understandable and enjoyable to read. Readers respond well when sentences have a varied length and when paragraphs have a consistent length. There should be a good mix of short and long sentences. There should also be a mix of sentence structure. Punctuation, the use of subordinate clauses and compound sentences, and varied tempo are examples of ways to alternate sentence length. On the other hand, readers prefer paragraphs to

be of about equal length. Long paragraphs are daunting; short paragraphs make it difficult to fully develop an idea.

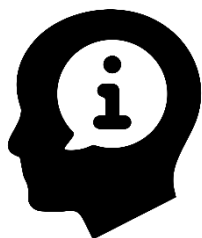
Each paragraph itself should also have a well-organized flow. They should have a key sentence, supporting sentences, and a concluding or summary sentence. The key sentence does not have to be the first sentence in the paragraph, though often it is, but it should clearly contain the purpose for the paragraph. The supporting sentences should relate to the key idea and should develop the idea as needed. The final sentence should draw a conclusion or summarize the key concept in light of the supporting sentence. Conjunctive adverbs, such as *therefore*, *hence*, *thus*, *consequently*, and *however*, among others, are excellent tools to force a conclusion to develop. By following this format, your paragraphs will be clear, convincing, and easy to organize.

In scientific writing, the passive voice is often more convenient and sometimes is unavoidable. Wherever the active voice is used, however, the sentences appear stronger, more convincing, and more clear.

A good way to structure your paper is to create your outline first, then work on the key sentences for each paragraph until a convincing, clear, well-organized plan is in place. Only at that point should you start writing your full paragraphs.

Reading and writing daily are necessary to be productive. The more you read, the more examples you have to experiment with. But above all: write something. Even when you feel the words are terrible, put something into print. The revision process is much easier than the creation process, so just start writing. Research has shown that those writers who write 30 minutes every day are 5 to 10 times more productive than those who wait for extended periods of time in which to write.

<https://studylib.net/doc/8211331/how-to-write-a-research-journal-article-in-engineering-and>



Task 5. Write an article based on your empirical part of research. The main text should be about 3 pages long. Follow the requirements below.

Page layout:

- Font Times New Roman, 14 pt normal spacing between letters, line spacing 1.5; margin 2 cm. from all sides. The font size and line spacing should be the same throughout the text.
- Paragraphs should be entered automatically, rather than using the "space" key. The presence of double or triple spaces is not allowed.

Text structure:

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Information about the author/authors and supervisor (full name, academic degree, position), in the center, bold, size – 12 pt, single line spacing.

Title of the article - in the center, bold, upper case (capital letters), size – 14 pt, single line spacing.

Abstract of the article (3-5 sentences reflecting the main content of the article) - size – 12 pt, single line spacing, the word "abstract" is not written.

Keywords according to the content of the article (6-8 words) are placed after the abstract - size – 12 pt, single line spacing, enter the phrase "keywords".

The main text of the article. The text is typed in Times New Roman font, size 14 pt, with one and a half line spacing.

Sample:

I. I. Ivanov
10 Grade student at MBEI “School №1”
e-mail: sample@mail.ru
Supervisor – S. S. Sidorov, Ph. D., teacher of English

ARTICLE TITLE

The text of the abstract reflecting the main content of the article.
Keywords: 6-8 words on the content of the article.

Text of article.

References

- 1.
- 2.
- 3.

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4.7. SCIENTIFIC SPEAKING AND PRESENTING



Science is always associated with something very complicated and tricky to understand. Stereotypically a speaker at a scientific conference sounds senseless for unprepared audience. Still, Albert Einstein once said, “If you can’t explain it simply, you don’t understand it well enough.” Who is right here?

Task 1. Read the text about conveying complex information and fill in the gaps 1-7 with phrases A-G.

- A.** summary reports, charts, maps, calendars, and timelines
- B.** but that bores listeners
- C.** he became frustrated when others didn’t understand

- D. it's like trying to get a 2-year-old to understand the Gettysburg Address
- E. because you need to be able to change tactics
- F. so that he understood a product thoroughly
- G. and try to reduce each important point down to 140 characters

It's difficult enough getting people to listen these days, but when you're trying to impart complex information **1.____**. Many of those who work with complex information use mind-numbing, jargon-riddled, overloaded PowerPoint presentations that do little to engage or inform. Just because the information is complex doesn't cancel out the need to be a good storyteller.

1. Being concise

Try to keep your opening sentence to less than 50 words. After that, use the "Twitter test" **2.____**. You may not hit that number exactly, but it will force you to think of boiling the information down to the bare bones.

2. Taking an improvisation class

At Vanderbilt University, for example, students are put through improvisational theatre to help them be more relatable when conveying complex ideas. Improvisation classes have been shown to teach people to react and adapt to situations and to think more creatively. Learning to think on your feet can be critical when you're conveying complicated information, **3.____** if your audience isn't grasping the information.

