

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Ростовский государственный экономический университет (РИНХ)»
Таганрогский институт имени А. П. Чехова (филиал) «РГЭУ (РИНХ)»



УТВЕРЖДАЮ

Директор филиала

И. В. Голубева

« 18 » мая 2016 г.

Рабочая программа дисциплины

Б1.Б.5 «Деловой иностранный язык»

Направление подготовки

44.04.01 «Педагогическое образование»

Магистерская программа

44.04.01.07 «Иностранные языки в контексте современной культуры»

Уровень образования

Магистратура

Таганрог
2016 г.

ФАКУЛЬТЕТ	3	Иностранных языков
КАФЕДРА	10	Кафедра английского языка


ОБЩИЙ ОБЪЕМ работы обучающихся в час.	уч. план	Очная форма	Очно-заочная форма	Заочная форма
	часов по учебному плану	-	-	72
<i>Минимальный объем контактной работы обучающихся с преподавателем, час.*,</i> в том числе:				12
- лекций, по семестрам				-
- лабораторные работы, по семестрам				-
- практические занятия, по семестрам				8
В интерактивной форме, час				4
<i>Всего самостоятельной работы, час.,</i> в том числе:				60
- контрольные работы по семестрам				-
- курсовые работы по семестрам				-
- курсовые проекты по семестрам				-
- др. виды работы по семестрам:				60
Терминологический минимум				
Вопросы и задания (по разделам дисциплины)				
Рефераты				-
Тесты				-
Зачеты, по семестрам, час (II-й курс, зимняя сессия)				4
Экзамены, по семестрам, час				-
Всего ЗЕТ по учебному плану				2


Общий объем аудиторных занятий.

ОСНОВАНИЕ

ФГОС ВО по направлению подготовки 44.04.01 «Педагогическое образование» (квалификация «магистр») утвержден Приказом Министерства образования и науки Российской Федерации от 21.11. 2014 г. N 1505.

Учебный план направления 44.04.01 «Педагогическое образование» магистерская программа 44.04.01.07 «Иностранные языки в контексте современной культуры» одобрен Ученым советом вуза 29.03.2016. протокол № 9_.

АВТОР(Ы) к.филол.н., доцент, доцент кафедры английского языка		Ю.М. Демонova	29.04.2016 г.
(ученая степень, звание, должность)	(подпись)	(Ф.И.О.)	(дата)

ОБСУЖДАЛАСЬ И СОГЛАСОВАНА Кафедрой английского языка		Е.В. Полякова	05.05.2016 г.
(наименование)	(подпись)	(Ф.И.О.)	(дата)

Факультетом иностранных языков		Е.Е. Дебердеева	12.05.2016 г.
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1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1. **Цель** освоения дисциплины «Деловой иностранный язык» состоит в том, чтобы познакомить обучающихся в магистратуре с предметом, основными понятиями и проблематикой делового иностранного языка как научно-практической дисциплины, а также определить ее место среди других разделов науки о языке.

1.2. Задачи:

1. Изучение лексико-грамматических и синтаксических особенностей письменного варианта делового и научного дискурса иностранного языка;
2. Изучение лексико-грамматических и синтаксических особенностей устного варианта делового и научного дискурса иностранного языка;
3. Характеристика ключевых понятий делового и научного дискурса иностранного языка;
4. Изучение структурных особенностей статей международного уровня;
5. Развитие навыков написания научных статей на английском языке.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

2.1. **Цикл (блок) ОП:** Б1.В.ДВ. Дисциплины по выбору

2.2. **Связь с другими дисциплинами учебного плана**

Перечень предшествующих дисциплин	Перечень последующих дисциплин, видов работ
<ol style="list-style-type: none">1. Актуальные проблемы межкультурной коммуникации2. Актуальные проблемы лингвистической типологии3. Основы лингвокультурологии4. Теоретические и прикладные аспекты прагмалингвистики	<ol style="list-style-type: none">1. Культура речевого общения2. Вопросы когнитивной лингвистики3. Научно-исследовательская работа

3. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Формируемые компетенции		Осваиваемые знания, умения, владения
Код	Наименование	
	Общекультурные компетенции (ОК)	
ОК-3	самостоятельному освоению и использованию новых методов исследования, к освоению новых сфер профессиональной	3.национально-культурную специфику английского языка;
		У. пользоваться понятийным аппаратом

	деятельности	стилистики, методами анализа текстов разной функционально-стилевой и жанровой принадлежности;
		В. основной терминологической базой дисциплины.
	Общепрофессиональные компетенции (ОПК)	
ОПК-1	готовностью осуществлять профессиональную коммуникацию в устной и письменной формах на русском и иностранном языках для решения задач профессиональной деятельности	З. знать основные структурные особенности устного и письменного вариантов делового и научного дискурса иностранного языка
		У. применять полученные знания в различных ситуациях общения
		В. практическими навыками общения в рамках заданного дискурса на иностранном языке
ОПК-3	готовностью взаимодействовать с участниками образовательного процесса и социальными партнерами, руководить коллективом, толерантно воспринимая социальные, этноконфессиональные и культурные различия	З. специфику общения в различных ситуациях
		У. различать устный и письменный стили научного дискурса на иностранном языке
		В. практическими навыками общения в различных ситуациях в рамках заданного дискурса на иностранном языке

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

4.1. Аудиторные занятия – заочная форма обучения

Кол. час	в том числе в интерактивной форме, час.	Вид занятия, модуль, тема и краткое содержание	Формируемые компетенции
8	4	Практические занятия /семинары	
4	2	Модуль 1	
		Тема 1. Основные особенности порядка слов и структуры предложений в английском языке. (Basic word order and sentence structure in English in respect with scientific writing) Структурирование абзаца в научном стиле в английском языке. Способы логической организации письменной речи (Structuring sentences and paragraphs. Linking the text logically) Способы	ОК-3, ОПК-1, ОПК-3

		<p>достижения точности и четкости изложения (How to be concise and avoid ambiguity) Практическое приложение: упражнения на восстановление порядка слов, упражнения на расстановку текстовых менеджеров, упражнения на тренировку специальной лексики.</p> <p>Тема 2. Способы выражения своего субъективного отношения (Highlighting your feelings). Способы выражения критического отношения (Ways to criticise). Практическое приложение: упражнения на использование оценочных дескрипторов, упражнения на тренировку специальной лексики.</p> <p>Тема 3. Написание заглавия статьи (How can I generate a title). Способы сделать заглавие более динамичным. Заглавия, состоящие из 2-3 частей (When is a two-part title a good idea). Правила правописания в заголовках. Использование определенной лексики в заголовках (What criteria should I use to decide whether to include certain words or not). Способы формулировки (How can I make my title shorter). Грамматические особенности построения заглавия. Практическое приложение: составление и обсуждение заглавий, упражнения на тренировку специальной лексики.</p> <p>Литература:</p> <ol style="list-style-type: none"> 1) Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p. 2) Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp. 3) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с 4) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p. 5) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition. 6) Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages. 7) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180. 8) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages. 	
4	2	Модуль 2.	
		<p>Тема 4. Написание секции Обзор (Abstract). Обсуждение размера и структуры секции (How long should it be). Сколько фоновой информации включает секция (How much background information). Особенности структуры секции для ревью (I am writing a review. How should I structure my Abstract?). Варианты начала секции (How should I begin my Abstract?). Особенности стиля (What style should I use: personal or impersonal). Используемые времена (What tenses should I use). Как отбирать ключевые слова (How should I select my key words). Некоторые характеристики слабых вариантов написания (What are some of the typical characteristics of poor</p>	ОК-3, ОПК-1, ОПК-3

