

**GUIDE
TO WRITING AND DEFENDING
QUALIFICATION PAPER (BACHELOR'S DEGREE)
IN ENGLISH TEACHING METHODOLOGY
GENERAL REQUIREMENTS STANDARD
*for students participating in
"NEW GENERATION SCHOOL TEACHER" Project***

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Guide to writing and defending Qualification Paper (Bachelor's Degree) in English Teaching Methodology. General requirements standard (for students participating in "NEW GENERATION SCHOOL TEACHER" Project) // Методичні рекомендації до написання та захисту кваліфікаційної роботи (ступеня «Бакалавр») з методики викладання англійської мови. Загальні вимоги (для студентів-учасників Проекту «Шкільний Вчитель Нового Покоління») / Укладачі: О.В. Безкоровайна, Л.В. Гронь, Н.В. Кваснецька, К.В. Третьякова, С.С. Василькевич. – Рівне: РДГУ, 2019. – 67 с.

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CONTENTS

| | |
|--|----|
| Introduction | 4 |
| Chapter 1. Selection of the research problem / | |
| Qualification Paper subject | 5 |
| 1.1. Asking questions and selecting research tools | 8 |
| Chapter 2. Structure of Qualification Paper | 10 |
| 2.1. Structure and Length of Qualification Paper | 10 |
| 2.2. Contents of Qualification Paper | 10 |
| 2.3. Contents | 12 |
| 2.4. Introduction | 13 |
| 2.5. The main Body (<i>the main chapters of the Paper</i>) | 16 |
| 2.6. Conclusions | 16 |
| Chapter 3. The requirements for Qualification Paper | |
| technical design | 18 |
| 3.1. General requirements | 18 |
| 3.2. Requirements for quoting and referring to used sources. | |
| Rules of Quoting | 19 |
| Chapter 4. Qualification Paper Defense | 21 |
| REFERENCES | 23 |
| GLOSSARY of Abbreviations and Professional Terms | 25 |
| Appendices | 59 |
| Indicative bibliography. Internet resources | 66 |

INTRODUCTION

This Guidebook summarizes the procedures for students who are planning to write Qualification Paper for their Bachelor's degree. This manual also is intended to guide students in the elements and structure generally contained in a thesis as well as to provide a reference to the appropriate style manuals and other writing resources. This document is not meant to supplant, but rather to supplement department procedures.

The Qualification Paper should demonstrate the following from the student concerning the field of study:

- Awareness and understanding of important current work in the field;
- Ability to plan a research activity;
- Knowledge and motivation to carry out the planned research activity;
- Ability to analyze the results of the research;
- Ability to draw reasonable conclusions from the research;
- Ability to complete a written description of the work in the form of a well-written, properly organized thesis;
- Ability to complete a thesis with potential for presentation at and/or participation in professional meetings and/or publication in scholarly journals

The Paper also demonstrates a student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The Paper is assessed according to the detailed criteria. This accounts for 70% of the total for the Qualification Paper. A further 30% is allocated to the public defence of the Qualification Paper which is held in English. [see Core Curriculum. – p. 9–10].

All written Qualification Papers must meet the requirements set forth by legal provisions and must be submitted to anti-plagiarism check. Since the archived Papers can be made available for the public, they are a showcase of the author, the Supervisor and the whole university. It is, therefore, imperative that they meet certain requirements standard.

CHAPTER 1.

Selection of the research problem / Qualification Paper subject

The first step in preparing a Qualification Paper is the proper choice of the subject. This decision cannot be confined to commonly asked questions, such as: “Will I have enough materials to write on this topic?” (i.e. whether it will be easy to find sources) or “Will my supervisor like it?” (i.e. whether it will be possible to persuade the supervisor to undertake cooperation on a given topic). It must be taken into consideration that the choice of subject matter is not only, and not primarily, the question of the title, but it is a decision regarding the type of research area that the student would like to and is able to study.

That is why students need to be aware of the implications of formal requirements applicable at the university, which cannot be changed either by any lower regulation or by the supervisor.

Qualification Paper is an independent study of a specific scientific or artistic issue or an artistic accomplishment illustrating the student's general knowledge and skills related to a particular field of study, the level and profile of education, and the ability to carry out an independent analysis and formulate conclusions.

Thus, no Qualification Paper can simply be a duplication of the existing content, and in each, the author must demonstrate certain skills, including carrying out an independent analysis and drawing conclusions, in other words, they must prove their skill of independent thinking.

The university's terms and conditions, including the documents describing qualifications acquired in the Ukrainian higher education system by specifying mandatory learning outcomes – adds.

Thus, the authors of Qualification Paper, according to the wording of the relevant learning outcomes, are expected to:

- demonstrate knowledge and understanding of the subject they have studied;
- master the skills that relate to the use of this knowledge, acquisition of necessary information and data as well as their the interpretation;

- gain useful competences, such as setting priorities for assigned tasks, which in this case, especially concerns the subsequent stages of writing and defending the thesis within defined timeframes.

In turn, there are specific formal requirements as to the volume of the thesis (See below). According to the requirements set forth above, the thesis must present an exhaustive elaboration on a chosen issue, carried out in accordance with the expectations set up in a given field of study, degree, profile and specialty.

The second criterion of choosing the subject of the Paper, besides the above- mentioned formal requirements, relates to the substantive issues directly associated with them. Emphasis on self-reliance and the appropriate scientific level of the content, results in an expectation that each thesis should contain an element of novelty, i.e. it should introduce new ideas to science, to the “total knowledge”, subject, research methods, postulated area of interest, etc. of the adopted discipline.

In short, the Qualification Paper should present at least the minimum “added value” in the research area it refers to. This is not an overly ambitious requirement exceeding students' capabilities, even at the undergraduate level, provided that the component of novelty is properly understood.

Thus, properly used time of study provides students with some basis to:

- address the latest, relevant issues that experienced researchers are just beginning to explore;
- propose a new, self-formulated interpretation of important problems, even if they have been known for a long time;
- design a new, original survey or questionnaire about phenomena that have already occupied scientists, but to conduct it in an environment that has not yet been well recognized;
- go personally to a company or an organization to carry out new on-the-spot observations about their functioning, missions, management models;
- make a novel comparison which would confront opinions, modes of operation, ways of behavior that have never yet been confronted.

The possibilities here are really endless and depend solely on the student's invention and the good will of the Supervisor. It is worth

remembering, that the more specific a subject we choose, the easier it will be to show that it actually brings something new.

It is a good idea to use concepts and materials previously gathered for a presentation, essay or Course Paper (provided that the student does not duplicate, or repeat literally the already presented content). Even a better idea here, is to choose a problem that the student is interested in, which they explore in their private life, i.e. the one followed on the Internet, read about, or discussed with colleagues or lecturers. A desire to learn more and share opinions on a subject that the student is passionate about, provides an excellent incentive to write the thesis quickly and prospects well for outcome which will surely be highly rated both by the Supervisor and the reviewer.

The approach developed in the Qualification Paper and focusing on a narrow scope of issues will be expanded by references to a wider area of research and include a greater number of addressed issues, which will, in turn, allow to form new, original conclusions. It is also possible to look at the question of selecting the thesis subject from a different angle, namely, taking into account the preferences of the supervisor. Additionally, this kind of cooperation between the Supervisor and students, relying on involving them into participation in research projects, especially those highly beneficial for both parties, will certainly meet with the approval on the part of the university authorities.

Last but not least, it is important to remember that the decisive factor in the choice of the thesis subject may, ultimately, come down to availability of materials necessary to complete the research tasks and to prepare the thesis – if students rely primarily on the existing written sources, and the possibility of obtaining appropriate permits and contacting the right environments – if students are planning their own empirical research.

The Supervisor can help by suggesting what kind of documents and elaborations the student should be familiar with, but they will not be able to look through library catalogues or browse the Internet resources. Before submitting the thesis title, the student should also, in consultation with the supervisor, make a critical assessment of their language skills. Defining a research problem, especially at the Bachelor level, which would not require even elementary knowledge of foreign literature is almost impossible today.

1.1. Asking questions and selecting research tools

According to what has been said above, the Paper cannot be limited to the simple reproduction of something that has already been written by someone else. Therefore, before starting the work on the text, students need to think carefully about why and how they want to prepare the thesis. The problem here is, that there are actually many schemes for formulating answers to these questions, depending on the scientific field, the university we study in or the approaches preferred by individual researchers. That is why, it is always a good idea to start by consulting the Supervisor. The general rule should be that too elaborate schemes of the main, partial or stage goals should be avoided, because they may overwhelm the students whose thesis is still the first or one of the first independent research tasks and such “multi-layered” plans can only obscure actual intentions and not to be reflected in the further structure of the thesis. A better solution here is to work out a general formula which could be grasped in one or a couple of sentences, i.e. to present the main idea, the essential point which will be analysed. The conceptual effort has to be focused on putting sensible research questions in the case of a more modest work or undergraduate theses, or on formulating theorems or research hypotheses in the case of more ambitious works and in master's degree theses. In the first case, it is important to realise that research questions serve not only the purpose of specifying what we want to investigate, but of directing our efforts so that the research problem is effectively solved.

Well-formulated research questions will therefore indicate:

- what to pay attention to when looking for Paper materials,
- how to organise the materials and plan the structure of the Paper,
- what existing theories may be helpful in developing the selected research issue,
- what is its scientific and/or practical significance.