3. Learning to tell stories

Scientists and other technical experts often begin a report with data and statistics, **4.____**. When the information is crafted into a story, the audience is immediately engaged. When you tell about your struggles, your audience sees you as an exciting, dynamic person.

4. Using visual metaphors to help the audience understand and remember

Visual metaphors – such as an illuminated light bulb to suggest new ideas – can prompt participants to have better insights than those who are shown no image. Consider sites like Flickr,

Creative Commons and Compfight.com to find images to use in a presentation. Visualize data in many forms: 5.__.

5. Channeling Steve Jobs

When Jobs first tried to explain to others what a personal computer was and how it would work, 6.__. But he learned to use metaphors and analogies to communicate complex ideas. For example, Jobs described IBM as Big Brother come to life, and a computer as “the equivalent of a bicycle for our minds.”

6. Continually asking “so what?”

Challenge each of your key points to ensure that you’re relating it to the listeners and their lives. Again, Jobs was a pro at doing deep research 7.__. In 2007, when he introduced the iPhone, he said: “We’ve designed something wonderful for your hand.” Who can’t grasp that?

<https://www.quickbase.com/blog/6-ways-to-clearly-communicate-complex-information>

Task 2. Find synonyms for the following words and phrases in the text.

letters/symbols, to convey, overloaded with special terms, making a gist, on the spot, understanding, made/turned into, efforts, to hint, to turn into an image, comparisons, to check critically, a professional.

Task 3. Visualization is a good basis for your successful speech. Still, mind that tasteless PowerPoint presentations are of no use here. Infographics are new information broadsheets with striking visuals conveying data clearly and quickly. Look at the picture below and guess what steps the images symbolize.



<https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/>

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Here are these steps. Put them in the correct order.

- Make the final infographics.
- Collect data.
- Visualize the data.
- Outline your goals.
- Layout your visuals and design the broadsheet.

Task 4. Study the information below and say what determines the choice of visual design.

If you want to convey an important message or data point, make a numerical stat stand out with large, bold, colorful text:

The brain makes

700

neural connections
per second before
the age of 5.

Demand extra attention by pairing icons with text:



Highlight a percentage or rate with a donut chart or a pictograph:



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If you want to show similarities or differences, use a bar chart, column chart, bubble chart, or bubble cloud to compare independent values.

BAR CHART



COLUMN CHART



BUBBLE CHART



BUBBLE CLOUD



Use a pie chart, donut chart, pictograph, or tree map to compare parts of a whole.

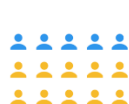
PIE CHART



DONUT CHART



PICTOGRAM



TREEMAP



If you want to show trends over time or space, use a line chart or an area chart.

LINE CHART



AREA CHART



Use a timeline to show discrete events in time.

TIMELINE



Use a map series to show data that changes over both space and time.

MAP SERIES



If you want to show groups, patterns, rank or order, use a list.

LIST



Use a table to show rank or order when you want readers to be able to look up specific values.

TABLE

Cars	Motorcycles	Phones
BMW	Suzuki	Lenovo
Aston Martin	Yamaha	Samsung
Bentley	Harley Davidson	Huawei

Use simple boxes or borders to show organized groups.

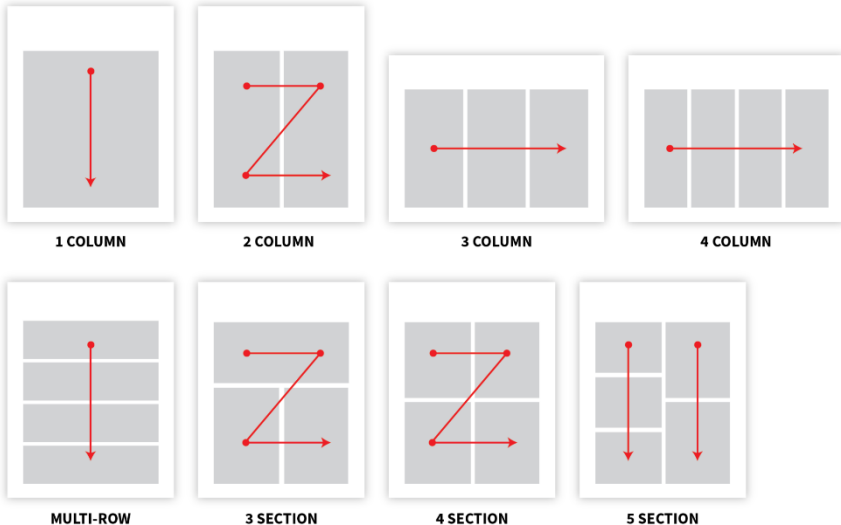
MIND MAP



VENN DIAGRAM



When you design the final broadsheet, put the main problem into your header, then follow up with the charts. Laying out your elements can be symmetrical:



Whatever layout you use, space your elements at regular intervals to keep structure and balance.