		<p>abstracts). Практическое приложение: составление и обсуждение секции Abstract, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Тема 5. Написание секции введение (Introduction) (What key skills are needed when writing an Introduction). Обсуждение размера и структуры секции (How should I structure the Introduction). Варианты начала секции (How should I begin my Introduction). Какие фразы следует и не следует включать в секцию (What typical phrases should I include and avoid in my Introduction). Отличие секции Introduction от секции Abstract (How does an Introduction differ from an Abstract). Используемые времена (What tenses should I use). Практическое приложение: составление и обсуждение секции Introduction, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Литература:</p> <ol style="list-style-type: none"> 1) Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p. 2) Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp. 3) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с 4) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p. 5) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition. 6) Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages. 7) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180. 8) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages. 	
		Лабораторные занятия	
...	...	Не планируются...	

Самостоятельная работа студента – заочная форма обучения

Кол. час	Темы, разделы, вынесенные на самостоятельную подготовку, тематика рефератной работы, рекомендации по использованию литературы, ЭВМ и др.	Формируемые компетенции
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	Темы, разделы, вынесенные на самостоятельную подготовку	
	Модуль 1.	
32	<p>Тема 1. Написание секции обзор литературы, структура (How should I structure my Review of the Literature). Варианты начала секции (How should I begin my Literature Review). Способы оформления ссылок (What is the clearest way to refer to other authors). Используемые времена (What tenses should I use). Способы сжатия реферируемого материала (How can I reduce the amount I write when reporting the literature). Практическое приложение: составление и обсуждение секции Review of the Literature, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Тема 2. Написание секции методологии (the Methods) (What key skills are needed when writing the Methods). Обсуждение размера и структуры секции (How should I structure the Methods). Варианты начала секции (How should I begin the Methods). Используемые времена и залог (What tense should I use? Should I use the active or passive?). Как предотвратить перечисление действий (How can I avoid my Methods appearing like a series of lists). Способы организации хронологии эксперимента (Should I describe everything in chronological order). Грамматические особенности оформления целей и способов их достижения (What grammatical constructions can I use to justify my aims and choices). Особенности лексического оформления причины-следствия (How can I indicate the consequences of my choices and actions). Способы окончания секции (How should I end the Methods). Практическое приложение: составление и обсуждение секции the Methods, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Тема 3. Написание секции результаты (the Results) (What key skills are needed when writing the Results). Варианты начала секции (How should I begin the Results). Обсуждение структуры секции (How should I structure the rest of the Results). Способы окончания секции (How should I end the Results). Нужно ли включать негативные результаты (Should I report any negative results). Используемые времена (What tenses should I use when reporting my Results). Стил изложения секции (What style should I use when reporting my Results). Способы комментирования таблиц и цифр (How should I comment on my tables and figures). Практическое приложение: составление и обсуждение секции the Results, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Литература:</p> <ol style="list-style-type: none"> 1) Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p. 2) Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp. 3) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с 4) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p. 5) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition. 	ОК-3, ОПК-1, ОПК-3

	6) Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages. 7) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180. 8) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages.	
	Модуль 2.	
28	<p>Тема 4. Написание секции обсуждение (the Discussion) (What key skills are needed when writing the Discussion). Обсуждение структуры секции (How should I structure the Discussion). Варианты начала секции (How should I begin the Discussion). Способы сравнения своего исследования с чужими (How should I compare my work with that of others). Способы окончания секции (How should I end the Discussion). Особенности стиля написания секции (Active or passive? What kind of writing style should I use?). Способы указания на недостатки исследования (How should I discuss the limitations of my research?) Практическое приложение: составление и обсуждение секции the Discussion, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Тема 5. Написание секции выводы (the Conclusions) (What key skills are needed when writing the Conclusions). Обсуждение структуры секции (How should I structure the Conclusions). Варианты начала секции (How should I begin my Conclusions). Чем секция Conclusions отличается от секции Abstract (How can I differentiate my Conclusions from my Abstract?). Способы окончания секции (How can I end my Conclusions) Используемые времена (What tenses should I use). Практическое приложение: составление и обсуждение секции the Conclusions, упражнения на тренировку специальной лексики, упражнения на тренировку грамматических времен.</p> <p>Литература:</p> <ol style="list-style-type: none"> 1) Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p. 2) Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp. 3) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с 4) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p. 5) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition. 6) Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages. 7) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180. 8) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages. 	ОК-3, ОПК-1, ОПК-3
60	Общая трудоемкость самостоятельной работы (час)	
4	Подготовка к зачету	

5. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

5.1. Фонд оценочных средств для проведения текущего контроля

№	типовые задания, контрольные работы, тесты и другие методы контроля, позволяющие оценить знания, умения и уровень приобретенных компетенций (<i>демонстрационный вариант</i>)
	Текущий контроль успеваемости
1	<p style="text-align: center;"><u>Вопросы и задания для СРС (по разделам).</u></p> <p><i>В письменной форме дайте ответы на вопросы и выполните задания по изученным разделам программы. Задания разделов 1-3 выполняются к зимней сессии I-курса, задания разделов 4-5 выполняются к летней сессии I-курса. Текущий контроль осуществляется на практических занятиях.</i></p> <p style="text-align: center;">РАЗДЕЛ 1</p> <p>Writing up a résumé or CV In pairs, discuss the following questions.</p> <ol style="list-style-type: none"> 1. Have you ever applied for a job in science? if not, what kind of job would you like to apply for in the future? 2. Which of the following documents are job applicants usually asked for in your country? <ul style="list-style-type: none"> • application form • biodata • cover letter (covering letter) • resume or CV (curriculum vitae) 3. Have you ever written one of these documents in English? 4. Do you think that the information you include and the way you organise a resume or CV in English will be the same as a resume or CV in your own language? <p>Section 1 of the SARF application form asks applicants to include a copy of their CV. In pairs, look at the list of possible headings for a CV (a-l) and then answer the following questions.</p> <ol style="list-style-type: none"> 1. Would you use all the headings (a-l) on your CV? Why / why not? 2. How would you organise the information in your CV? Put the list of headings (a-l) in the best order. 3. What kind of information would you include under each heading? Make suggestions for each heading. <ol style="list-style-type: none"> a computer skills b dissertations c education d grants and awards e personal information f presentations g publications h research experience i study abroad j teaching experience k technical skills l travel

Eriko is getting advice from Susana about writing her CV. Complete the headings Eriko will use.