For example, research questions may be formulated as follows:

- How is the concept of..... defined ...?
- How extensive is the literature on ...?
- Who has so far studied the issue of ...?
- What factors affect ...?

- What is the relationship between ...?
- What is the essence of ...? – What are the reasons ...?
- What mechanisms govern the process of ...?
- How is the phenomenon seen ...?
- What are the consequences of...?

An important **research tool** is making and organizing notes. It must be remembered that:

- mere copying of a printed publication or downloading a text from the Internet to your computer will not bring much effect – it still will be necessary to go back to those materials to find and analyse the necessary information;

- making notes, you must always remember to write the exact bibliographic data of the material to prevent the necessity of returning to the previously read sources and to avoid the risk of plagiarism;

- it is important to have clear and organised notes to make it possible to consult the Supervisor about their suitability for the Paper at an early stage.

Critical analysis of literature is of particular importance for qualification Paper. It requires students to:

- select items whose knowledge is essential for writing a Paper;
- define common points and identify disagreements and controversies in a given field;

- analyse not only the content of the selected materials, but also their broader context: the time they were worked out, the author's purpose, the reception of the book or article on the part of the readers, possible discussion on them, opinions expressed in reviews;

- point out the main assumptions and conclusions of the authors, seek a balanced and substantive comment on their advantages and disadvantages;

- indicate clearly which content and why will be used in the thesis; important – students must never use thoughts that they do not understand well themselves.

CHAPTER 2. Structure of Qualification Paper

2.1. Structure and Length of Qualification Paper

Qualification Paper should have the following structure:

- title page;
- abstract;
- contents;
- introduction;
- list of abbreviations and symbols (if necessary);
- chapters of the main body (not less than two);
- conclusions;
- bibliographic reference list;
- appendices (if necessary).

Each of these structural elements should begin with a new page.

The recommended structure for Qualification Paper is as follows (% from the total length of the Paper):

- introduction 5 – 7%,
- body 80 – 85%,
- conclusions 5 – 8%.

Recommended length in computer print without references and appendices for Bachelor's Thesis is 50–60 pages.

2.2. Contents of Qualification Paper Title page

The title page should include (*see Appendix 1*):

- the name of the university; the name of the faculty;
- the department to which the Paper is being submitted;
- the full title of the Paper;
- the degree the Paper is submitted for;
- the author's name and surname;
- the Supervisor's academic degree and title, and the full name of the Academic Supervisor, his / her permission for the submission of the Paper for the defence, and the date;
- the Reviewer's academic degree and title, and the full name of the Reviewer.

The name of the academic title is abbreviated (e.g. “professor” – Prof.; “associated professor” – Assoc. Prof.). Title page should not be numbered.

Abstract

The Abstract of the Paper provides a general idea about the content of the Paper and briefly summarizes the main results of the study. In the form of an overview it reflects the aim of the study, the main objectives and the topicality of the issue, results and conclusions of the research.

The abstract should contain:

- a) the author's name and surname;
- b) the paper title;
- c) specialty;
- d) scientific Supervisor's name and surname;
- e) brief Qualification Paper content.

The Abstract (*see Appendix 2*) is usually written as one paragraph and contains 200 words. Background information, the Literature review and the detailed description of methods are not included in the Abstract. The style of the abstract must be concise, clear and non-repetitive.

You can take the following steps of an effective Abstract writing:

- 1) underline the aim and the objectives of your Research indicated in the introduction of your Thesis;
- 2) underline information in the methods section of your Thesis;
- 3) underline the results from the Conclusions chapter;
- 4) condense the above underlined information into a single paragraph;
- 5) follow a logical order that reflects your Thesis;
- 6) include only the information from your Paper, do not introduce new information.
- 7) delete extra words and phrases, such as unnecessary adjectives, e.g. *very*, or phrases, e.g. *due to the fact that*;
- 8) delete any background information;
- 9) start the first sentence with the phrase *this Qualification Paper (Research work, Thesis or Study)*; this will help you to start off with the new information contained in the Paper, rather than with general truths;

10) revise the paragraph so that the Abstract conveys the most essential information.

Although the Abstract appears as the first section of a Thesis, it must be written last. You need to have completed all the other sections before you can select and summarize the essential information from those sections.

The Abstract must be written in such a form and manner that it may be used separately from the rest of the Paper.

The Abstract should be prepared for the Qualification Paper both in English and Ukrainian.

Key words should be given in Nominative Case and typed in a line through a comma after the Abstract.

Key words are significant words or phrases which describe the topic of the Paper, its results and the main variables. The number of key words ranges from five to seven.

2.3. Contents Contents page

The contents page gives the reader a quick understanding of the main points of the Paper and the order of development. It presents the contents as well as hierarchical structure of the text in a visually meaningful way. Therefore, it is important to use a logical, consistent and not too complicated system of outlining. The system of outlining is a system of decimal outlining, which you are advised to use in your thesis. It is most reasonable to use a hierarchy of three levels (e.g. 2.; 2.1.; 2.1.1.). However, if you decide to use the lower level make sure that you have at least two subchapters (e.g. 2.1.1. and 2.1.2.).

The division of the text into chapters and subchapters must comply with the principle of logical subordination, i.e. the title of the subchapter cannot be more general than the title of the chapter.

The contents page must contain (*see Appendix 3*):

- 1) the caption **CONTENTS**;
- 2) the names of the structural parts of the Qualification Paper (e.g. Introduction; the names of the chapters and the sub-chapters; Conclusions; Bibliographic reference list; Appendices.

The page numbers.

2.4. Introduction

The Introduction is a systematized concept of the Qualification Paper which provides a general idea about the content and the process of the Research as well as the expected results.

The Introduction is not numbered as a chapter and recommended range is 2–3 pages.

The Introduction must contain the following structural elements:

- 1) **the Topicality of the Research** (the problem statement and its substantiation);
- 2) **the Research Object;**
- 3) **the Research Subject;**
- 4) **the Hypothesis of the Research;**
- 5) **the Aim of the Research;**
- 6) **the Objectives of the Research** which are subsidiary to the aim and must be reached in order to achieve the established aim;
- 7) **the Research Methods** in accordance with the objectives to be reached;
- 8) **the Novelty of the Research;**
- 9) **the Practical Value of the Research;**
- 10) **the Approbation of the Research Results.**
- 11) **the Structure of the Research.**

Every Research starts with the description of the **problem**. In order to define the problem additional research must be done both on theoretical and on practical level. The Research of the problem must be based on the most recent scientific findings.

The problem statement is a very clear formulation of the research problem. The way the problem is formulated will affect the organization of your Thesis; therefore, you must give special attention to its accurate formulation.

In order to develop a clear problem statement, you must:

- identify a Research topic;
- read enough of the literature in the field to be able to refine the topic as a Research problem;
- make a decision about the methodology.

Consult your Academic Supervisor throughout the process.

The above mentioned necessity for in-depth analysis of the problem defines **the Topicality of the problem**. The Topicality of the problem must be substantiated by the necessity of a solution of a concrete problem for a particular object.

Defining of the Research problem is linked with the choice of the research object and subject. The Research object and subject will contain a real research problem, or contradiction, for which a solution has to be found in the course of the research. Thus it can be said that the research object includes the problem, but the research subject(s) – the reasons for the research problems.

The Research Object can be a thing, a phenomenon or a process which functions and demonstrates various characteristics of variables and qualities. It means that about anything that contains a problem can become a research object.

The Research Subject is much more specific and concrete than the research object as it is the most characteristic quality (-ies) of the research object and it exerts direct impact onto the fact of the existence and functioning of the research object. It can be said that the research subject is a set of properties which must be researched in order to understand the problem and its origins.

However, within the limits of one Paper it is impossible to research thoroughly and in great detail all issues connected to the problem. Therefore, when defining the research object and subject, it is necessary to observe certain topical limitations.

Problem statements include a hypothesis. **The hypothesis** is the researcher's prediction or expectation of what the results will be. Hypotheses are derived from theory. As you review the literature on your chosen topic, you must look for the theory-derived hypotheses. The hypothesis is usually stated in positive form.

After you develop the hypothesis, you need to define the aim and the objectives of the research.

The Aim of the Research is to solve the problem of the research, i.e. to prove or disprove the hypothesis or to answer the research questions. The aim of the research must reflect the topic of the research. The aim must be brief and specific.

The thesis usually contains **one general aim** and from **three to four** clearly defined **objectives**.

The Objectives of the Research must be very specific and disclose certain aspect of the research. The objectives as well as the aim must be original and must not be copied from other researches. The aim and the objectives of the research must outline the logic of the research procedure and should comply with the principle of logical subordination, i.e. an objective of the research cannot be more general than the aim of the research.

After you have completed all the above mentioned procedures – stated the problem, formulated the hypothesis the research, pointed out the aim and the objectives of your research – you must define the methods you are going to use in your research.

Research Methods are the tools which help to reach the objectives. They can be of various types depending on the task content: analysis, synthesis, classroom observation, questionnaire, interview, testing as well as statistic analysis (comparison, grouping, calculation, correlation, etc.). Therefore, it must be mentioned in the introduction which methods have been used and why.