<https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/>

**Task 5. Create an infographic using the information below.
Work in mini-groups.**

The vast majority of Russians (92%) consider it necessary to study foreign languages at school (in Moscow and St. Petersburg – 98%). Three quarters of our citizens (74%) are convinced that their children and grandchildren will benefit from the ability to speak other languages. This view is more shared by residents of both capitals (82%), 25-34-year-olds (82%), and highly educated respondents (81%). First of all, in their opinion, knowledge of English will be useful (92%). They also talked about the need for German (17%), Chinese (15%), French (10%), etc.

Enumerating the advantages of foreign language proficiency, respondents noted, first of all, the possibility of live communication with foreigners (28%). Every fifth (22%) is sure that such skills will help to get a higher paid and status job. Thanks to the knowledge of languages it is easier to travel, as 16% of respondents say. 11% of respondents believe that it is possible to learn new languages for self-development. Also, the advantages include reading books and watching movies in the original language (4%).

Russia ranks 38th out of 80 countries in terms of English proficiency. The EF-EPI English proficiency Index (EF EPI) in Russia is about 52 points. The world average is 53.18 points. Three economic regions of the Russian Federation (Central, Central Tsernozemy and Uralic) show the average level of English. Moscow has the highest score in Russia – 53.83 points, followed by St. Petersburg (52.24), Vladivostok (51.76) and Novosibirsk (48.80). In Russia, the highest level of English proficiency among the age groups 18-20 and 21-25 is 53.61 and 53.29 points, respectively.

<http://hr-media.ru/indeks-vladieniya-anglijskim-yazykom-rossiya-na-38-meste-iz-80-stran/>



Task 6. Create an infographic based on your research. Choose the main theoretical points and the most important empirical data. Think of the best charts and a suitable layout. Be ready to present in class.

4.8. RESEARCH POSTER CHECKLIST



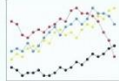
Congratulations! You have acquired several essential skills of dealing with scientific information. Now it is time to combine your achievements into a proper research poster. Pass over to the information below and to the checklist.

Research Poster

Science students at all levels create scientific posters to show the results of their research. A scientific poster must contain all the elements of a scientific paper in condensed form and should be as professional in appearance as possible. A scientific poster starts with the headline and the information about the author. Then it shows the main achievements of your research. It also includes brief information about the background, methods and results. You are welcome with any charts or tables with brief information.

<http://www.exopoliticsmichigan.us/wp-content/uploads/presentation-flyer-template-poster-presentation-template-fresh-poster-templates-0d-wallpapers-46-1.jpg>

For Russian scientific tradition, a booklet format is more common. The same information is placed into a template like this, printed on both sides and folded into three columns. So far you are free to decide which format you prefer.

 START HERE! MAKE IT INTERESTING. CATCHY. Researcher Name, PhD, Investigator Last Name, MD, Another Person, MS 		
WHAT WE LEARNED Here's the place for your message. What do you want to tell the viewer about your research and why is it important? Make sure your findings are simply and clearly stated. Focus the viewer's attention more completely on what it is you are trying to communicate about your research.		
BACKGROUND Provide a very brief description of your research. Praesent sollicitudin, ante in rhoncus consectetur, velit nulla laoreet magna, sed tristique lorem erat quis odio. Proin erat leo, scelerisque sed ornare vitae, pretium vitae risus.	RESULTS  Here you can place graphs or images to illustrate your findings. Description ut placerat rutrum justo, vel porta massa volutpat vel. Sed vel metus erat, lacina gravida nibh.  Description ut placerat rutrum justo, vel porta massa volutpat vel. Sed vel metus erat, lacina gravida nibh.	MAJOR THEMES - Some key points you want your audience to know. - This could also be a place to include quotes from your qualitative research. - What's Next: You might point to where the research could go in the future. - Duis nec leo eget purus congue malesuada
OBJECTIVES - Use brief sentences and bullets to convey your Objectives. - Maecenas eleifend leo sed. - Phasellus eget velit massa.	 Description ut placerat rutrum justo, vel porta massa volutpat vel. Sed vel metus erat, lacina gravida nibh.	SPONSORS    
METHODS Again, the fewer words you can use, the better. Class aptent tacit sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Maecenas dui sem, mattis non scelerisque a, elementum a nibh. Morbi facilisis lacus eu nunc faucibus suscipit.		