- Personal Information
- (D) -----
- Research Experience
- Technical Skills
- (2) -----
- Publications
- (3) _____ and (4) _____
- Presentations

In pairs, look at an extract from the CV of a student, Carlos. According to Susana's advice, does Carlos need to make any changes to what he has written?

Getting started in researchb When adding details to your CV, it is a good idea to use bullet points rather than full sentences. Look at the following revisions to another part of Carlos's CV and then answer the questions below.

1 What kind of word comes first in each bullet point? How is this word formed?

2 Why does he move to examine the relationship between vegetation and the hydroperiod to the end of the first sentence?

C Rewrite the following sentences as bullet points.

1 My main research focus was to generate specific carbohydrate oligomers by using pure cloned enzymes.

2 During my project, I focused on the creation of a new CD4 positive HeLa cell clone.

3 As part of the Cell Wall Genomics team, I have developed sensitive methods to determine the fine structure of pectins in maize.

A I have been involved in investigating the way the myocardium adapts following exercise, particularly the adaptation that takes place at the sub-cellular level.

3 Your CV should always include any publications you have worked on in the correct citation form. In pairs, answer the following questions.

1 What is the correct order of information in a citation? Number the items in the box below in order from 1 to 6.

CH page numbers ! I journal volume and/or issue number

d l title of article [] year 0 journal name i ! l author's name

2 If the paper has not yet been published, what do you write instead of the volume and page?

3 If the paper has been submitted (given) to a journal but not yet accepted, what do you write instead of the journal name, volume and page

Рекомендуемая литература

Основная

1) Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p.

2) Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp.

Дополнительная

1) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с

2) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p.

- 3) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition.
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- 5) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180.
- 6) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages.

РАЗДЕЛ 2

THE RESEARCH PROCESS

The aims of this unit:

- to make you think about the stages you will need to complete as part of your research process;
- to reflect upon the correlation between the object and the subject, the goal and the objectives of research;
- to analyse the concept of a research hypothesis;
- to practise in formulating basic stages of your research.

FOCUS ON INFORMATION

1. Scan the text about the research process and write the number of the section (1 – 8) where you can find the following information. Do it as quickly as possible.

- a. how to prove that your problem is topical
- b. what are stages of research
- c. how to describe the goal and set the tasks of your research
- d. what is a hypothesis
- e. how to evaluate your research
- f. how to formulate the hypothesis
- g. how to draw conclusions
- h. how to specify the object and the subject of research

1. Most research textbooks represent research as a multi-stage process that you must follow in order to undertake and complete your research project. The precise number of stages varies, but they usually include formulating and clarifying a topic, critically reviewing the literature, choosing a strategy, collecting data, analyzing data and writing up. You may suggest that the research process is rational and straightforward. Unfortunately this is very rarely true, and the reality is considerably messier. While research is often depicted as moving through each of the stages outlined below, one after the other, this is unlikely to be the case. In reality you will probably revisit each stage more than once. Each time you revisit a stage you will need to reflect on the associated issues and refine your ideas.

Research is sometimes described using the hourglass model. The hourglass model starts with a broad spectrum for research, focusing in on the required information through the methodology of the project (like the neck of the hour-glass), then expands the research in the form of discussion and results.

The whole process of research can be divided into the following steps:
 setting general area of research
 defining the object of research

	<p>analyzing problem situation and stating a problem specifying the subject of research formulating a research goal setting objectives moving a hypothesis developing research methods collecting, describing, processing, interpreting research data drawing conclusions, proving a hypothesis and resolving a research puzzle determining application areas writing research project</p> <p>2. Any research starts with setting a research area which is determined by a number of objective and subjective factors. The objective determinants are such as topicality, novelty, urgency of the research. The subjective factors include scientific and professional interests of a researcher, his expertise, aptitudes, frame of mind, etc. The object of the research is always broader than the subject chosen for research. It is a system of relations and properties of the phenomenon which exists objectively in theory and in practice and serves as a source of relevant information. The subject of the research is more concrete and includes only those relations and properties which are subject to direct investigation. It denotes what the author is planning to create in the process of studies. A research problem is a puzzle that can't be explained with available knowledge and needs solution.</p> <p>3. In the introduction to the research paper it is necessary to prove that the chosen problem is topical. A problem is topical if it meets at least three requirements: – the problem has not been fully studied; – much or something in the problem remains vague; – lack of knowledge on the problem makes a loss to community. To prove that the problem chosen for the research is topical the author gives a review of the previously published papers on the topic and a list of authors who were active in the studies of the problem. Then he/she mentions that though the problem has been given considerable attention, still something is not known and makes concrete what is still unknown on the topic. One also mentions what is still vague and needs elaboration. Then the author describes difficulties that spring up because the problem of his/her research has not been fully studied.</p> <p>4. There is usually one major goal of research with objectives. The wish of the author to study a problem is expressed usually in one sentence which says that the goal of the research is to study the defined topic. Concrete objectives are further specified. The tasks of the research are usually the following: – to clarify the nature and structure of the phenomenon being researched; – to analyze the approaches to the research topic in literature; – to describe aspects of the research topic by observation; – to generate a model; – to carry out an experiment; – to analyze experimental results; – to find out the ways of improving efficiency of the phenomenon under research. The tasks (objectives) of research are set in order to plan the steps of the research. They may correspond to the or-</p>
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der of the units and chapters of the research paper as a whole.

5. A hypothesis is a tentative assumption that proposes a possible explanation to some phenomenon or event. A

hypothesis is said to be forceful if the assumption is not obvious from the very beginning of the research and really needs to be well proved. Researchers weighing up alternative hypotheses should take into consideration:

- testability;
- simplicity;
- scope – the apparent application of the hypothesis to multiple cases of phenomena;
- fruitfulness – the prospect that a hypothesis may explain further phenomena in the future;
- conservatism – the degree of "fit" with existing recognized knowledge-systems.

Hypotheses can be logical (arising from literature review), descriptive (predicting certain features in a phenomenon) and explanatory (anticipating plausible explanation of a puzzle).

Generally a hypothesis is used to make predictions that can be tested by observing the outcome of an experiment.

If the outcome is inconsistent with the hypothesis, then the hypothesis is rejected. However, if the outcome is consistent with the hypothesis, the experiment is said to support the hypothesis.

6. How are hypotheses formulated?

- Bacterial growth may be affected by temperature.
- Ultra violet light may cause skin cancer.
- Temperature may cause leaves to change color.

All of these are examples of hypotheses because they use the tentative word “may”. However, their form is not quite correct. Using the word “may” does not suggest how you would go about proving it. If these statements had not been written carefully, they may not have even been hypotheses at all. For example, if we say “Trees will change color when it gets cold” we are making a prediction. Or if we write "Ultraviolet light causes skin cancer", we make a conclusion. One way to prevent making such easy mistakes is to formalize the form of the hypothesis.