Then **the Novelty of the Research** (the relevance and significance of the research) should be outlined. It is a very important aspect of the Qualification Paper. The research problem has professional significance if it makes the following contributions: tests a theory, contributes toward the development of theory, extends existing knowledge, changes prevailing beliefs, suggests relationships between phenomena, extends a research methodology or instrument, etc.

The next part of introduction is **the Practical Value of the Research** which provides where the results of the research could be applied.

The Approbation of the Research Results is a necessary part of the thesis preparation for defence. In this section published materials (the list of conferences and articles where the results of the research were presented) that reflect the content of the study (both in electronic form and through the publication of scientific work collections) should be indicated.

The Structure of the Research is a brief outline of the content of such structural elements: introduction, chapters, conclusions. The scope of Qualification Paper, the number of literature sources and appendices pages should be indicated in this section.

The scope of Qualification Paper, the number of literature sources and Appendices pages should be indicated in this section.

2.5. The main Body (*the main chapters of the Paper*)

The main task of the body section of the Paper is to provide a theoretical and practical substantiation of the problem in a systematized way. The body section is divided into chapters. It may be useful to divide longer chapters into subchapters. The number of chapters and subchapters is not regulated; however, it depends on the length and content of the Paper. It is recommended to arrange the body part of the Paper into 2–3 chapters. To avoid fragmentation of the Paper, the length of a subchapter should not be less than two pages.

The theoretical part includes comparison of different theories and factual material on the basis of which the research has been done. During the theoretical analysis the author cannot use only ideas and opinions expressed by other authors – the author's own evaluation and conclusions must be included. In the theoretical part the research of literature and information sources plays a very important role.

The most essential (and the most extensive, or longest) is **the practical part** where the author gives the practical evaluation of the solution to the problem. It is developed based on the information, already approbated in the theoretical part, about the research of the objects thus confirming the author's skill to conduct research while applying into practice the acquired knowledge, information sources and data.

To process the practical material, various quantitative and qualitative research methods are used and the acquired data are reflected in the form of tables, graphs and pictures.

2.6. Conclusions

The chapter **Conclusions** reports the general findings of your research. In this chapter you must demonstrate that the aim of your thesis has been achieved and objectives were accomplished. You also have to prove or disprove the hypothesis of your study with the help of

your findings. In **Conclusions** you are recommended to avoid introduction of new questions and problems that were not analyzed in your **Research Results** chapter. Avoid quotations and referencing.

The **Conclusions** chapter is very important since it demonstrates your own critical intelligence with respect to your findings. Your **Conclusions** chapter can:

- 1) relate your findings to previous Research;
- 2) examine theoretical implications – confirm existing theory or present disconfirming evidence;
- 3) explain the unanticipated findings – if the results seem unanticipated or surprising, do not apologize for yourself or blame others, simply note the problem;
- 4) give implications for practice – make effective recommendations avoiding dogmatic assertions;
- 5) give recommendations for further Research – note only the research that your own study suggests.

CHAPTER 3.

The requirements for Qualification Paper technical design

3.1. General requirements

Format Requirements

The following parameters of the layout are obligatory:

- Font: Times New Roman,
- Font size: 14,
- Paper size: A4,
- Line spacing: 1.5 space,
- Margins: left, bottom, top – 2 cm; right – 1 cm,
- Page numbers: in the lower right-hand corner. The title page is page No. 1, but we do not put the number on it,
- Chapter titles are written on a new page, in the centre of it, in all bold capital letters, without a final full stop,
- Subchapter titles are written in bold small letters (except the first letter) and are indented.

For example:

CHAPTER I. THE SETS' CURRENT METHODOLOGICAL PRACTICES

1.1. SETs' roles.

1.2. Current SETs' Teaching Methods.

- Title page: see *Appendix A* for an example.
- Table of contents: see *Appendix B* for an example.

You may experiment with different types of printing: **bold**, *italic*, underline. You should use them to highlight the things you consider to be the most important. Avoid splitting of names from surnames into different lines.

Capitalizing titles

All words in titles are capitalized except:

- articles (a, an, the),
- coordinating conjunctions (and, or, but, for, nor, yet, so),
- prepositions of five or fewer letters (e.g., in, for, with); prepositions of more than five letters are capitalized (e.g., Between, Through, Before).

3.2. Requirements for quoting and referring to used sources. Rules of Quoting

After each quotation, whether direct or indirect, the source must be indicated in square brackets, like this:

e.g. [3, p. 56] - where “3” stands for the number of the quoted source in your list of references and “p. 56” for the quoted page.

However, such references should be done only at the final stage of your research, when the list of references is complete. Therefore, when you write a draft copy it is more convenient to indicate the name of the author and the page quoted. **e.g.** [Newmark, p. 74–75].

Indirect Quoting.

If you use a quotation indirectly, i.e. when you paraphrase it you need not use the quotation marks, but you should write an introductory phrase for it to indicate where the indirect quotation begins.

Examples of introductory phrases: "as researcher / scholar ... claims / states / observes / points out / argues / concludes"; "researcher ... considers / believes / holds / suggests / cautions / goes on to say"; "according to the scholar ..."

e.g. According to scholar Brian Spitzberg, motivation is an important aspect of communication competence because we will only improve our communication if we want to [56, p. 261].

Direct Quoting.

If you use somebody's ideas in a word-for-word way, you must use the quotation marks.

When you want to omit some words from the original direct quotation you have to indicate this with dots, e.g. (...)

Using Punctuation in Quotations.

Also note that in English at the end of quotations full stops and commas are put before the closing quotation marks, while colons and semicolons - outside the closing quotation marks:

e.g. – “...recent works in this field.”

– “...there exists a blurring of borderlines," E. Nikolaieva said.

– Rousseau believed that “the words slavery and rights are contradictory”; his thinking was in advance of his time.

Single quotation marks identify quoted material within quoted material.

Quoting quotations.

In case you come across a quotation provided by an author which is very useful for your research and which you cannot locate in the original you may use it in your paper indicating that it is a double reference:

e.g. [qtd. in 34, p. 45].

However, always try to quote from the original source, if possible.

CHAPTER 4. Qualification Paper Defence

Qualification paper is defended by the student before the State Examination Committee (SEC):

1. SEC is chaired by its chairman.
2. The number of SEC members is not less than five.
3. SEC shall have a quorum if at least 50% of the members are present.
4. SEC's task is to assess a student's theoretical knowledge, professional qualification, creativity and skills acquired and developed during his/her studies and make a decision about awarding the qualification relevant to the study direction and issuing a diploma.

Qualification paper is allowed to defend to the students who have completed the requirements of the study programme. The defence of the graduation Paper takes place in an open meeting of the Committee in the presence of advisors, reviewers and students.

The defence starts with the author's report:

- for bachelor's paper – 10–15 min.,

During the defence the student substantiates the topicality of the theme, defines the aim of the research; explains the structure of the Paper and gives its brief characteristics. Most of the time allocated for the defence must be devoted to the conclusions and recommendations with special emphasis on concrete proposals put forward by the author.

The oral presentation is supported and enhanced by a prepared visual presentation of the material included in the oral report (pictures and tables).

After the student's report the chairperson of the Committee reads the review or the account of the advisor of the qualification paper and invites the author to answer the reviewer's questions and reply to his/her comments. This is followed by questions from the members of the Committee and other persons present. The author must give brief, precise and comprehensive answers to all questions. The answers can affect the evaluation mark of the Paper to a great extent.

The defence procedure demonstrates the student's independence. Excellent presentation skills, being knowledgeable of the subject, confident answers to the questions asked by the members of the

committee and usage of visual aids is evidence to the fact that the student has completed the work independently.

The Paper is assessed with a mark taking into account also the reviewer's assessment. The final grade is established by the Committee (when giving the final mark, the reviewer's assessment is treated as the assessment of a member of the Committee) in the closed part of the meeting, by open voting.

The student who has received an unsatisfactory mark for the defence and has not appealed is eligible to defend his/her Paper the following year. The Committee decides whether the student is allowed to revise and defend the same Paper or if the student must choose another theme.

Criteria for the public defence

| Criteria | | Points 0-100 (ECTS) |
|-----------------------------|---|------------------------|
| Content of the presentation | The student: <ul style="list-style-type: none"> • gives due consideration to key results of the research • provides argumentation to support the most important conclusions • demonstrates the ability to reflect on research experience | 0–15 |
| Dealing with questions | The student: <ul style="list-style-type: none"> • addresses the questions directly and clearly • clarifies the fundamental aspects of the research • links answers to different aspects of the paper | 0–10 |
| Form of the presentation | <ul style="list-style-type: none"> • The presentation is clear, structured, comprehensible to listeners and within a time limit | 0–5 |
| Total: | | 30 |

REFERENCES

Bibliographic reference list includes references to all books, articles, texts and other sources which have been used in the Paper and during the research process.

When drawing up the reference list, the following sequence of the sources, accepted in bibliography, should be observed:

- the rules of bibliographic description;
- works by authors (books, articles published in books, collections of articles, magazines and newspapers, as well as articles from scientific articles data bases (for a bachelor’s paper – not less than four articles), yearbooks, materials from the Internet sources;
- unpublished materials.

The list of each group is formed according to Latin alphabet. It is not acceptable to use materials from unpublished lectures, seminars and conferences.