Введение. Исследования в области биологии и медицины в настоящее время являются одними из самых динамично развивающихся направлений науки. Это связано с тем, что биология и медицина являются основой для понимания жизни и здоровья человека. В настоящее время биология и медицина достигли значительных успехов в понимании механизмов жизни и здоровья человека. В настоящее время биология и медицина достигли значительных успехов в понимании механизмов жизни и здоровья человека. Целью данной работы является изучение влияния факторов окружающей среды на развитие заболеваний. Для достижения этой цели были поставлены следующие задачи: изучить влияние факторов окружающей среды на развитие заболеваний, выявить механизмы влияния факторов окружающей среды на развитие заболеваний, разработать методы профилактики заболеваний, связанных с факторами окружающей среды. В ходе работы были проведены следующие исследования: изучение влияния факторов окружающей среды на развитие заболеваний, выявление механизмов влияния факторов окружающей среды на развитие заболеваний, разработка методов профилактики заболеваний, связанных с факторами окружающей среды. Результаты исследования показали, что факторы окружающей среды оказывают значительное влияние на развитие заболеваний. В частности, было выявлено, что загрязнение воздуха, изменение климата и другие факторы окружающей среды оказывают значительное влияние на развитие заболеваний. Эти результаты имеют важное значение для разработки методов профилактики заболеваний, связанных с факторами окружающей среды.	В ходе работы были проведены следующие исследования: изучение влияния факторов окружающей среды на развитие заболеваний, выявление механизмов влияния факторов окружающей среды на развитие заболеваний, разработка методов профилактики заболеваний, связанных с факторами окружающей среды. Результаты исследования показали, что факторы окружающей среды оказывают значительное влияние на развитие заболеваний. В частности, было выявлено, что загрязнение воздуха, изменение климата и другие факторы окружающей среды оказывают значительное влияние на развитие заболеваний. Эти результаты имеют важное значение для разработки методов профилактики заболеваний, связанных с факторами окружающей среды.	В ходе работы были проведены следующие исследования: изучение влияния факторов окружающей среды на развитие заболеваний, выявление механизмов влияния факторов окружающей среды на развитие заболеваний, разработка методов профилактики заболеваний, связанных с факторами окружающей среды. Результаты исследования показали, что факторы окружающей среды оказывают значительное влияние на развитие заболеваний. В частности, было выявлено, что загрязнение воздуха, изменение климата и другие факторы окружающей среды оказывают значительное влияние на развитие заболеваний. Эти результаты имеют важное значение для разработки методов профилактики заболеваний, связанных с факторами окружающей среды.
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CHECKLIST

- ✓ Make sure you have no questions about the key elements of your research and its results. Look through your materials and single out the main points and data.
- ✓ Return to the topic of your research and check its wording. Think of a more appealing headline if you use a poster format.
- ✓ Give the key elements of your research in brief (research relevance, its aim, object, subject, objectives, methods).
- ✓ Give basic theoretical information about your research.
- ✓ Explain your empirical work and give the results. Add charts to visualize the information
- ✓ Add your conclusions or the so-called Discussion paragraph. You may mention the practical side of your research as well if you have supplements of this kind.
- ✓ Look through the font and the highlighting. Make sure you have followed the rules of electronic artwork.
- ✓ Now you are ready to hand in your research poster/booklet. Good luck!

PART 5. RESEARCH PRESENTING AND REVIEWING

5.1. FINAL PREPARATIONS. CONCLUSION AND

APPENDIX



Think of the contents of your research paper. What structural parts does it have? Are any parts missing? What are they? What are their characteristics?

Task 1. Read the information below and say what the research conclusion is aimed at.

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The conclusion briefly repeats all the results of the study, summarizes the new phenomena, the relationship found in the study, contains an explanation of the proposed activities and recommendations.

The conclusion is the generalized final evaluation of the work done. It is important to indicate its main outline and include practical suggestions, which increase the value of theoretical materials.

The conclusion contains a specific list of statements introduced by this work in the theory and practice of a particular branch of knowledge. The conclusions should

- * contain only the main results of the study in accordance with its objectives,
- * contain only those data that directly follows from the work,
- * include only what is definitely stated and does not need further verification,
- * be clear and defined,

- * be placed in a logical sequence, determined either by the structure of the work or by the degree of their importance,
- * be placed on a new page.

<https://studfiles.net/preview/6320798/page:5/>

Task 2. We have already mentioned that supplementary materials may form a separate part of your paper. In foreign science, it is generally named “Appendix”. Read the text and add the headlines A-F to paragraphs 1-6.

- A. Items included in appendices
- B. Referring to an appendix
- C. Checklist: Appendix
- D. The role of an appendix
- E. Formatting an appendix
- F. Appendices or appendixes

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1. An appendix is a useful tool for providing additional information in a research paper. Any detailed information that is not immediately needed to make your point can go in an appendix. This helps to keep your main text focused and not unnecessarily long. However, it's important to make sure you don't move anything that is critical.

2. An appendix can be used for different types of information, including the following:

- less significant results, such as detailed descriptions of your sample or supplemental analyses that you undertook;
- further information on surveys, interviews, etc., so readers can see what you have based your conclusions on;
- a list of abbreviations or a glossary of specific terms;
- tables, figures and other graphics that aren't critical.

3. You can opt to have one long appendix (in which case you would refer to it as just “the Appendix” in your paper) . However, separating components – such as interview transcripts, abbreviations and results – into different appendices makes the information simpler to navigate. Start each appendix on a new page and assign it both a number and a clear title, such as “Appendix 1. Interviews transcripts”. This makes it easier for the reader to find the appendix as well as for you to refer to it in your main text. Appendices (with titles and page numbers) should be listed in the table of contents.