Formalized hypothesis examples:

If leaf color change is related to temperature, then exposing plants to low temperatures will result in changes in leaf color.

If skin cancer is related to ultraviolet light, then people with a high exposure to uv light will have a higher frequency of skin cancer.

Notice that these statements contain the words, if and then. They are necessary in a formalized hypothesis.

Formalized hypotheses contain two variables. One is "independent" and the other is "dependent." The independent variable is the one the scientist controls and the dependent variable is the one the scientist observes and/or measures. In the statements above the dependent variable is printed in italics and the independent variable is underlined. The ultimate value of a formalized hypothesis is that it forces us to think about what results we should look for in an experiment.

7. The conclusions are the results of research findings. Usually the conclusions follow the order:

- conclusion on whether the research goal has been achieved;
- conclusion on whether the hypothesis has been proved or not;
- conclusion on whether each research task has been fulfilled;
- conclusions on what has been found in fulfilling every research task;
- conclusion on additional findings during the research;
- conclusion on further prospects to continue the research.

8. Evaluation of the research paper is done out of 100 %. Each item of evaluation is assessed out of 10 %. In all there are 10 items of evaluation:

- innovative subject;
- forceful hypothesis;
- concrete research goal;
- clear research tasks;
- adequate methods of research;
- detailed presentation of data;
- convincing interpretation;
- well grounded novel conclusions;
- complete bibliography list;
- perfect format.

If your research paper scores less than 65 % it is “non-pass” and will have to be improved. A satisfactory result is up to 80 %. Between 80 % and 95 % is a good grade. An excellent result is 95 % and over.

2. Restore the logical order of the stages of research:

- $\frac{3}{4}$ studying known facts about the object of research
- $\frac{3}{4}$ formulating and clarifying a topic
- $\frac{3}{4}$ defining the object of research
- $\frac{3}{4}$ choosing adequate methods
- $\frac{3}{4}$ moving a hypothesis
- $\frac{3}{4}$ setting objectives
- $\frac{3}{4}$ collecting experimental data
- $\frac{3}{4}$ stating a problem
- $\frac{3}{4}$ explaining the results obtained
- $\frac{3}{4}$ determining application areas
- $\frac{3}{4}$ quantitative and qualitative processing of data

3. Complete the sentences according to the text above.

1. Research as a multi-stage process that ...
2. General research area is determined by ...
3. The object of the research is ...
4. The subject of the research denotes what ...
5. A research problem may be defined as ...
6. A problem is topical if ...
7. A hypothesis is a tentative assumption that ...
8. Hypotheses should meet the requirements of
9. Hypotheses are of three types, namely ...
10. The hypothesis is rejected if
11. Formalized hypotheses include ...
12. The conclusions of research follow the order...
13. If you want to be proud of your research, it should meet the following parameters:
 - _____ subject;
 - _____ hypothesis;
 - _____ research goal;
 - _____ research tasks; _____ methods of research;
 - _____ presentation of data;
 - _____ interpretation;
 - _____ novel conclusions;
 - _____ bibliography list;
 - _____ format.

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Раздел 3

FORMULATING A SUBJECT FOR RESEARCH

The term ‘topic’ in this textbook is only a starting place because it describes a broad and general area of knowledge, not the actual subject you will investigate; there is still more narrowing to do before you find that specific subject. If you have trouble in narrowing a topic to workable proportions, you should try one of the three methods: subdividing, free association and the five Ws.

SUBDIVIDING

One way to narrow a topic is to write down the general area you have selected and then divide it into progressively

smaller units, subdividing it until you reach a subject you are interested in researching.

Example:

home computers

production	R&D	marketing	uses
hazards	changes resulting	sales methods	program documentation

Obviously, each of the four areas resulted from the first subdivision is far too broad to work with. As a result of a second-level subdivision the following topics were produced: “Changes in Home Computers Resulting from Research and Development”, “How Home Computers Are Marketed”, “Program Documentation Provided with Home Computers” . They are also too general. However, “Production Hazards in the Manufacture of Home Computers” is narrow enough to serve as the basis for a research project.

13. The “uses” item in the first subdivision of home computers is also far too general. Think of further subdivisions which could result in a suitable subject for research.

Uses of home computers education communication games
FREE ASSOCIATION

This is the practice of writing down words or phrases that occur to you just as they come to mind, without worry about order, usefulness, applicability. Begin by writing down the topic you have selected and underneath it list every-thing that comes to your mind. Make the list as quickly as you can.

Example:

Crime

police laws

punishment penal systems

prevention big cities

white-collar growing rates

repeat offenders death penalty

From this list you could choose a subject, but even it might be too broad. “Laws About Crime” or “The Penal System” are impossible to work with. Start another listing beginning with one of the phrases on the above list.

Example:

White-Collar Crime

offices department stores

perpetrators internal security systems

You may decide that “Internal Security Systems to Prevent White-Collar Crime” is a subject you want to investigate.

Use method of free association to formulate an appropriate subject for research by narrowing the topic

“Unemployment”. Some ideas are given as an example.

UNEMPLOYMENT

economic recession global financial crisis

THE FIVE Ws

Asking questions to which you want answers is still another way of narrowing a topic to a subject you can work with. You can develop questions in an organized way by adapting the journalistic tradition that good reporting includes covering the five Ws of a story: who, what, where, when, and why.

Who – people

What – problems, things, ideas

Where – places

When – past, present, future

Why – causes, reasons, results, conditions

To use these five Ws as a help in finding a research subject, write your topic at the top of the page and under it

each of the five W words as headings across the page. Then use brainstorming or free

	<p>association with each of the words in a column heading, writing down four ideas as lists. Example:</p> <p>TELEVISION Who? What? Where? When? Why? show hosts violence satellite transmission commercial beginnings election actors and actresses news remote places new channels to come interference with studies directors religion New York broadcast times persuasive power Johnny Car- son commercials local stations technical development education</p> <p>Most words in the listings above are still too broad. "Television news" still need to be narrowed further. To do so, the same five Ws method can be applied again. "How Television News Manipulates Audiences" or "Some Limitations of Television as a News Source" are possible subjects you can arrive at using this method.</p> <p>Use method of five Ws to formulate a suitable subject for research by narrowing the topic "Market Economy".</p> <p>MARKET ECONOMY Who? What? Where? When? Why?</p> <p>The subject for research may be actually arrived at by a combination of two of the methods you have learnt, for example, subdividing and free association. Doing so, formulate the subject for your research by narrowing general area you are interested in. ?</p> <p>CASE STUDY</p> <p>A WRITTEN RESEARCH PROPOSAL</p> <p>Title The influence of Thai culture on employee involvement.</p> <p>Background</p>
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Involving employees in the decision-making of their employing organisations has been increasingly popular in Europe and North America in recent years. The influx of American organisations into Thailand has meant that similar approaches are being adopted. However, this assumes that Thai employees will respond to these techniques as readily as their European and American counterparts.