Books

a. One author:

Harmer J. *The Practice of English Language Teaching*, third edition. London: Longman; 2011.

b. Two authors:

J. Richards, T. Rodgers (2013). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

c. More than two authors:

Boulding K., Trudgill P., & Wittgenstein L. (2000). *Notional Syllabuses*. Oxford: Oxford University Press.

d. Edited collections:

Widdowson H. (Ed.). (2014). *Teaching Language as Communication*. Cambridge: Cambridge University Press.

e. Book, corporate author:

British Council Teaching Information Centre. (2017). *Communicative competence: Theory and Practice of Teaching*. London: British Council.

f. Book, no author, or editor:

Longman dictionary of contemporary English. (1978). London: Longman.

g. Book, third edition:

Harmer J. *The Practice of English Language Teaching*, third edition. London: Longman; 2011.

h. Book, revised edition:

Harder K. (2012). *Illustrated dictionary of places names*. (rev. ed.). New York: Van Nostrand.

i. Non-English book:

Figiel M. (2001). *Szkoly autorskie w Polsce* [The Author Schools in Poland]. Krakow: Przeglad Oswiatowy.

Periodical articles

a. One author:

Knapper Ch. *Changing teaching practice: strategies and barriers*. Paper presented at Taking stock: Symposium on teaching and learning research in higher education, 2008 April 25; Ontario. Ontario: Canada; 2008.

b. Two authors:

Al Maghraby, M. A., & Alshami, A. M. (2013). Learning style and teaching method preferences of Saudi students of physical therapy. *Journal of Family and Community Medicine*, 20(3), 192–197.

c. More than two authors:

Abbasi, K., Hazrati, M., Pourali Mohamadi, N., & Fajaeefard, A. (2013). The effect of learning via module versus lecture teaching methods on the knowledge and practice of oncology nurses about safety standards with cytotoxic drugs in Shiraz University of Medical Sciences. *Iranian Journal of Nursing and Midwifery Research*, 18(6), 483–487.

d. Review of a book:

Carmody, T. P. (1982). A new look at medicine from a social perspective [Review of the book *Social contexts of health, illness and patient care*, by E. G. Mishler, L. R. Amarasingham, S. D. Osherson, S. T. Hauser, N. E. Waxler & R. Liem]. *Contemporary Psychology*, 27, 208–209.

e. Review of a book, no title:

Maley, A. (1994). [Review of the book *Critical language awareness*, by N. Fairclough]. *Applied Linguistics*, 15, 348–350.

f. Magazine article:

Gardner, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70–76.

g. Newspaper article:

James, R. (1991, December 15). Obesity affects economic social status. *The Guardian*, p. 18

Internet sources:

<http://library.rshu.edu.ua/>

<https://uaznavstvo.univ.kiev.ua/ua/Standarty/pravyyla.pdf>

APPENDICES

Appendices may contain auxiliary material (tables, diagrams, illustrations and others materials) necessary for the comprehensiveness of the Paper.

Appendices should be numbered in order they are mentioned in the text.

Appendix 1 starts on a new page usually recto. Subsequent appendices each begin on a new page, other recto or verso.

Each appendix has a caption at the top of the page. Set the word “appendix” in uppercase at the top of the page and follow it with the number and caption. Capitalize only the first word and all proper nouns. Do not use a period at the end of the caption unless there is more than one sentence. The appendices must be numbered in Arabic figures.

GLOSSARY**of Abbreviations and Professional Terms**

(Adapted from: <https://ngschoolteacher.wixsite.com/ngscht/glossary>)

| TERM | DEFINITION | UKRANIAN EQUIVALENT |
|-------------------------|--|---------------------------------------|
| accuracy | Producing language with few errors. | грамотність; мовна правильність |
| achievement test | A test to measure what students have learned or achieved from a program of study; should be part | тест навчальних досягнень |

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| | of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program. | |
| acquisition | The way in which languages are learnt unconsciously or ‘picked up’ by exposure to natural situations. | оволодіння |
| action research | Classroom-based critical investigation conducted by teachers in order to reflect upon and improve their teaching. | дослідження власної педагогічної діяльності |
| action research cycle | A sequential set of research steps. | цикл у дослідженні |
| active vocabulary | Vocabulary that students actually use in speaking and writing. | активний словник |
| activity | A short task which is a part of a lesson. | вид діяльності |
| adaptation | The process of changing an existing piece of material to meet the needs of a particular group of learners. | адаптація |
| affective factors | Emotional factors which influence learning. They can have a negative or positive effect on learning. | афективні (емотивні) фактори |
| aids | The things that a teacher uses in class to support teaching and learning. May be technical (e.g. recordings, computer programs) and non-technical (e.g. board, pictures, flashcards). | засоби навчання |
| aim | An overall target to be achieved by learners by the end of a course or part of the course. | мета |
| applied linguistics | 1. The study of second and foreign language learning and teaching. | прикладна лінгвістика |

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| | 2. The study of language and linguistics in relation to practical problems, such as lexicography, translation, speech pathology. Applied linguistics uses information from sociology, psychology, anthropology and information theory as well as from linguistics in order to develop its own theoretical models of language and language use, and then uses this information and theory in practical areas such as syllabus design, speech therapy, etc. | |
| appraisal | A face-to-face meeting with a student or a teacher to discuss performance. | обговорення вчителем діяльності учня в його присутності |
| approach | Theories about the nature of language and how languages are learnt. Different approaches imply different methods, and different methods make use of different techniques. | підхід до навчання (метод навчання) |
| appropriacy | The most suitable choice of language for the situation, the relationship between speakers, the topic, etc. | ситуативна доцільність |
| aptitude | Capability; innate or acquired capacity for some thing; an indication of the degree of success a learner. | здатність, вміння |
| attitude | The mindset with which we approach a task, a process or a discipline, e.g. 'He has a positive attitude to learning English'. Closely connected with motivation and cognitive styles. | ставлення |

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| assessment | The measurement of the ability of a person or the quality or success of a teaching course, etc. Assessment may be by test, interview, questionnaire, observation, etc. | оцінювання |
| Audio-Lingual Method /ALM | A method of foreign or second language teaching which a) emphasises the teaching of speaking and listening before reading and writing; b) uses dialogues and drills; c) discourages use of the mother tongue; d) often makes use of contrastive analysis. | аудіолінгвальний метод |
| Audio-Visual Method | A method based on transmitting meanings through visual images and then providing the language needed to communicate these meanings. | аудіовізуальний метод |
| authentic materials | Materials having the quality of natural speech or writing. Texts which are taken from newspapers, magazines, etc., recordings of natural conversations or tapes taken from radio or television programmes, but not especially read or written for teaching purposes. | аутентичні матеріали |
| authentic tasks | Types of tasks which are situated in meaningful contexts, are relevant to learners' needs and reflect the way they might be found and approached in real life. | аутентичні завдання |
| behaviourism | This is the theoretical view that learning is a matter of habit formation: stimulus – reaction – positive reinforcement. | біхевіоризм |

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| (the) Big Book technique | Using books with enlarged print and colourful pictures specifically devised for shared reading with young learners. | використання дитячих книжок, надрукованих у великому форматі з ілюстраціями |
| big 'C' culture | The most overt forms of culture that include Art, Music and Literature. When learning about a new culture, the big C cultural elements would be discovered first. | видимі форми культури |
| bilingual education | An educational program in which two or more languages are used in instruction. | білінгвальна освіта |
| blended learning | An approach that combines online and face-to-face learning activities. | навчання з поєднанням традиційних й онлайн технологій |
| blog | A discussion or informational website consisting of discrete entries ('posts'), e.g. news items, short essays, annotated links, documents, graphics, and multimedia. A blog is usually a vehicle for opinions rather than facts. | блог |
| brainstorming | A group activity in which learners come up with ideas on a topic themselves without teacher intervention. | мозковий штурм |
| buzz group | A cooperative learning technique involving small discussion groups with the objective of doing a specific task, e.g. idea generation, problem solving. It is often used to make a lecture more interactive. | дискусійна група |

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| CALL | Computer-Assisted Language Learning. | комп'ютерне навчання мови |
| case study | A description of a real or hypothetical situation or a problem to be used as the basis for a task or activity. Students analyse the case and come up with their own conclusions about the actions to be taken. | ситуаційне дослідження |
| chants | Exercises when students repeat rhythmically words and short phrases to music or a beat. | скандування під музику |
| chunking | Dividing speech chains into meaningful segments, collocations. | сегментування мовлення |
| classroom management | The things teachers do to organise the classroom, the learning and the learners, such as seating arrangement, different types of activities, and interaction patterns. | організація роботи учнів на уроці |
| close (cloze) procedure | A reading technique used to measure a student's language ability. Students are instructed to read a passage consisting of approximately 250 words. The passage's first and final sentences are usually left intact. In the other sentences every Nth word (usually 5th) is deleted to place of the omitted words lines of equal length are inserted. Students are then asked to infer the missing words from context and to fill in the blanks with the correct words. Varying frequencies of omissions (e.g. every 7th or 10th word) may be used. The cloze procedure is employed in reading research to determine a | вправа з пропущеними словами |

