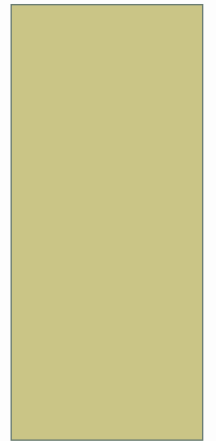# RESEARCH SKILLS IN ENGLISH

A CHASE OR HURDLE RACE?

DECIDING ON THE AGENDA

- The mission of undergraduates' training
- **knowledge acquisition**
- The mission of graduates' training
- **knowledge search**
- The mission of post-graduates' training
- **knowledge generation**

NEEDS ANALYSIS

- Undergraduates need:

- problem-based learning skills

- knowledge acquisition skills

- achievement testing skills

- Graduates need:

- problem awareness skills

- knowledge-search skills

- product/project-evaluating skills

- Post-graduates need:

- problem recognition (noticing) skills

- problem research skills

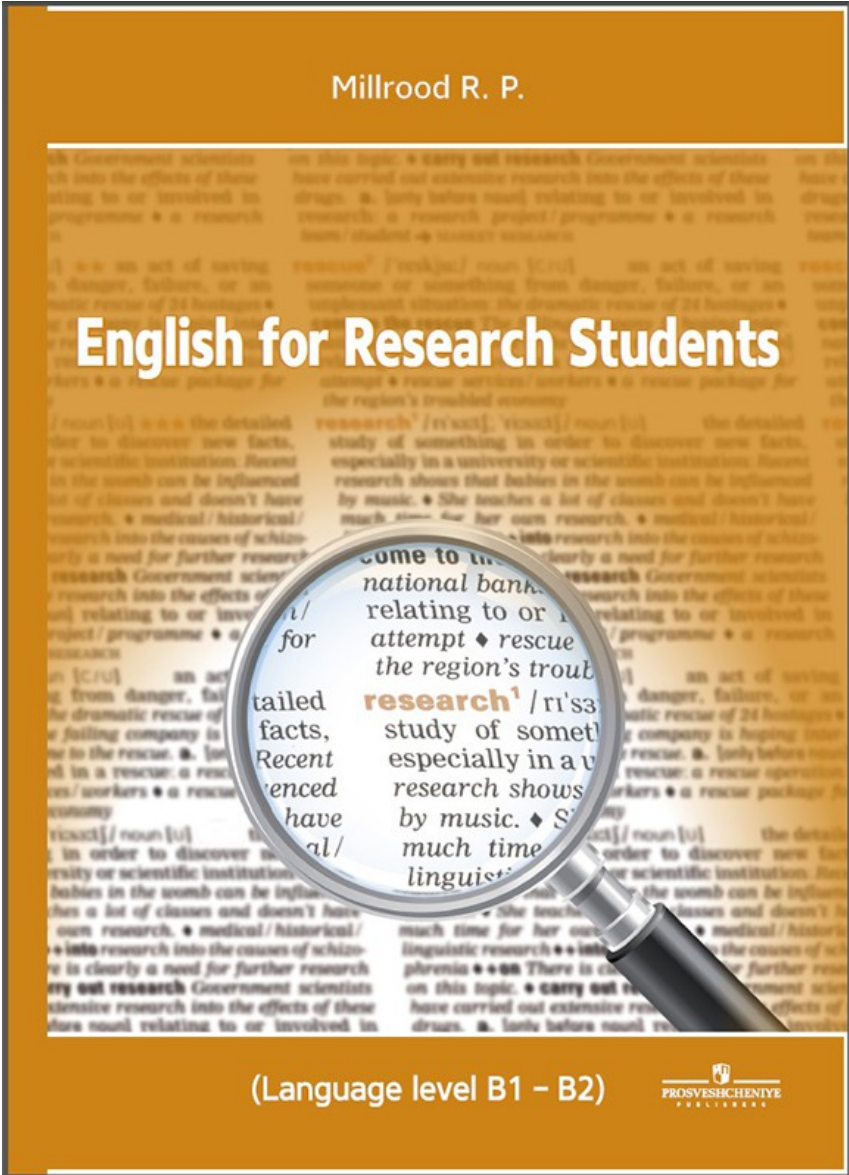**- generated knowledge evaluation skills**

SPECIFICS OF BACHELORS', MASTERS' AND DOCTORAL RESEARCH PROJECTS

- Bachelor's project (thesis)

- demonstration of the acquired knowledge

- Master's thesis (dissertation)

- demonstration of research skills

- Doctoral dissertation

- demonstration of new knowledge

RESEARCH SKILLS FOR BACHELOR'S, MASTER'S AND DOCTOR'S DEGREES

- Bachelor's project (thesis)

- literature review skills

- Master's thesis (dissertation)

- research methods application skills

- Doctoral dissertation

- problem solving skills

THE TRAINING TOOL

Millrood R. P.