Doubts about the validity of these assumptions derive from studies of Thai national culture (Komin, 1990). Using

Rokeach's (1979) conceptual framework, Komin characterised Thai culture in a number of ways. I have isolated those that relate to employee involvement. These are that Thais wish to:

- a. save face, to avoid criticism and to show consideration to others;
- b. exhibit gratitude to those who have shown kindness and consideration;
- c. promote smooth, conflict-free interpersonal relations;
- d. interpret 'rules' in a flexible way with little concern for principles;
- e. promote interdependent social relations;
- f. be seen to be achieving success through good social relations rather than individual success.

I intend to demonstrate in this section that these six cultural values contradict the values of employee involvement

(e.g. employee involvement may involve employees in openly criticising managers, which directly contradicts a above).

Research objectives

- to examine the assumptions behind the management technique of employee involvement;
- to establish the characteristics of the Thai national culture;
- to identify the opinions of Thai employees and their managers, working in American-owned organisations in

Thailand, towards values underpinning employee involvement;

- to draw conclusions about the applicability of employee involvement to Thai employees.

1. Conduct a review of the literatures on employee involvement and Thai national culture in order to develop research hypotheses.

2. Carry out primary research in three American-owned petrochemical and manufacturing organisations in Thailand to assess the opinions of Thai employees and their managers towards values underpinning employee involvement.

Informal approval has been gained from three organisations. American-owned organisations are relevant because it is in these that employee involvement is most likely to be found and values underpinning employee involvement exhibited.

Petrochemical and manufacturing organisations are chosen because the occupations carried out in these organisations are likely to be similar, thus ensuring that any differences are a function of Thai national culture rather than of occupational culture.

3. A questionnaire will be developed with questions based on the Thai values a–f in the Background section above. Each value will lead to a hypothesis (e.g. employee involvement may not be appropriate to Thai culture because

it may mean that employees openly criticise their managers). The questions in the questionnaire will seek to test these hypotheses. The questionnaire will be distributed to a sample (size to be agreed) of employees and of managers across all three organisations.

4. Data analysis will use the SPSS software. Statistical tests will be run to ensure that results are a function of Thai cultural values rather than of values that relate to the individual organisations.

Timescale

Answer the questions:

1. What is Puvadol' MA dissertation concerned with?
2. What factors do you think predetermined the choice of this topic?
3. In your opinion, is the research problem stated by Puvadol topical?
4. What research objectives has he set?
5. What methods of research is Puvadol going to use in order to prove his hypothesis?
6. Why did Puvadol decide to choose American-owned organizations as a place for organizing his experiment?
7. Why were petrochemical and manufacturing organisations chosen?
8. What data does Puvadol want to obtain using a questionnaire?
9. What methods of data analysis are supposed to be employed?
10. Is the research topic achievable within a year?

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Раздел 4

CRITICALLY REVIEWING THE LITERATURE

The aims of this unit:

- to make you think about the importance and purpose of the critical literature review;
- to give you information on what you need to include when writing your critical review;
- to get you acquainted with a variety of literature sources;
- to help you evaluate the relevance and sufficiency of the literature found;
- to provide practice in referencing the literature found accurately.

FOCUS ON INFORMATION

- 1 Skim the text about critical literature review. Find an appropriate heading for each paragraph.

- a. planning the literature search
- b. definition of critical literature review
- c. evaluating the literature found
- d. what is meant by critical
- e. the purpose of the critical review
- f. the structure of the critical review
- g. the content of the critical review
- h. literature sources

1. Knowledge doesn't exist in a vacuum, and your work only has value in relation to other people's. Your work and your findings will be significant only to the extent that they're the same as, or different from, other people's work and findings.

You therefore need to establish what research has been published in your chosen area and try to identify any other research that might currently be in progress. The items you read and write about will enhance your subject knowledge and help you to clarify your research question(s) further. This process is called critically reviewing the literature.

2. Your critical literature review will form the foundation on which your research is built. Its main purpose is to help you to develop a good understanding and insight into relevant previous research and the trends that have emerged.

Your review also has a number of other purposes:

- to help you to refine further your research question(s) and objectives;
- to highlight research possibilities that have been overlooked implicitly in research to data;
- to discover explicit recommendations for further research. These can provide you with a superb justification

for your own research question(s) and objectives;

- to help you to avoid simply repeating work that has been done already;
- to sample current opinions in newspapers, professional journals, thereby gaining insights into the aspects of

your research question(s) and objectives that are considered newsworthy;

- to discover and provide an insight into research approaches, strategies and techniques that may be appropriate to your own research question(s) and objectives.

3. As you begin to find, read and evaluate the literature, you will need to think how to combine the academic theories and ideas it contains to form the critical review that will appear in your project report. This will need to discuss critically the work that has already been undertaken in your area of research, and reference that work. It will draw out the key points and trends and present them in a logical way. In doing this you will provide readers of your project report with the necessary background knowledge to your research question(s) and objectives and establish the boundaries of your own research. It will also enable the readers to see your ideas against the background of previous published research in the area. This does not necessarily mean that your ideas must extend, follow or approve those set out in the literature. You may be highly critical of the earlier research and seek to discredit it. However, if you wish to do this you must still review the literature, argue clearly why it is problematic, and then justify your own ideas.

In writing your critical review you will therefore need:

- to include the key academic theories within your chosen area;
- to demonstrate that your knowledge of your chosen area is up to date;
- to show how your research relates to previous published research;
- to assess the strengths and weaknesses of previous work and take these into account in your arguments;
- to justify your arguments by referencing previous research;
- through clear referencing, to enable those reading your research report to find the original work

you cite.

4. Within the context of reviewing the literature, the term ‘critical’ refers to the judgement you exercise. It therefore describes the process of providing a detailed and justified analysis of and commentary on the merits and faults of the key literature within your chosen area. This means that, for your review to be critical, you should:

- refer to work by recognized experts in your chosen area;
- consider and discuss work that supports and work that opposes your ideas;
- make reasoned judgements regarding the value of others’ work to your research;
- support your arguments with valid evidence in a logical manner;
- distinguish clearly between fact and opinion.

5. Although there is no single structure that your critical review should take, it is useful to think of the review as a funnel in which you:

- start at a more general level before narrowing down to your specific research question(s) and objectives;
- provide a brief overview of key ideas;
- summarize, compare and contrast the work of the key writers;
- narrow down to highlight the work most relevant to your research;
- provide a detailed account of the findings of this work;
- highlight the issues where your research will provide fresh insights;
- lead the reader into subsequent sections of your project report, which explore these issues.

Whichever way you structure your review you must demonstrate that you have read, understood and evaluated the items you have located. The key to writing a critical literature review is therefore to link together the different ideas you find in the literature to form a coherent and cohesive argument, which set in context and justify your research. Obviously, it should relate to your research question and objectives. It should show a clear link from these as well as a clear link to the empirical work that will follow.