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| | student's approximate reading level or to select appropriate reading materials. The cloze technique was derived from gestalt concept of closure. | |
| cognitive approach | Learners make use of mental processes such as inferencing, generalization, deduction, monitoring, memorising. It is related to Chomsky's transformational generative grammar, which links language structure to the nature of human cognitive processes. | КОГНІТИВНИЙ підхід до навчання |
| coherence | A feature of spoken or written language, which refers to the way ideas, fit together clearly and smoothly. The ideas are logical and make sense to the listener or reader. | зв'язність мовлення (змістова) |
| cohesion | The way spoken or written texts are joined together with grammar or lexis, e.g. conjunctions, pronouns, articles, determiners, topic related vocabulary. | зв'язність мовлення через мовні засоби |
| collaborative writing | (as used in Computer Assisted Language Learning) A process that involves the creation and editing of documents by multiple authors, e.g. by using Web 2.0 tools like Google Documents or Zoho Writer. | написання текстів за допомогою комп'ютерних програм |
| collocation | Words, which are often found together, e.g. 'a chronic illness', 'the moon is waning'. | вираз, словосполучення |
| Common European Framework of | The document provides a common basis for the creation of language syllabuses, curriculum | загально європейські рекомендації з |

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| Reference for Languages (CEFR) | guidelines, examinations, textbooks. It describes in 'can do' statements the knowledge and skills which learners need to develop in order to use a language for communication. | мовної освіти: вивчення, викладання, оцінювання |
| Communicative approach (method)/ Communicative language teaching (CLT) | The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning; it emphasizes interaction as both the means and the ultimate goal of study. | комунікативний підхід (метод); комунікативне навчання мови |
| communicative competence | A person's ability to understand and interact with others. It is the main aim of communicative language teaching and is based on both knowledge and skills. | комунікативна компетентність |
| Community Language Learning (counselling learning) | A foreign language teaching method according to which learners form a 'community' sitting round a tape-recorder while the teacher (counselor) remains outside the community and when necessary supplies target-language equivalents of utterances produced by learners in their mother tongue. The recordings are transcribed and presented to the learners for analysis. | навчання у спільноті, об'єднаній спільними інтересами |
| compensatory communicative strategies | Using both verbal and non-verbal forms of communication to compensate for lack of knowledge, e.g. paraphrasing or using a synonym. | компенсаторні комунікативні стратегії |
| comprehension | The ability to understand and interpret language. | розуміння смислу |

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| Computer Assisted Language Learning (CALL) | Learning languages through multimedia technologies, computer programs, etc. | вивчення мов за допомогою мультимедійних технологій |
| constructivism | A theory which is based on the belief that individuals actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. | конструктивізм |
| content areas | The subjects other than language which are taught in the curriculum. | предметна область |
| Content and Language Integrated Learning (CLIL) | Refers to both learning another (content) subject, e.g. Science, through the medium of a foreign language and learning a foreign language by studying a content-based subject. | предметно-мовне інтегроване навчання |
| context | The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practice past tenses. | контекст |
| Continuing Professional Development (CPD) | Career-long learning by a variety of means, e.g. reflecting on practice, researching learning and teaching, attending courses. | безперервний професійний розвиток |
| continuous assessment | Assessment during the course of studies. See also formative assessment | поточне оцінювання |
| criterion-referenced testing/ assessment | Tests in which students are assessed according to set criteria rather than by comparing them with other students. | критеріальне оцінювання |

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| cultural awareness | Sensitivity to the similarities and differences that exist between two or more different cultures and the use of this sensitivity in effective communication with members of another cultural group. A major element of sociocultural competence. | культурна свідомість |
| culture | A set of meanings, behavioral norms, and values used by members of a particular society, as they construct their unique view of the world. | культура |
| cross-cultural blunders | Inappropriate use of language and body language which can lead to misunderstanding, communication failures or offence. | інтеркультурні помилки |
| culture clashes | Discord resulting from the interaction of people belonging to different cultures due to differences in cultural values and beliefs. | міжкультурні конфлікти |
| culture shock | An experience a person may have when one moves to a cultural environment which is different from one's own and their expectations are not met. It can be the first step to cultural awareness. | культурний шок |
| curriculum | The list of subjects taught in the institution with times allotted, methods of assessment. | навчальний план; навчальна програма |
| deductive method / approach | Learners are taught rules and given specific information about a language. Then they apply these rules when they use the language. Contrasted to inductive method. | дедуктивний метод/дедуктивний підхід |

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| descriptive grammar | Grammar based on observation of real language and how it works. Compare with pedagogical grammar, which is abridged and adapted to the level of learners. | описова грамати́ка |
| differentiation | The practice of tailoring instruction to diverse learners' needs based on their level, readiness, interest, and learning styles. | дифере́нція |
| direct method | A language teaching method which excludes the use of the mother tongue and relies on demonstration of meaning in context. | пря́мий ме́тод |
| discourse | A continuous stretch of (especially spoken) language larger than a sentence. Language which has been produced as a result of an act of the communication. | диску́рс |
| discourse markers | A word or phrase that signals what kind of information will follow or tells us about information which has just been given. | ма́рки диску́рсу |
| discovery learning | An approach in which learners are asked to look at samples of language and to find meanings or rules for themselves. | підхі́д «ві́дкриття» |
| distance learning | A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, and other tools for their classes. | диста́нційне на́вчання |
| Dogme | A communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on dialogue | ме́тод на́вчання без підру́чника і техні́чних засо́бів |

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| | between learners and teacher. Also known as Teaching Unplugged. | |
| drill | A technique that involves guided repetition of words or sentences. It may involve substitution, transformation, etc. | тре́нувальна впра́ва |
| dyslexia | A disability which could manifest in difficulties in learning to read, write and spell, when there is or may be progress in other skills. Concentration, organisational skills, comprehension and handwriting are amongst other areas that could be affected. | дислексі́я |
| dyspraxia | A specific learning difficulty based around the brain's transmission of signals that control gross and fine motor skills, typically affecting planning of movements and co-ordination. | диспра́ксія |
| EFL | English as a Foreign Language (the role of English in the countries where it is taught as a subject but not used as a medium of communication). | а́нглійська мо́ва як іно́земна |
| e-learning (electronic learning) | Teaching by using a computer to access materials on the Web or to follow a distance-learning course using a Virtual Learning Environment (VLE). | ві́ртуальне на́вчання |
| eliciting | Getting learners to offer their own questions or answers by means of prompts. | збі́р інфо́рмації, ві́дповідей на за́питання |
| emergent/emerging language | Language produced by learners during tasks and activities. It is often imperfect. | мо́ва, що вини́кає як наслідок спроби́ і поми́лок учні́я |

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| enquiry | A process of investigation into a question arising from classroom practice. | запит, мікро-дослідження |
| entry/placement test | A test that will indicate at which level a learner will learn most effectively in case of different levels or streams. | вхідний тест |
| error | A mistake that a learner makes when trying to say something above his/her level of language. | помилка |
| error awareness | Ability to recognize errors or mistakes in the language, | здатність розпізнавати помилки в мові |
| ESL | English as a Second Language (the role of English for immigrant and other minority groups in English-speaking countries. These people may use their mother tongue at home or among friends, but use English at school and at work; the role of English in countries where it is widely used as a language of instruction at schools and Universities, as a language of business and government, and of everyday communication for some people, but is not the first language of population (e.g. in Singapore, the Philippines, India and Nigeria). | англійська мова як друга |
| ESP | English for Specific Purposes (the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example, courses in English for Academic Purposes, English for Science and | англійська мова для спеціальних цілей |

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| | Technology, English for Nursing. These courses may be compared with those which aim to teach general language proficiency, English for General Purposes). | |
| evaluation | 1. A process of collecting information about students' performance and abilities. 2. A process by which the effectiveness of a course or programme can be assessed. | оцінювання |
| extensive reading | Reading long pieces of text, such as books or newspapers, often selected by learners themselves and read for pleasure out of class. | екстенсивне читання |
| extrinsic motivation | Motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class. Compare with intrinsic motivation. | зовнішня мотивація |
| facilitator | A teacher who successfully creates the conditions that are necessary for learning to take place. | фасилітатор |
| feedback | Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviors; teachers can use feedback to discover whether a student understands, is learning, and likes an activity. | зворотній зв'язок |
| field notes | Brief descriptions in note-form of key events that occurred throughout the lesson. | нотатки спостереження за ходом уроку |

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| flashcards | Small pieces of card with pictures or words on them used as teaching aids (to explain a situation, tell a story, teach vocabulary etc.) | дидактичні картки |
| flipped classroom | A pedagogical model in which students view prerecorded video lectures or do essential reading before the class session. The class time is spent interactively on exercises, projects, or discussions. | технологія перевернутого навчання |
| fluency | The ability to produce naturally flowing speech that is not necessarily grammatically correct. Compare with accuracy. | вільне мовлення |
| formative assessment/ evaluation | Ongoing assessment in which the teacher gives students feedback on their progress during a course, rather than at the end of it so that they can learn from the feedback. | формувальне (поточне) оцінювання |
| fossilised error | An error that has become a fixed habit for the learner. | помилка, яка стала звичкою |
| function | The communicative purpose of an utterance on a particular occasion, e.g. inviting, suggesting, agreeing and disagreeing. | функція |
| gist (general understanding) | The main idea or message of a text, either spoken or written. | головна ідея тексту |
| Grammar-Translation method | The method focuses on accuracy rather than fluency and on form rather than meaning. The key activities are drilling, translating, memorising vocabulary and learning rules. | граматико-перекладний метод |
| grammatical competence | Knowledge of the sentence structure of a language. | граматична компетенція |