4. It is important that you refer to each appendix at least once in the main body of your dissertation. This can be done by mentioning the appendix and its number or by referring to a particular component of an appendix (such as a specific figure).

5. Either spelling can be used in connection with attachments to a written document, but “appendices” is more common. But be consistent with spelling.

6. Follow these points when creating your appendix:

- determine what should be placed in an appendix;
- start each appendix on a separate page;
- assign each appendix a number and clear title;
- assign any specific sub-components (e.g., as tables and figures) their own numbers and titles;
- make sure your appendices are easy to follow and clearly formatted;
- refer to each appendix at least once in the main text.

<https://www.scribbr.com/dissertation/appendix/>

Task 3. When all parts of your research paper are ready, you need to create a table of contents for the readers’ navigation. Put its creation steps in the correct order.

-put dot leaders to indicate the page numbers where the headings or subheadings can be found;

-write each chapter, specifying its number and its title;

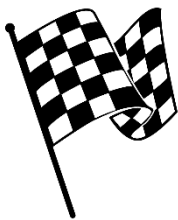
- check the page numbers and the font, size, style, and format of letters;
- insert a blank page after the title page in your Word paper;
- insert the “Contents” title written capitalized;
- below each chapter insert the sub-chapters providing the page numbers where they can be found.

<https://www.professays.com/thesis/thesis-table/>

Task 4. Make your table of contents following the example.

CONTENTS

Introduction.....	3
Chapter I. Theoretical and historical traits of Russian and English greetings.....	4-22
I.1. The notion of greeting formulas.....	4
I.2. Historical development of Russian greetings.....	10
I.3. Historical development of English greetings.....	15
Conclusions to Chapter I.....	23
Chapter II. Practical study of modern Russian greetings....	24-35
II.1. Modern Russian greetings in personal communication....	24
II.2. Empirical study of greetings in modern Russian society...	30
Conclusions to Chapter II.....	36
Conclusion.....	37
References.....	38
Appendix.....	40



Task 5. Finish your research paper. Add your conclusion, appendix and table of contents. Check your style through the whole paper. Make sure the numeration of all elements is correct.

5.2. PREPARING YOUR REPORT AND PRESENTATION



What do you remember about the rules of public speaking? What speeches and speakers are usually successful? What do you remember about making scientific speeches interesting for any audience? Do you personally find it difficult to convey your ideas to the public? Why (not)?

Task 1. Study the information about making a report based on your research paper. Say what kind of visualization should go together with such a report.

When your research paper is ready, time comes to show it to some experts. Though your whole text can be checked, usually experts want to see you defending your work with a brief report. After your speech, you are asked some questions that help the experts to understand your work better and to analyze your level of knowledge in this area.

Your report mustn't be very long, so always mind the time limitations. Though you often feel that your work is SO great that you just can't omit some elements of it, long reports are of no good. The audience gets tired and absent-minded, so choose only the key points for your speech.

The first part of your report is based on the introduction. Comment on the relevance, object, subject, aim and methods of the research. You may show some elements on the screen

without reading out, for example, you may say “The whole list of our objectives is on the screen”.

Then you need to pass over to your theoretical background. Make a very brief version of your first chapter, mentioning the main terms, notions, classifications etc. You may put some elements of theory into your presentation to avoid commenting on everything in detail.

Experts are usually eager to learn about your own active empirical search, so explain this part clearly. Let everybody understand what work you have carried out. Comment on your respondents and show the results in tables and charts giving your commentary.

At the end of your speech you may use the conclusions from your research paper, but try to make them as quick as possible. If you have any practical supplements of project products, comment on them just before the conclusion section. Don't forget to thank everybody for their attention and suggest asking you questions.

Task 2. Your speech and your multimedia presentation should clap well together to be a success. Do you know any rules for official presentations? What design and contents would be appropriate?

Task 3. Study the following presentation guide and say if any ideas were new for you.

As a rule, a scientific presentation has no more than 15 slides: a smaller number does not cover the amount of necessary information, and a bigger one is excessive.

The first slide contains the name of the institution, the theme of the paper, the name of the student and the supervisor, the student's grade, the year and the city of writing the paper. This is a kind of title page of the presentation.

The slides' background should be light to make a dark font clearly readable. The font size is not less than 28, the headers – not less than 36. It is not mandatory, so you may have

a different design version, but make sure that the design is not too bright, too informal and too difficult to distinguish the elements on the screen.

To read the speech at the same time as the slides, ask your partner to flip through the slides when the time comes or use a special device. Be sure to double-check the text of the presentation for errors. This is very important, because large font is catchy, and errors of any kind will be noticed. Remember that the text of the presentation must match your speech.