6. The literature sources available to help you to develop a good understanding of and insight into previous research can be divided into three categories: primary (published and unpublished), secondary, and tertiary. In reality

these categories often overlap: for example, primary literature sources including conference proceedings can appear in journals, and some books contain indexes to primary and secondary literature.

Primary literature sources (also known as grey literature) are the first occurrence of a piece of work. They include published sources such as reports, conference proceedings, theses. They also include unpublished manuscript sources such as letters, and memos.

Secondary literature sources such as books and journals are the subsequent publications of primary literature.

These publications are aimed at a wider audience. They are easier to locate than primary literature as they are better covered by the tertiary literature.

Tertiary literature sources, also called search tools, are designed either to help to locate primary and secondary literature or to introduce a topic. They therefore include indexes and abstracts as well as encyclopedias and bibliographies.

Your use of these literature sources will depend on your research questions and objectives. For some research projects you may use only tertiary and secondary literature; for others you may need to locate primary literature as well.

7. It is important that you plan the literature search carefully to ensure that you locate relevant and up-to-date literature. This will enable you to establish what research has been previously published in your area and to relate your own research to it. Time spent planning will be repaid in time saved

when searching the literature. As you start to plan your search, you need to beware of information overload! Before commencing your literature search you should undertake further planning by:

- defining the parameters of your search;
- generating key words and search terms;
- discussing your ideas as widely as possible.

Techniques to help you in this include brainstorming and relevance trees.

8. Once obtained, the literature must be evaluated for its relevance to your research questions and objectives. The following questions provide a checklist to help you in this process.

9 How recent is the item?

10. Have you seen references to this item (or its author) in other items that were useful?

11. Does the item support or contradict your arguments? For either it will probably be worth reading!

12. Does the item appear to be biased? Even if it is it may still be relevant to your critical review!

13. What are the methodological omissions within the work? Even if there are many it still may be of relevance!

14. Is the precision sufficient? Even if it is imprecise it may be the only item you can find and so still of relevance!

Your assessment of whether you have read a sufficient amount is even more complex. It is impossible to read everything, as you would never start to write your critical review. Yet you need to be sure that your critical review discusses what research has already been undertaken and that you have positioned your research project in the wider context, citing the main writers in the field. One clue that you have achieved this is when further searching provides mainly references to items you have already read. You also need to check what constitutes an acceptable amount of reading, in terms of both quality and quantity, with your scientific advisor.

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Раздел 5

QUOTATIONS AND REFERENCING

Direct quotations and references to authors' writings are often included in research reports, dissertations and theses. They are included to show that you have read around the subject and are aware of what has been written about it. Their purpose is also to demonstrate support for your own ideas, points of view and findings, and perhaps to show examples or evidence.

Quotations should not be overused: your own writing is more important. However, when you do include quotations they should be acknowledged with the correct reference conventions and listed at the end of your writing. It is important to acknowledge the source of the quotations otherwise you may be accused of plagiarism.

Quotations

When referring to a book or article, the normal procedure is to give the author's surname, the year of publication in brackets, and the page numbers if necessary. The full reference is then given at the end of the text.

There are two basic ways of using quotations.

1. Quotations marks (inverted commas) are put around the author's actual words, which are then incorporated in the text: this is often used for short quotations, e.g.

Academic writers need to be cautious in their claims. In this respect, vague language is important as 'it allows claims to be made with due caution, modesty, and humility' (Hyland, 1994 : 241)

2. The quotation is indented (it may be in a different type size or style; the quotation marks are usually omitted): this is normally used for longer quotations (three or more lines), e.g.

Jordan (1977 : 240) also draws attention to the necessity for being careful:

A feature of academic writing is the need to be cautious in one's claims and statements. In other words, you may indicate your certainty and commitment in varying degrees.

10. Define the purposes of using quotations in the following sentences:

- a. support for an argument or point of view
- b. exemplification of the point being made
- c. introduction of a point or viewpoint
- d. explanation of a point, item, etc

1. According to G. Cook, there are 'two approaches to language: sentence linguistics and discourse analysis'

(Cook 1999: 12).

2. For example, they argue that 'learning strategies have to be learned in exactly the same way as other complex cognitive skills' (O'Malley, Chamot 1990: 52).

3. Thus, in contrast to American structuralist views on language, language was viewed as purposeful activity related to goals and situations in the real world. "The language which a person originates ... is always expressed for a purpose" (Frisby 1957: 16).

4. R. Anderson explains that 'the move from declarative to procedural knowledge takes place in three stages: 1) the cognitive stage; 2) the associative stage; 3) the autonomous stage' (Anderson 1985: 232).

References and bibliographies

References, at the end of research report, for example, are arranged in alphabetical order (A-Z) of the author's sur-name or . If more than one reference is given by the same author, then the earlier dated reference will appear first. If

two or more references by the same author appear in the same year, they will be labelled in sequence with letters (a, b, c, etc.) after the year. References to one author are normally listed before those of joint authorship of the same author.

There are differences between references to books and references to journals.

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Дополнительная

- 1) Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с
- 2) Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p.
- 3) Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition.
- 4) Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages.
- 5) Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180.
- 6) Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages.

Критерии оценивания результатов учебной работы по дисциплине «деловой иностранный язык».

Оценка «Отлично»:

- студент уверенно, логично, последовательно и грамотно излагает материал;
- опираясь на знания основной и дополнительной литературы, тесно увязывает усвоенные научные положения с практической деятельностью;
- умело обосновывает и аргументирует выдвигаемые им идеи;
- делает выводы и обобщения;
- свободно владеет системой понятий.

Оценка «Хорошо»:

- студент твердо усвоил программный материал, грамотно и по существу излагает его, опираясь на знания основной литературы;
- не допускает существенных неточностей;
- увязывает усвоенные знания с практической деятельностью;
- аргументирует научные положения;
- делает выводы и обобщения;
- владеет системой понятий.

Оценка «Удовлетворительно»:

- студент усвоил только основной программный материал, по существу излагает его, опираясь на знания только основной литературы;
- допускает несущественные ошибки и неточности;
- испытывает затруднения в практическом применении знаний;
- слабо аргументирует научные положения;
- затрудняется в формулировании выводов и обобщений;
- частично владеет системой понятий.

Оценка «Неудовлетворительно» »:

- студент не усвоил значительной части программного материала;
- допускает существенные ошибки и неточности при рассмотрении проблем;
- испытывает трудности в практическом применении знаний;
- не может аргументировать научные положения;
- не формулирует выводов и обобщений.