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| group (class) dynamics | The way a group of people interacts, the relationship and affective atmosphere between learners in the group. | динаміка розвитку групи |
| guided discovery | A technique in which a teacher provides examples of the target language and then guides the learners to work out the language rules for themselves. See inductive approach. | прийом керованого відкриття |
| guided writing | A piece of writing that learners produce after the teacher has helped them to prepare for it, e.g. by giving the learners a plan or model to follow, and ideas for the type of language to use. | кероване письмо |
| Higher Order Thinking Skills (HOTS) | According to the revised Bloom's Taxonomy (Krathwohl, 2002), HOTS include applying, analysing, evaluating and creating, and require more cognitive processing than lower order thinking skills (LOTS). | розумові дії вищого порядку |
| ice-breaker | An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other. | вид роботи на початку курсу для знайомства з групою |
| inclusion | The practice of educating children with Special Educational Needs (SEN) in mainstream schools where it is possible and beneficial. | інклюзія, включення |
| inductive method/approach | Learners are not taught grammatical or other types of rules directly, but are left to discover or induce rules from their experience of using the language. | індуктивний метод/підхід |

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| inference | Deduction of the meaning from context or a guess about something which is not explicitly stated in the text. | контекстуальна здогадка |
| information gap technique/activity | Technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps. | завдання з неповною інформацією / прийом інформаційних прогалин |
| input | The language that learner hears or receives and from which he or she can learn. Can be contrasted to output . | мовний матеріал для введення |
| in-service teacher training (INSETT) | Training courses offered to practising teachers. | післядипломна педагогічна освіта |
| integrative language testing | Global assessment of effectiveness in terms of functional (semantic) criteria; use of an integrative response type (e.g., essay, interview, etc.). | комплексне тестування рівня володіння іноземною мовою (мовне тестування) |
| integrated skills | In language teaching, a combination of two or more language skills in order to complete a communicative task. | інтегровані уміння |
| intensive reading | Careful reading to obtain detailed understanding of a text. | інтенсивне читання |
| interaction pattern (mode of interaction) | Patterns of communication (verbal and non-verbal) between people. The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in plenary. | спосіб взаємодії |

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| interactive whiteboard (IWB) | A touch-sensitive projection screen that allows the teacher to control a computer by touching the board rather than using a keyboard or mouse. | інтерактивна дошка |
| interference | The impact of the mother tongue on a learner's understanding or language production. | інтерференція |
| intensive reading | Careful reading to obtain detailed understanding of a text. | інтенсивне читання |
| interlanguage | The version of the target language produced by a learner at any given time during the period of learning. | мовні форми, які виникають під впливом рідної мови учня |
| intrinsic motivation | A motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. Compare with extrinsic motivation. | внутрішня мотивація |
| jigsaw reading | A technique in which different learners receive different texts or parts of a text, then meet to exchange information and to put the whole meaning together. | прийом «збирання пазла» |
| L1 (first language) | A language acquired in early childhood prior to, or simultaneously with, another language; native language; mother tongue; primary language. | рідна мова |
| L2 (second language) | Second Language, or target language. | мова, що вивчається |
| learner autonomy | The learner's ability to take charge of and direct their own language learning without relying only on the teacher. | автономія учня |

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| learner-centredness | An approach that focuses on students' goals, needs, interests and existing knowledge. Students are active participants in the learning/teaching process including planning. One of the key teacher's roles is as a facilitator of learning. | студенто-центрованість |
| learner/class profile | A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and skills. | характеристика учня (класу) |
| learning outcome | A learning outcome is a statement (often in a lesson plan or syllabus) of what a learner is expected to know or be able to do at the end of a lesson or course. Outcomes shape lesson activities and guide the content of assessment. | результат учіння |
| learning platforms | An integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. | он-лайн платформа |
| learning strategies | Tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy. | навчальна стратегія |
| learning style | The way in which an individual learner naturally prefers to learn something, e.g. visual, auditory, kinaesthetic. | спосіб сприйняття навчального Матеріалу |

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| lexical approach | An approach to teaching language based on the idea that language is largely made up of lexical units (chunks) rather than grammatical structures. | лексичний підхід |
| lexical chunk | Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?). | лексичний зворот |
| linguistic competence | A component of communicative language competence that includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competence. | лінгвістична (мовна) компетентність |
| listening/reading for gist | A top-down process where learners try to understand the overall message even if they cannot understand every phrase or sentence. | аудіювання/ читання із загальним розумінням |
| little 'c' culture | A not easily visible type of culture associated with a region, group of people, language, etc. Some examples of little 'c' culture are communication styles, verbal and non-verbal language symbols, cultural norms, myths and legends. | повсякденна «невидима» культура певного народу чи групи |
| Loop input | A specific type of experiential teacher training process that involves an alignment of the process and content of learning, e.g. a role play about role plays in the classroom, a dictation on how to write dictations. | прийом «петлі» |

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| Lower Order Thinking Skills (LOTS) | LOTS refer mainly to remembering and comprehending in order to reproduce information. See also Higher Order Thinking Skills. | розумові дії нижчого порядку |
| metacognitive strategies | These are the learning and thinking strategies we use in order to choose which practical strategies to use to achieve something. The main metacognitive strategies are planning, prioritising, setting goals, and self- management. | когнітивні стратегії вищого порядку |
| method | A way of teaching a language which is based on systematic principles and procedures, an application of views on how a language is best taught and learned. Different methods result from different views on: a) the nature of language; b) the nature of language learning; c) goals and objectives in teaching; d) the type of syllabus to use; e) the role of teachers, learners, instructional materials; f) the techniques and procedures to use. | метод |
| methodology | 1.The typical practices, procedures and techniques that a teacher uses in the classroom, and that may or may not be based on a particular method. 2.The science that studies these practices, procedures and techniques and the beliefs and principles on which they are based. | методика |
| microteaching | A practice used in the training of teachers that consists of teachers trying out short lesson sequences | мікронавчання |

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| | for an audience of their peers, some of whom adopt the roles of learners. | |
| minimal pairs | A pair of words that vary by only a single sound, usually meaning sounds that may confuse language learners, e.g. ship/sheep. | мінімальна пара |
| mixed-ability class | A group of learners of different language proficiency levels. | неоднорідна група учнів |
| mnemonics & 'hooks' | Simple ways of remembering words and phrases, e.g. by association with an idea or an experience. | асоціативне запам'ято- вування |
| mobile learning | Learning that takes place on a hand- held device, such as a mobile phone. | мобільне навчання |
| motivation | See extrinsic motivation and intrinsic motivation. | мотивація |
| natural method (direct method) | A language teaching method advocated in the nineteenth century, so called because its proponents claimed to follow the way in which children learn their native language, through conversation; characterized by a repudiation of books and grammar rules and the active demonstration of meaning through mime, gestures, and physical objects. | натуральний (прямий) метод |
| non-equivalent lexis | Lexical units of a language that have no ready equivalents in the vocabulary of another language. | безеквівалентна лексика |
| non-verbal interaction | Communication using non-verbal cues, e.g. body language, voice, distance. | невербальне спілкування |
| norm-referenced testing | Tests which compare students with | нормативне тестування |

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| | each other, putting them in order from top to bottom and often award a pass or fail by either allocating a pass mark or comparing each student's performance with the average or mean. | |
| objectives | Also called lesson objectives or aims; statements of student learning outcomes based on student needs; objectives state specifically what the students will be able to do in a specified time period; objectives are measurable and therefore involve specific and discrete language skills. | цілі навчання |
| objective test | A test which has a limited and predictable number of possible answers and is marked against the marking key. | об'єктивний тест |
| open pairs | A classroom interaction pattern in which two students talk to one another across the class so that other students can listen to what they are saying. | діалог учнів, який слухає весь клас |
| oraltest | A test of speaking ability. | усний тест |
| output | A language a learner produces. | використання отриманих мовних знань |
| overgeneralisation | An error that involves coming to a conclusion based on information that is too general and/or not specific enough, e.g. when a learner says 'I bringed my book...', assuming that all verbs take - ed in the past form. | надмірне узагальнення |
| passive vocabulary | Vocabulary that students have heard and can understand, but do | пасивний словник |

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| | not necessarily use when they speak or write. | |
| peer correction | Correction of a learner by another learner, which may be spontaneous or prompted by a teacher. | взаємовиправлення |
| peer review | Learners' feedback of on each other's writing. | взаєморецензування |
| performance | A person's actual use of language. | володіння мовою |
| phonics | A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system. | звукотехніка (фонетичний метод навчання читання) |
| pitch | The rate of vibration of the vocal folds when producing sounds (higher or lower pitch). Varying our pitch makes it possible for meaning to be expressed through intonation. | висота тону |
| portfolio | A collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time. | портфоліо |
| portfolio assessment | An alternative form of assessment involving students building up a portfolio of their work which reflects their achievements over a long period of time. | оцінювання портфоліо |
| practicality | In testing, practicality is the extent to which a test is quick and convenient to administer and score. | практичність тесту |
| pragmatic competence | A part of communicative language competence that involves being able to use language in interpersonal | прагматична компетентність |