English for Research Students

(Language level B1 – B2)

TRAINING PROGRAM

Оглавление

WARMING UP

1. Brainstorming the topic

Think and say:

- Why do people start a *research* in everyday life?
- How is research different from *analysis, observation, experiment, exploration, examination, investigation*? Use the glossary at the end of this coursebook.
- In what areas do people do their research in everyday life?
- What methods do people use for their research in everyday life?

THE REASONS OF RESEARCH FAILURE

2. Thinking critically

Mark the following statements as T (true), F (false) or D (debatable).

1. A research will be a failure if it is a hard nut to crack.
2. Research with unrealistic goals usually fails.
3. Unsuccessful researchers often miss essential details.
4. Failing to plan is planning to fail.
5. If a hypothesis is not proven, the research is a failure.

SETTING A RESEARCH GOAL

3. Reading and understanding Read the text and discuss it.

Every research has a goal but not every researcher knows how to put the goal in a clear statement. Usually what is needed is a very simple sentence stating what the research is going to achieve in the end. A good goal says what the author is going to discover, to systematize, to describe, to build or to show in the area of research.

5. Complete the gaps in the lecture notes that you have already made.

In this lecture we are going to … the term "hypothesis". Outside of science, a theory or a guess can also be called a hypothesis. A detective might have a hypothesis … , and a mother might have a hypothesis about … . Anyone who uses the word hypothesis is … . However, in science a hypothesis is something more than a wild guess. In science, a hypothesis is … that you test in your literature research and/or practical experimentation. …

SELECTING RESEARCH METHODS

A research method can be either qualitative or quantitative. Common data collection methods used in qualitative research are interviews, observations, expeditions, case studies and others. For a quantitative research we collect data through surveys (online, phone, paper), questionnaires, tests. This data is statistically processed. Another very important method is called an "action research" with intervention followed by qualitative and quantitative methods.

Select research methods for the following topics:
1. How teenagers in my region make money.
2. How to teach kids English phonics.
3. Attitude to volunteering among teenagers.
4. The knowledge of English computer terms among junior school students.
5. New and old architecture of London: contrast or harmony?

REVIEWING GRAMMAR

Underline the correct variant and explain your choice.

1. We have decided to give up/down these useless experiments.
2. I still go *after/towards* my dream to discover the genetic mechanism.
3. Despite the negative feedback let's go *forward/ahead* with our project.
4. Well, we have done a good job and to celebrate let's eat *in/out.*
5. I have just carried *out/on* a series of observations and the results are great.
6. Perhaps we will never bring this difficult project *off/on*.
7. To start with, all we need to do is to set *down/up* a selection committee.
8. They need to *pick*/*take* up momentum to meet the deadline.
9. This time we need to make *up/on* for our last failure.
10. Let's join our efforts and work *off/out* a new strategic plan.
11. You have to look *out for/for* possible errors in the data yourself.

SELF-EVALUATING THE RESEARCH

Mark the checklist of your own research self-evaluation and give comments:

- the novelty of your research subject;
- the clarity of your research goal and tasks;
- the insightful nature of your hypothesis;
- the relevance of your research methods;
- the validity and sufficiency of your research data;
- the accuracy and detailed nature of data analysis;
- the reliability of your conclusions.

SUMMATIVE REFLECTION

1. Describe the workshop subject and the participants.

2. State the objectives that were put for training (as you see them).

3. Give the activities that were used during the session.

4. Describe a set of objectives achieved (in your perception).

5. Say what you will need to think more about.

6. Make your own recommendations based on the new experience gained.

TURNING FOR SUCCESS

Turning a *goal* into the **target.**

Turning an *idea* into a **solution.**

Turning *people* into a **team.**

Turning *vision* into **strategy**.

Turning *development* into **marketing.**

WHAT ARE YOUR ASSETS TO BE TURNED INTO FOR SUCCESS?

- _____

- _____

- _____

- _____

- _____

- _____

- _____