The main part of the presentation consists of several slides. Do not forget that a lot of text on one slide is bad taste. Put only the key terms, elements, classifications etc. on your slides. Make each slide logically finished, do not cram everything into one slide – nobody will understand its contents.

To begin with, specify the relevance of the research. On the next slide, specify the object and subject of the study, describe the problems of your research. Be sure to specify the purpose and the objectives.

Specify the basic concepts that you used in the study of the topic. You can also write quotes used in the theoretical part of the thesis, indicating the author of these quotes.

Next, on separate slides, draw tables, graphs and other statistics that you used in the study.

Each main part should describe not only the theory, but also the implementation of practical tasks. Describe the main methods that you used, make your own conclusions, give recommendations.

Avoid some common mistakes:

1. The headlines are too long. Write a brief header, which only says what will be shown.
2. A meaningless background image. If you talk about the economy of the country, do not use a background of beautiful nature or architectural structures. It is better to leave the background white than use unnecessary pictures.

3. Lots of extra text. Shorten each phrase by throwing out unnecessary words or words that don't make sense. It is better to complement the slide with your speech and give more detail.
4. Excessive use of effects. Too many visual effects are not the right kind of approach here. Focus on contents, not appearance.

To sum up, it is worth saying that the formula of an excellent presentation is only a combination with a competent speech. You need extremely simple slides with a minimum of useful information. Leave only the main idea in the presentation and add the rest with a good speech. Rely on your presentation as an outline or a plan, but do not read it. You need eye contact with the audience, not with the screen or your papers.

Task 4. Study the following slides and give your recommendations how to correct them.



<https://www.slidefactory.vn/anh-o-dau-lua-chon-hinh-anh-the-nao/>

Sources

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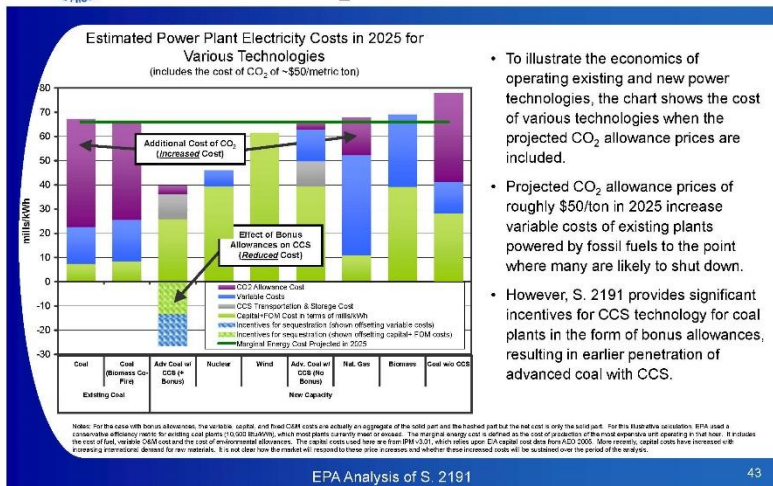
<https://slideplayer.com/slide/6423093/>



<https://slideplayer.com/slide/4029203>



Near-Term Power Plant Economics with CO₂ Allowance Costs



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<https://speakupforsuccess.com/bad-powerpoint/>

Proper Adjectives

Proper adjectives are like proper nouns. They are descriptive words that are specific. They are derived from proper nouns. A proper adjective is capitalized.

Example: Yesterday I ate some tasty French fries.

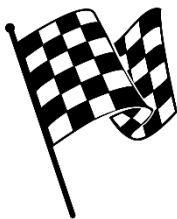
Guided Practice

1. Here is a Mexican silver bracelet.
2. His Australian hat is made of leather.
3. Did you go to the Hawaiian luau?

Independent Practice

4. The dachshund is a German breed of dog.
5. An English sheepdog has a long, shaggy coat.

<https://slideplayer.com/slide/5969466/>



Task 5. Write a report for your final presentation. Make sure that your speech is no longer than 5-7 minutes. Think of a good visual supplement for your speech and create a proper multimedia presentation. Mind all the tips discussed above.