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| | relationships, taking into account social distance and context. | |
| Presentation-Practice-Production (PPP) | An approach that involves first the teacher presenting the form and meaning of new target language to students (presentation), then giving learners the opportunity to do controlled practice of the target language (practice), and finally letting students use the target language in freer, less controlled activities (production). | введення-вправляння-продукування |
| pre-service teacher training (PRESETT) | Professional education of student teachers usually through formal course work and practice teaching. | додипломна підготовка вчителів |
| pre-teaching | Teaching difficult vocabulary before asking students to read or listen to a text. | попереднє навчання |
| process writing | An approach to writing, which focuses on different stages of writing such as generating and developing ideas, planning and organising, drafting, editing, re-drafting, proofreading, peer reviewing and publishing (i.e. making public). Compare with product writing. | процесуальний підхід до формування компетентності у письмі |
| product writing | An approach to writing which involves analysing and then reproducing models of particular text types. For example, learners read a restaurant review, analyse the way it is written, and produce their own review. Compare with process writing. | текстовий підхід до формування компетентності у письмі |

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| progress test | A small-scale test that looks back over recent language learning/teaching to assess how effective this has been. | тест поточної успішності |
| project work | A purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time. | метод проєктів |
| proficiency | A person's skill in using a language for specific purpose. How well a person can read, write, speak or understand a language. Proficiency may be measured through the use of proficiency test. | рівень володіння мовою |
| proficiency test | A forward-looking test that assesses whether a student has the necessary level of language skills to undertake a task in the future, e.g. studying at an English-medium university or working as a bilingual secretary. | тест на визначення рівня володіння іноземною мовою |
| qualification paper | A document submitted in support of a candidature for a degree or professional qualification, presenting the author's research and findings | дипломна робота |
| rapport | The relationship between the teacher and learners. | психологічний клімат |
| realia | In education these are objects from real life used by teachers to improve students' understanding of other cultures and real life situations and the vocabulary that is associated with them. | реалії |

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| receptive/ productive skills | Listening and reading are referred to as receptive skills as they involve receiving language. Speaking and writing are referred to as productive skills as they involve producing language. | рецептивні і продуктивні види мовленнєвої діяльності |
| recycling | Practicing language that learners have learned previously. The recycled language may be re-introduced in a different context, or through a different skill. | рециркулювання навчального матеріалу |
| reflection | A way of professional and personal development by conscious and systematic thinking over and analyzing learning and/or teaching experiences. | рефлексія |
| reflective journal | A journal for conscious recall and examination of classroom experiences as a basis for evaluation and decision-making and a source for planning and action. | педагогічний щоденник |
| register | The type of language (vocabulary, grammar or discourse features) that characterizes particular fields or disciplines and the degree of formality of language use. | стиль, реєстр |
| reliability | In testing, reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. | надійність |
| research question | A specific and answerable question about one's own teaching practice that can lead to significant information on an aspect of teaching or learning. | проблема, що розглядається (досліджується) |

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| rhythm | The way that some words in a sentence are emphasized or stressed to produce a regular pattern. | ритм |
| role play | This is an activity in which learners take on roles (characters) and act them out in a situation. | рольова гра |
| scaffolding | Techniques the teacher can use to support learners in their learning of new language or skills (e.g. breaking tasks down into small steps, demonstrating, using visuals, providing dictionaries, making eye contact, nodding, guiding learners with teacher talk). | засоби підтримки, підказки |
| scanning | A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date or name. | вибіркове/переглядове читання |
| second language acquisition | In applied linguistics the processes by which people develop proficiency in a second or foreign language (these processes are often investigated with the expectation that information about them may be useful in teaching). | оволодіння другою (або іноземною) мовою |
| self-access | A way of learning in which students use various resources to study on their own. | самостійний доступ до навчальних ресурсів |

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| self-directed learning | A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. | самоскероване навчання |
| short-term memory | Working memory which is limited in capacity and only retains information for a short period of time. | короткотривала пам'ять |
| Silent Way | A method in which the teacher remains mostly silent to encourage learner autonomy and active student participation. Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group. | мовчазний метод |
| simulation | A language activity based on a scenario drawn from real life, requiring learners to play roles and solve a problem, make decisions or meet a deadline. | симуляція |
| skimming | A type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (a reader may skim-read a chapter to find out if the writer approves or disapproves of something). | ознайомлювальне читання |
| small-scale classroom investigation | Small projects carried out by teachers to examine what is happening in their classroom. | мікродослідницькі проекти |

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| sociocultural competence | A learner's ability to adapt to different social and cultural settings in order to communicate successfully. | соціокультурна компетентність |
| sociolinguistic competence | A learner's ability to understand and use nationally and culturally marked means of communication appropriate to the context or situation. | соціолінгвістична компетентність |
| Special Educational Need (SEN) | A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age. | особливі освітні потреби |
| storage strategies | Ways of recording vocabulary for future reference and use | стратегії запам'ятовування |
| storytelling | A technique that can be used with people of any culture and of any age, but is especially beneficial for young learners. | прийом навчання через розказування історій |
| strategic competence | A part of communicative language competence that includes effective learning strategies and compensatory communication strategies. | стратегічна компетентність |
| subjective test | A subjective test is marked using the examiner's opinion usually guided by criteria about the quality of the answer, e.g. marking written stories, compositions, interviews, conversations, storytelling. | суб'єктивний тест |
| summative assessment | Assessment that comes at the end of a course and evaluates achievement without being developmental. | підсумкове оцінювання |
| suggestopedia | A teaching method based on the understanding of how the human | метод сугестопедії |

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| | brain works and how we can learn most effectively in a rich sensory learning environment. | |
| supplementation | Supplying extra material to bridge the gap between a course-book and an official syllabus or a public exam or a course-book and students' needs. | доповнення матеріалів |
| syllabus | A description of the contents of a course and the order in which they are to be taught. | програма курсу |
| synthetic approach | A syllabus of a language course in which the language is first analysed into its basic parts (grammar, phonetics, vocabulary, syntax, etc.) and these are taught separately; the learner's task is to put the individual parts together again (i.e. to synthesize them). | поаспектне викладання |
| Tandem learning | A method of language learning based on mutual language exchange between partners. | метод тандема |
| target language | 1. A foreign language that a learner is learning. 2. The specific language to be practised and learned in a lesson. See L2 | іноземна мова, яку учень вивчає |
| task | An activity in which learners' attention is primarily focused on meaning rather than form. It may be focused on a problem or the production of something tangible. | комунікативне завдання |
| task-based learning (TBL) | An approach to learning in which the learners use language to fulfill a specified task. Their focus is on the task rather than on the language they are using. | навчання на основі комунікативних завдань |

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| teacher research | Systematic enquiry conducted by teachers into some aspect of their work with the aim of improving both understanding and practice. | дослідження власної професійної діяльності |
| teacher talk | The variety of language sometimes used by teachers when they are in the process of teaching (simplified style with specific vocabulary). | мова вчителя |
| Teaching Unplugged | A teaching method and philosophy which has three primary aims: teaching through conversation, taking out external input such as course book and technology and letting the lesson content be driven by the students rather than being pre-planned by the teacher. Based on the Dogme ELT approach. | метод навчання без підручника і технічних засобів |
| technique | A particular device, strategy, activity used to accomplish an immediate goal, a way of presenting language; different types of classroom activities (examples of techniques used in particular methods are: drills, dialogues, role-plays, sentence completion, etc. | прийом навчання |
| TEFL | Teaching English as a Foreign Language. | навчання англійської мови як іноземної |
| TESL | Teaching English as a Second Language. | навчання англійської мови як другої |
| top down/bottom up strategies | With top down strategies, learners rely on the knowledge of the world, topic knowledge, familiarity with the speaker and | стратегія від загального до детального і навпаки |

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| | the genre to make sense of what they hear or read. With bottom up strategies, learners rely on the language in the text, such as the meaning of words or the grammar of a sentence, to make sense of what they hear or read. | |
| Total Physical Response | A way of teaching language that coordinates speech and action, i.e. learners respond physically to teacher instructions or stories told by the teacher. TPR is often used in teaching young learners. | метод повної фізичної реакції |
| twice exceptional student | A student identified as both gifted and having learning disabilities. | двічі особливий учень |
| usage | Usage refers to what a person knows about language or items in language abstractly as a component in a language system. | знання мовної системи |
| use | Use refers to a person's ability to use language for communication. | використання мови як засобу спілкування |
| utterance | A sequence of words within a single person's turn in talk. An utterance may range in length from a single word to a continuous stretch of speech. | висловлення |
| validity | The extent to which a test actually tests what it was intended to test. | валідність |
| video conferencing | The use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. | відеоконференція |
| virtual learning environment (VLE) | A Web-based package for creating online courses, which may include facilities for teacher-to-learner and | платформа віртуального навчання |

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| | peer-to-peer communication, e.g. Blackboard and Moodle. | |
| warmer/warming up activity | An activity at the beginning of a lesson to get learners on and energised for the lesson in general or its specific content. | мовленнєва розминка |
| washback effect | The effect that tests (especially achievement and proficiency) have on learning and teaching. Also called the backwash effect. | зворотній ефект |
| WEB-based training (WBT) | All types of digital instruction in which the learning material is presented via the Internet. | навчання за допомогою Інтернету |
| Whole Word approach | A method of teaching children to read by recognising words as wholes rather than focusing on the single letters that make them up. | навчання читання методом цілих слів |
| wiki | A website or similar online area which allows anyone to set up a resource in which content can be created collectively. The word "wiki" derives from the Hawaiian "wiki-wiki", meaning "quick". Wikipedia, a collaboratively written encyclopedia, is the best known example of a wiki. | вікі |
| workshop | An educational event that involves discussion, sharing knowledge/ experience and practical work on a particular subject and may focus on completion of specified tasks. | творча майстерня |
| young learners | Children from 6 up to 12 years of age. Children under 6 are usually defined as very young learners. | дошкільники і молодші школярі |

Appendix 1 Title Page Sample

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
RIVNE STATE UNIVERSITY OF THE HUMANITIES
FOREIGN PHILOLOGY FACULTY

QUALIFICATION PAPER TITLE

Bachelor's Degree

PRESENTED BY:

the author's name and surname;
a fourth year student of the
Foreign Philology Faculty

SUPERVISED BY:

the Supervisor's academic degree and
title, and the full name of the
Supervisor

REVIEWER:

the Reviewer's academic degree and
title, and the full name of the Reviewer

RIVNE – 20...