	<p>Шкала оценивания результатов выполнения теста: Тест включает в себя 20 заданий. Каждое правильно выполненное задание составляет 5%. 5 - (зачтено / отлично) 90–100 % 4 - (зачтено / хорошо) 70–89 % 3 - (зачтено / удовлетворительно) 60–69 % 2 - (не зачтено / неудовлетворительно) > 60 %</p>
3	<p><u>Тест (демонстрационный вариант)</u> <i>Студенты выполняют тест самостоятельно в отдельной (тонкой) тетради (или в электронной форме) и сдают (присылают по электр. почте) преподавателю на проверку за две недели до начала летней сессии I-го курса.</i></p> <p>1. Find Russian equivalents of the English words used in the text.</p> <p>1) bar chart a) промежуточная (предварительная) сводка 2) pie chart b) среднее значение 3) scatter graph c) диаграмма рассеивания 4) pre-set code d) интерквартильная широта 5) ranking e) протокол совещания (собраний) 6) rating f) основа выборки 7) grid g) столбиковая диаграмма 8) response rate h) готовая схема кодирования 9) pilot test i) наиболее вероятное значение 10) administration of questionnaires j) ранжирование, упорядочивание 11) regression analysis k) памятка, уведомление 12) chi square l) круговая диаграмма 13) inter-quartile range m) m.середина, промежуточная ступень 14) box plot n) заранее установленный код 15) sampling frame o) перепись, сбор данных 16) off-the-shelf coding schedule p) оценка; отнесение к классу, разряду 17) minutes q) вероятностная выборка 18) mean r) пробное испытание 19) medium s) квадратная диаграмма 20) mode t) скорость реакции 21) census u) хи-квадрат 22) interim summary v) проведение анкетирования 23) probability sampling w) решетка, сетка 24) memo x) регрессивный анализ</p> <p>2. Match terms in column A with their definitions in column B.</p> <p>A B 1) respondent interview a) statistical test to determine the probability that an observed set of values for each category of a variable differs from a specified distribution</p>

- 2) informant interview
- b) the collection and analysis of data from every possible case or group member in a population
- 3) Kolmogorov-Smirnov test
- c) data collection technique in which each respondent reads and answers the same set of questions in a predetermined order without an interviewer present
- 4) closed question
- d) question that provides a number of alternative answers from which the respondent is instructed to choose
- 5) filter question
- e) subgroup or part of a larger population
- 6) mean
- f) interview directed by the questions posed by the interviewer
- 7) sample
- g) systematic errors made by observers, as a result of tiredness, for example
- 8) census
- h) interview guided by the perceptions of the interviewee
- 9) self-administered questionnaire
- i) data collection technique in which an interviewer reads the same set of questions to the respondent in a predetermined order and records his or her responses
- 10) interviewer-administered questionnaire
- j) selection of sampling techniques in which the chance, or probability, of each case being selected from the population is known and is not zero
- 11) pilot test
- k) the average value calculated by adding up the values of each case for a variable and dividing by the total number of cases
- 12) probability sampling
- l) small-scale study to test a questionnaire or interview checklist, to minimize the likelihood of respondents having problems in answering the questions and of data recording problems as well as to allow some assessment of the questions' validity and the reliability of the data that will be collected
- 13) non-probability sampling
- m) selection of sampling techniques in which the chance, or probability, of each case being selected is not known
- 14) observer error
- n) closed question that identifies those respondents for whom the following question or questions are not applicable, enabling them to skip these questions

3. Match terms in column A with their definitions in column B.

A B

1. deductive approach
 - a. Research philosophy that requires the researcher to seek to understand the subjective reality and meanings of participants.
2. inductive approach
 - b. General plan of how the researcher will go about answering the research questions.
3. positivism
 - c. Research approach involving the testing of a theoretical proposition by the employment of a research strategy specifically designed for the purpose of its testing.
4. interpretivism
 - d. The use of two or more independent sources of data within one study in order to help ensure that the data are telling you what you think they are telling you.

	<p>5. dependent variable</p> <p>e. Research approach involving the development of a theory as a result of the observation of empirical data.</p> <p>6. realism</p> <p>f. Research strategy that involves the definition of a theoretical hypothesis; the selection of samples; the allocation of samples to different experimental conditions; the introduction of planned change on one or more of the variables; and measurement on a small number of variables and control of other variables.</p> <p>7. triangulation</p> <p>g. Research philosophy that involves working with an observable social reality. The end product can be law-like generalizations similar to those produced by the physical and natural scientists.</p> <p>8. research strategy</p> <p>h. Variable that changes in response to changes in other variables.</p> <p>9. experiment</p> <p>i. Research philosophy that believes in, and seeks to understand, the existence of an external and objective reality that influences people's social interpretations and behaviours but which may not be perceptible to them. It recognizes that people themselves are not objects to be studied in the style of natural sciences.</p> <p>Шкала оценивания результатов выполнения теста:</p> <p>5 - (зачтено / отлично) 90–100 %</p> <p>4 - (зачтено / хорошо) 70–89 %</p> <p>3 - (зачтено / удовлетворительно) 60–69 %</p> <p>2 - (не зачтено / неудовлетворительно) > 60 %</p>

**5.2. Фонд оценочных средств для проведения промежуточной аттестации
в форме зачета**

№	<p>типовые задания, тесты и другие методы контроля, позволяющие оценить знания, умения и уровень приобретенных компетенций</p>
2.	<p><u>ВОПРОСЫ ДЛЯ ПОДГОТОВКИ К ЗАЧЕТУ</u></p> <p><i>Зачет проводится в форме написания научной статьи по теме исследования на иностранном языке на летней сессии I-го курса. Студент должен опубликовать статью в любом международном журнале.</i></p>

**6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ
ДИСЦИПЛИНЫ**

6.1. Основная и дополнительная литература

№	Выходные данные	Количество экземпляров ¹
Основная литература ²		
1	Englander K. Writing and Publishing Science Research Papers in English. A Global Perspective. Издательство Springer, 2014, -91 pp Armer Tamzen. Cambridge English for scientists. Student's book. Cambridge: Cambridge University Press, 2011. - 108 p.	[Электронный ресурс]
Дополнительная литература ³		
1	Godman A., Payne E.M.F. Longman dictionary of scientific usage. —М.: Рус. яз. , 1989—728 с	1 (кафедра английского языка)
2	Peat Jennifer. Scientific Writing Easy when you know how. BMJBooks, 2010.-238 p.	1 (кафедра английского языка)
3	Rozakis L. Schaum's Quick Guide to Writing Great Research Papers. McGraw-Hill, 2007. - 192 pages. 2 edition.	1 (Электронный ресурс)
4	Wallwork A. English for Writing Research Papers. Springer, 2011. - 347 pages.	1 (Электронный ресурс)
5	Millar R.M. Language, Nation and Power. An Introduction. Palgrave-Macmillan. Houndmills, Basingstoke, Hampshire – New York, 2005.	1 (кафедра английского языка)
6	Wallwork Adrian. English for Presentations at International Conferences. Springer. Publication date: 2010. Number of pages: 180.	1 (кафедра английского языка)
7	Young P. Writing and Presenting in English: The Rosetta Stone of Science. Elsevier Science, 2006. - 124 pages.	(Электронный ресурс)
Методические разработки ⁴		

6.2. Перечень ресурсов информационно-телекоммуникационной сети «Интернет»

№	Выходные данные
1	http://www.biblioclub.ru

¹ Указывается в соответствии с фактическим наличием в библиотеке РГЭУ (РИНХ). Для определения количества экземпляров следует воспользоваться программой «Книгообеспеченность», установленной на кафедре.