5.3. PEER AND EXPERT ASSESSMENT



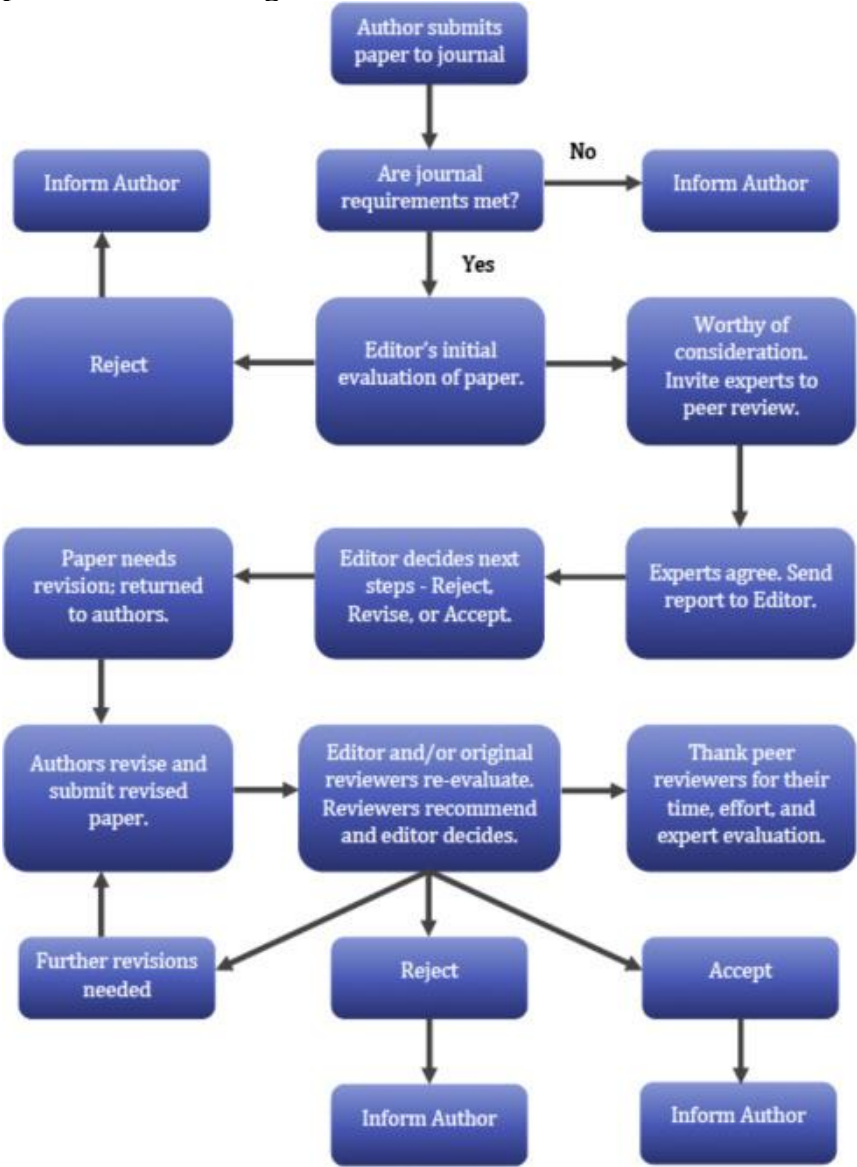
Each scientist is sure that his/her research is vital and precious. Still, each research should be assessed by experts and peers. What criteria can be used for reviewing a scientific work? What points are the most important and can be really appreciated by the reviewers?

Task 1. Read the information below and say what role peer review plays in academic assessment.

Reviewers play a pivotal role in scholarly publishing. The peer review system exists to validate academic work, helps to improve the quality of published research, and increases networking possibilities within research communities. Despite criticisms, peer review is still the only widely accepted method for research validation and has continued successfully with relatively minor changes for some 350 years. Peer review has been a formal part of scientific communication since the first scientific journals appeared more than 300 years ago. The Philosophical Transactions of the Royal Society is thought to be the first journal to formalize the peer review process under the editorship of Henry Oldenburg (1618-1677). Despite many criticisms about the integrity of peer review, the majority of the research community still believes peer review is the best form of scientific evaluation.

<https://www.elsevier.com/reviewers/what-is-peer-review>

Task 2. Comment on the scheme below and explain the process of reviewing.



Task 3. Work in mini-groups. Make an evaluation card to assess a scientific report of your classmate. Think of experts' criteria to assess the following points:

- the theoretical contents of the research paper,
- the relevance and the practical side of the research,
- the quality of the report itself,
- the quality of the multimedia presentation,
- the reaction to questions.

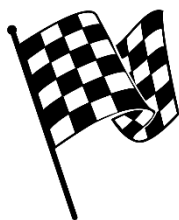
Task 4. Work out a single evaluation card combining the best elements of your group work. Think of the points that will be given to the student for each section (for example, maximum 10 points for each of the five sections in Task 3). Mind the following assessment scheme:

100%-90% of all possible points – “excellent”

89%-75% – “good”

74%-51% - “satisfactory”

50%-0% - “failed”



Task 5. Get ready to defend your research paper. Think of possible additional questions that you will be asked and practice to answer them. Be ready to take part in peer assessment and ask questions to other students as well. Good luck!

5.4. REFLECTION. ANALYSIS. PERSPECTIVES



What is next? This is a daunting question for many scientists after finishing the research. Well, first of all, it is rethinking your work and improving it again. Then it may lead to further development of some theories or new practical ways to use them. What is your answer to this question?

Task 1. Reviewing other papers is a good way to look anew at your own one. Study the information below and find the key elements in the sample review.

A **research review** is a short scientific paper written by an expert in the same field. It shows the main advantages and drawbacks of the research and gives it some assessment.