Appendix 2 Abstract Sample

АНОТАЦІЯ

Сорокіна Н.В. Методика організації ділової гри як засобу формування усномовленневих умінь старшокласників. – Дипломна робота на правах рукопису.

Наукова робота на здобуття ступеня “Бакалавр” за спеціальністю 014 Середня освіта (Англійська мова і література). – Рівне, РДГУ. – 2019.

Науковий керівник – Петренко Володимир Іванович.

Зміст анотації (200 слів)

Ключові слова:

ABSTRACT

Sorokina N.V. Organization Methods for a Business Role-Playing Game as a Means of the Seniors Oral Speech Skills Developing. – Manuscript.

The research work to obtain the Master Degree in the Specialty “014 Secondary Education (the English Language and Literature)”. – Rivne, RSUH. – 2019.

Supervisor of Studies – Volodymyr Petrenko.

Abstract Content (200 words)

Key words:

Appendix 3 Contents Page Sample

CONTENTS

| | |
|------------------------------|---|
| INTRODUCTION | 3 |
| CHAPTER 1 | 6 |
| 1.1. | |
| 1.2. | |
| CHAPTER 2 | |
| 2.1. | |
| 2.2. | |
| CONCLUSIONS | |
| BIBLIOGRAPHIC REFERENCE LIST | |
| APPENDICES | |

Appendix 4 Qualification Paper Evaluation
(review to be completed by the Reviewer)

QUALIFACATION PAPER EVALUATION

Student’s name:

Faculty:

Promoter:.....

Thesis title:

1. Is the content of the thesis consistent with the subject indicated in its title?

.....

.....

2. Evaluation of the structure, division of content, order of chapters, completeness of claims etc.:

.....

.....

3. Substantive evaluation of the Paper:

.....

4. Does the Paper present a new approach on its subject, and if so, to what extent?

.....

5. Selection and use of sources:

.....

.....

6. Evaluation of the formal side of the Paper (language correctness, academic writing skill mastery level, table of contents, references):

.....

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.....

7. Application of the Paper (publication, making available to institutions, source material):

.....

.....

8. Other remarks:

9. I grade the thesis as:

.....

....., on legible signature of the Reviewer

Appendix 5

Sample Qualification Paper Timeline

This is a typical timeline. It may vary from university to university. Students may adjust the timeline to their own pace and needs except for the deadlines for submitting and defending the paper. Students need to explore the requirements and guidelines for writing the qualification paper well in advance.

| | |
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| September | <ul style="list-style-type: none"> Identifying a classroom-based issue or problem (based on school experience) Formulating a research question/s |
| October | <ul style="list-style-type: none"> Analysing and describing the context of your question (Why is it important to you?) Starting to read (and take notes) about your issue |
| November | <ul style="list-style-type: none"> Planning the intervention |
| December | <ul style="list-style-type: none"> Choosing data collection tools and methods Adapt/design the necessary materials for data collection |
| January | <ul style="list-style-type: none"> Documenting procedures Collecting data Analysing and organising collected data Interpreting the findings Drawing conclusions to respond to the research question |
| February | |
| March | |
| April | <ul style="list-style-type: none"> Producing recommendations for further action Compiling bibliography Putting together appendices Writing the first draft of the qualification paper and submitting it to the supervisor for review |
| May | <ul style="list-style-type: none"> Editing and finalising the qualification paper Submitting the final version of the qualification paper |
| June | <ul style="list-style-type: none"> Public defence of the qualification paper |

Appendix 6

Appendix 7

Criteria for the Qualification Paper (Bachelor's Degree)

Qualification Paper Guidelines and Sample Template

| Criteria | | Points |
|---|---|-----------|
| Context | <ul style="list-style-type: none"> • Clear statement of context, including a profile of the class or classes in focus | 0 – 5 |
| Topic | <ul style="list-style-type: none"> • Clear, well-focussed research questions and/or hypotheses on a classroom-based issue or problem • Evidence of the ability to relate the issue to relevant theory in the literature | 0 – 15 |
| Classroom investigation methodology | <ul style="list-style-type: none"> • Clear description of research methodology • Appropriate choice and justification of research methods and instruments | 0 – 15 |
| Findings | <ul style="list-style-type: none"> • Clear analysis and presentation of data and findings | 0 – 10 |
| Interpretations, implications and conclusions | <ul style="list-style-type: none"> • Valid interpretations, implications and conclusions, including any materials developed as a result of the investigation | 0 – 20 |
| Presentation of the written work | <ul style="list-style-type: none"> • Systematic and consistent referencing • Readability: style, organisation and signposting of writing • Length and format according to requirements | 0 – 5 |
| Total: | | 70 |

| Heading (paper section) | Content | Number of pages |
|----------------------------------|---|-----------------|
| Title page | <ul style="list-style-type: none"> • May vary from university to university. | 1 |
| Table of Contents | <ul style="list-style-type: none"> • Include headings and relevant page numbers. | 1 – 2 |
| Lead-in | <ul style="list-style-type: none"> • Announce your research topic. • Describe the context, including a profile of the class or classes in focus. | 2 – 3 |
| Rationale | <ul style="list-style-type: none"> • Identify a classroom-based issue or problem. • Formulate a research question. • Put forward a hypothesis. • Relate the issue to relevant theory in the literature. | 2 – 3 |
| Methodology and Procedure | <ul style="list-style-type: none"> • Outline the stages of the action research. • Define the kind of data you need to collect. • Describe and justify the data collection methods and tools. • Describe your research participants. • Evaluate the effectiveness of research tools. • State any ethical issues. | 20 – 25 |

| | | |
|--|---|------------------------|
| Findings | <ul style="list-style-type: none"> Analyse the collected data. Present the findings (e.g. description, table, chart, diagram, etc.). | 10 – 20 |
| Interpretations and Conclusions | <ul style="list-style-type: none"> Interpret the findings and draw conclusions responding to the research question. Come up with recommendations for further actions. Point out any areas which need further research (optional). | 2 – 3 |
| References | <ul style="list-style-type: none"> Provide a bibliography of resources referred to in your paper. | No less than 30 |
| Appendices | <ul style="list-style-type: none"> Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper. Put the appendices in the order they are mentioned in the paper. | May vary |
| Literature review | <ul style="list-style-type: none"> This is not a separate section of the paper. Refer to reliable sources in the rationale and throughout the paper wherever appropriate and justified. | max 30 |
| Total: | | 50 – 60 |

Indicative bibliography

- Грипич С.Н. Інформаційна культура : теоретичні засади та досвід : навч. посіб. / С.Н. Грипич, Л.М. Буравкова. – 2-е вид. – Київ : Кондор, 2018. – 340 с.
- Методичні вказівки до написання дипломних робіт / Укладачі: С.М. Нестерук, Л.М. Воробйова, Л.В. Гронь, І.М. Самборська, Т.В. Терещенко, Б.М. Синевич. – Рівне: РДГУ, 2017. – 41 с.
- Система стандартів з інформації, бібліотечної та видавничої справи. Бібліографічний запис. Бібліографічний опис. Загальні вимоги та правила складання (ГОСТ 7.1-2003, ІДТ): ДСТУ ГОСТ 7.1:2006. – [Чин. від 2007-07-01]. – Київ: Держспоживстандарт України, 2007. – 47 с. – (Національний стандарт України).

Internet resources

New Generation School Teacher project (Joint project of the British Council Ukraine and the Ministry of Education and Science Ukraine). Режим доступу:
<https://ngschoolteacher.wixsite.com/ngscht/core-curriculum>
<http://www.britishcouncil.org.ua/teach/projects/>
<http://library.rshu.edu.ua/informacijnyj-navigator/cmd>

Для нотаток:

Навчальне видання

**Guide to writing and defending Qualification Paper
(Bachelor's Degree) in English Teaching Methodology.
General requirements standard for students participating in
“NEW GENERATION SCHOOL TEACHER” Project**

Методичні рекомендації до написання та захисту кваліфікаційної роботи (ступеня «Бакалавр») з методики викладання англійської мови. Загальні вимоги для студентів-учасників Проекту «Шкільний Вчитель Нового Покоління»

Укладачі:

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