² Указывается не более пяти источников. Год издания должен соответствовать требованиям образовательного стандарта.

³ Перечень дополнительной литературы не ограничен по числу источников и году издания.

⁴ Указываются методические разработки кафедры. Например, курсы лекций, указания по выполнению контрольной работы, указания по изучению дисциплины и т.д.

2	http://www.knigafund.ru
3	http://files.zipsites.ru
4	http://www.philology.ru
5	http://www.tvkultura.ru
6	http://www.krugosvet.ru
7	http://www.isras.ru
8	http://www.russia.ru

6.3. Перечень программного обеспечения

№	Наименование программного обеспечения ⁵
1	Microsoft Word

7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

- 1) аудитория, оборудованная мультимедийным проектором;
- 2) компьютерный класс с выходом в Интернет, снабженный лицензионным программным обеспечением;
- 3) аудитория, оборудованная DVD-плеером и телевизором;
- 4) аудитория, оборудованная интерактивной доской.

8. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Образовательное пространство нового века и нового тысячелетия находится под сильным влиянием процессов глобализации. Несомненно, что в вопросах глобализации тесно переплетаются политический, экономический, информационный, образовательный, культурологический и лингвистический аспекты. Лингвистическая сторона ярко проявляется в превращении английского языка в «лингва франка» современной цивилизации, в его особой роли для общения между представителями различных наций, в широком использовании английского языка, подобно средневековой латыни, в международной научной коммуникации. Русская научная терминология складывалась постепенно под влиянием множества факторов и языков. Многие заимствованные слова претерпели изменения под воздействием русского менталитета и русской культуры и, в конечном итоге, получили своеобразное отражение в русской языковой картине мира.

Именно эти две области, образование и наука, в которых мы с вами работаем, являются постоянным источником терминологических трудностей, ошибочных наименований, лингвистических парадоксов и т.д. Это объясняется не только лингвистическими причинами, но и экстралингвистическими: различиями в системах образования Европы и США, то есть России и Британии, Британии и США, США и России... Порой, казалось бы, за простыми и понятными словами в русском языке, в английском — его британском или

⁵ Указываются только лицензионные программные средства

американском вариантах, стоят непривычные для нас понятия. Причины этого - в особенностях социально-культурного развития сферы образования в этих странах, в их традициях и реалиях современной жизни, сложно и многогранно преломленных через призму языка.

Дисциплина «Деловой иностранный язык» относится к разделу учебного плана Б1.Б.5 магистерской программы 44.04.01.07 «Иностранные языки в контексте современной культуры» направления подготовки 44.04.01 «Педагогическое образование». Учебный курс строится таким образом, чтобы способствовать созданию у студента понятийно-теоретической базы и развитию умения практического решения профессиональных задач.

Изучая дисциплину, студенты должны получить представление о деловом дискурсе на иностранном языке как о разделе языкознания, исследующем обусловленность языковых явлений и языковых единиц стилистическими факторами.

В соответствии с современными тенденциями развития образования в процессе преподавания дисциплины необходимо способствовать систематизации знаний обучающихся, ориентировать их на эффективное использование новейших информационных технологий, нацеливать на более продуктивное овладение профессиональными навыками.

В соответствии с учебным планом дисциплина «Деловой иностранный язык» осваивается на I-м курсе (зимняя и летняя сессии, соответственно). Освоение курса осуществляется как через аудиторную, так и (преимущественно) через самостоятельную работу. Содержательную основу курса составляет цикл практических занятий, посвященный формированию основных навыков работы с деловым дискурсом на иностранном языке.

Аудиторные занятия (лекции и практические занятия) нацелены на формирование у обучаемых набора компетенций, предусмотренного Федеральным государственным образовательным стандартом. Аудиторное занятие — активная форма работы студентов. Участие в работе группы на практическом занятии способствует более прочному формированию навыков, глубокому осмыслению причинно-следственных связей между отдельными явлениями, пониманию актуальности изучаемых проблем.

В силу того, что при заочной форме обучения аудиторные занятия не могут охватить все предусмотренные для изучения темы, предполагается самостоятельное освоение теоретического материала, в связи с чем большое внимание уделяется различным видам самостоятельной работы. Ряд тем дисциплины предлагается студентам для самостоятельного изучения. Задания для самостоятельной работы должны выполняться студентами в течение всего учебного семестра. Самостоятельная работа студентов включает в себя изучение учебной и научной литературы, анализ теоретического материала, ответы на вопросы и выполнение заданий (в письменной форме), а также выполнение тестов и подготовку реферата. Контроль за выполнением заданий для самостоятельной работы (гlossария терминов, заданий, выполненных в письменной форме, реферата и др.) может осуществляться в ходе индивидуальных консультаций со студентом, собеседования, публичного выступления студента на занятии.

Самостоятельная работа студентов подразумевает вдумчивую проработку вопросов, в недостаточной мере охваченных тематикой аудиторных занятий. В связи с этим в качестве одной из наиболее продуктивных и легко поддающихся проверке форм самостоятельной работы выделяется конспектирование. Конспектирование представляет собой письменное изложение материала в сжатой форме, раскрывающее суть вопроса. Оно включает в себя такие формы, как план, тезисы, выписки, цитаты.

Конспектирование рекомендуется вести в отдельной тетради. При конспектировании нужно указать авторов первоисточников, их название и год издания. Писать следует разборчиво, выделяя важные места подчеркиванием, пометками на полях. Прежде чем конспектировать, лучше просмотреть весь материал, чтобы выделить основные вопросы.

При выполнении самостоятельной работы рекомендуется использовать информационные системы (электронные библиотечные сервисы, базы данных, отраслевые Интернет-сайты и др.).

Традиционные формы проверки оценки знаний студентов включают в себя:

- оценку активности студента на практических занятиях (на сессии);
- проверку письменных домашних заданий (ответы на вопросы и выполнение заданий);
- проверку тестов
- защиту рефератов и др.

В рамках текущего и промежуточного контроля по дисциплине студент должен отчитаться по усвоению учебного материала двух модулей. Отчётные баллы студент может набрать, выполняя разные виды учебной работы (посещение занятий, подготовка реферата, выполнение теста и др.).

ФГОС ВО по направлению подготовки *44.04.01 «Педагогическое образование»* (квалификация «магистр») утвержден Приказом Министерства образования и науки Российской Федерации от 21.11. 2014 г. N 1505.

Рабочая учебная программа рассмотрена и одобрена на заседании кафедры английского языка 10 декабря 2015 г.

Рабочую программу составил:

К.филол.н., доц.

Ю.М. Демонова

Заведующий кафедрой

Е.В. Полякова

Декан факультета

Е.Е. Дебердеева