A review covers the following points:

- the relevance of the research,
- the structure and the style of the research paper,
- the quality of theoretical background,
- the author's personal theoretical views,
- the quality of practical materials and the relevance of empirical conclusions,
- strong and weak sides of the research paper.

Sample

Nowadays copyright is the main issue of the entire literary society. Behavior within the framework of professional ethics, orientation to moral norms, rules of decency are considered integral attributes of the journalist's profession. The work of Gromova Z. S. helps to understand the causes of copyright infringement, the consequences of the act and gives recommendations to avoid cases of plagiarism.

Gromova Z. S. identifies the components that define the tendency of the future journalist to borrowing other people's ideas. She conducted a survey among employees of the magazine "VEGA" and students of the Institute UNIC. Distance learning students were surveyed online, where they were asked questions to determine their attitude to borrowing someone else's work. The results of the research allow us to judge the moral development of each student and employee in the tendency to plagiarism.

Gromova Z. S. puts forward a number of points to avoid cases of copyright infringement. Her work has made an

undeniable contribution to the creation of a favorable creative environment of the magazine "VEGA".

The research paper of Gromova Z. S. is 110 sheets of text written logically in scientific style. The appendix section contains a questionnaire, 5 tables and 6 diagrams.

Chapter I is devoted to the theoretical analysis of the problem. Gromova Z. S. describes the state of modern journalism in Russia, pointing out the advantages and disadvantages of its development.

Chapter II is devoted to the results of the survey. The author also recommends creating partnerships in universities and magazines, aimed at respecting friendly relations in the team, mutual respect, and ethical standards of journalism.

The result of the project shows the ability of the author to highlight the main elements and to focus on details. The research paper fully meets the requirements and deserves an excellent mark.

<https://www.nuuiem-diplom-sami.pф/retcenzii-na-diplomnuuiu-rabotu>

Task 2. Work in pairs. Write a short peer review for your partner's research. Present it in class.

Task 3. Let's analyze how satisfied you are with your work. Use the questionnaire below. Discuss your results.

1. Now that the work is done, what are your first thoughts about this project as a whole?

- a. mostly positive
- b. mostly negative
- c. neutral
- d. no thoughts

2. What contributed to your success? (choose no more than 2 variants)

- a. background knowledge
- b. supervisor's help
- c. the special research course
- d. the choice of the topic
- e. other _____

3. What was the most interesting discovery during your research work?

- a. about language science
- b. about people around me
- c. about scientific work
- d. about myself and my abilities

4. Identify some of the most difficult moments in the work on the project (choose no more than 2 variants).

- a. working with theoretical resources
- b. working with computer design, fonts etc.
- c. collecting and analyzing empirical data
- d. creating the final text of the research paper
- e. defending the research
- f. fulfilling extra scientific tasks during the course
- g. other _____

5. Do you think your project is relevant, does it relate to real situations and problems?

- a. mostly yes
- b. mostly no
- c. I don't know
- d. I don't care

6. How useful were the consultations with the supervisor? Rate them from 0 (not useful) to 5 (very useful). _____

7. Assess the degree of your independence from 0 (not independent at all) to 5 (absolutely independent). _____

8. What would you do differently if you started again?

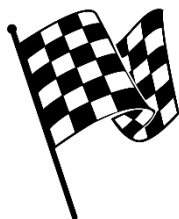
- a. nothing
- b. everything
- c. choose a different topic
- d. work with texts in a different way
- e. make a different experiment
- f. make a different research product
- g. other _____

9. Will you use what you have learned in the future?

- a. no, it's useless
- b. maybe, but I don't know how
- c. I will use the skills, not the exact knowledge on the topic
- d. I will use the research product
- e. I will use both the research paper and the skills

10. What would you recommend to future students in research?

Task 4. Organize a round table discussion about the perspectives of students' research. Act as teachers, students, real scientists and/or future employers. Discuss what pros and cons this course has and how to improve it.



Task 5. Think of three perspectives of your research. They may be practical or theoretical or both. Say what topics you find fascinating after the deeper study of language science.

Picture bank

1. <https://pixabay.com/ru/illustrations/%D0%B2%D0%BE%D0%BF%D1%80%D0%BE%D1%81-%D0%B2%D0%BE%D0%BF%D1%80%D0%BE%D1%81%D0%B8%D1%82%D0%B5%D0%BB%D1%8C%D0%BD%D1%8B%D0%B9-%D0%B7%D0%BD%D0%B0%D0%BA-%D0%BE%D1%82%D0%B2%D0%B5%D1%82-1015308/>
2. <https://www.ideasbig.com/blog/key-elements-companys-annual-report/>
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4. <https://www.kissclipart.com/elasticsearch-symbol-clipart-elasticsearch-apache-m4293p/download-clipart.html>
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6. <http://www.clipartbest.com/clipart-aTqLyMXpc>
7. [pngtree.com](https://www.pngtree.com)