

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ  
ДО ВИКОНАННЯ КУРСОВОЇ РОБОТИ  
З МЕТОДИКИ НАВЧАННЯ  
АНГЛІЙСЬКОЇ МОВИ**

***ACTION RESEARCH  
IN TEACHING FOREIGN LANGUAGES***



Ніжинський державний університет  
імені Миколи Гоголя  
Кафедра германської філології  
та методики викладання іноземних мов

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ  
ДО ВИКОНАННЯ  
КУРСОВОЇ РОБОТИ  
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(ACTION RESEARCH  
IN TEACHING FOREIGN LANGUAGES)**

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УДК 378.147:811.11

М54

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*Методичні рекомендації містять вимоги до виконання і публічного захисту наукових досліджень власної професійної діяльності (Action research), критерії їх оцінювання, практичні поради до виконання курсового проєкту та призначені для здобувачів першого (бакалаврського) рівня вищої освіти, які навчаються за спеціальністю 014 Середня освіта, предметною спеціальністю 014.02 Середня освіта (Мова та зарубіжна література (англійська)).*

**УДК 378.147:811.11**

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## ПЕРЕДМОВА

Методичні рекомендації до виконання курсової роботи (далі – Qualification paper) з дисципліни «Методика навчання іноземних мов» призначено для студентів 4-го курсу закладів вищої освіти, які навчаються за спеціальністю 014 Середня освіта, предметною спеціальністю 014.02 Середня освіта (Мова та зарубіжна література (англійська)), Освітньо-професійною програмою «Середня освіта. Англійська мова та зарубіжна література» першого (бакалаврського) рівня вищої освіти, та створені на основі Типової програми «Методика навчання англійської мови». Метою запропонованих методичних рекомендацій є ознайомлення студентів із вимогами до виконання і публічного захисту наукових досліджень власної професійної діяльності (Action research).

Виконання курсової роботи сприяє розвитку творчих здібностей та науково-дослідницьких умінь студентів, що є невід'ємною складовою професійної підготовки майбутнього вчителя іноземної мови. Курсова робота демонструє здатність студентів пов'язувати теоретичні знання з методики навчання іноземних мов із вирішенням практичних завдань та проблем у професійній діяльності.

## QUALIFICATION PAPER REQUIREMENTS

The paper demonstrates the 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.

### Qualification Paper Sample Template and Guidelines

Heading (paper section)	Content	Number of words
<b>Title page</b>	<ul style="list-style-type: none"> <li>• See <i>Appendix A</i>.</li> </ul>	N/A
<b>Table of Contents</b>	<ul style="list-style-type: none"> <li>• Include headings and relevant page numbers.</li> </ul>	N/A
<b>Abstract</b>	<ul style="list-style-type: none"> <li>• Give a summary of your paper highlighting the key points to catch the readers' interest.</li> </ul>	200 - 300
<b>Lead-in</b>	<ul style="list-style-type: none"> <li>• Announce your research topic.</li> <li>• Describe the context, including a profile of the class or classes in focus.</li> </ul>	400 - 500
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Identify a classroom-based issue or problem.</li> <li>• Formulate a research question.</li> <li>• Put forward a hypothesis.</li> <li>• Relate the issue to relevant theory in the literature.</li> </ul>	500 - 600
<b>Methodology and Procedure</b>	<ul style="list-style-type: none"> <li>• Outline the stages of the action research.</li> <li>• Define the kind of data you need to collect.</li> <li>• Describe and justify the data collection methods and tools.</li> <li>• Describe your research participants.</li> <li>• Evaluate the effectiveness of research tools.</li> <li>• State any ethical issues.</li> </ul>	1300 - 1400
<b>Findings</b>	<ul style="list-style-type: none"> <li>• Analyse the collected data.</li> <li>• Present the findings (e.g. description, table, chart, diagram, etc.).</li> </ul>	1400 - 1500

<b>Interpretations and Conclusions</b>	<ul style="list-style-type: none"> <li>• Interpret the findings and draw conclusions responding to the research question.</li> <li>• Come up with recommendations for further actions.</li> <li>• Point out any areas which need further research (optional).</li> </ul>	1400 - 1500
<b>References</b>	<ul style="list-style-type: none"> <li>• Provide a bibliography of resources referred to in your paper.</li> </ul>	N/A
<b>Appendices</b>	<ul style="list-style-type: none"> <li>• Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper.</li> <li>• Put the appendices in the order they are mentioned in the paper.</li> </ul>	N/A
<b>Literature review</b>	<ul style="list-style-type: none"> <li>• This is not a separate section of the paper.</li> <li>• Refer to reliable resources throughout the paper wherever appropriate and justified.</li> </ul>	N/A
	<b>Total</b>	<b>5000 – 5600</b>

## ASSESSMENT

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.

### Criteria for the qualification paper

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



### Criteria for the public defence

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

## QUALIFICATION PAPER SAMPLE TIMELINE

This is a sample timeline. 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.

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

## TIPS FOR ACTION RESEARCH

### Asking research questions

Developing research questions involves moving from the general topic a teacher has identified towards an understanding of the more specific purposes of the study. Teachers' questions often emerge from discrepancies between what is intended and what occurs. Initially, these questions may be the result of a concern about a student's progress, a classroom routine that is floundering, conflict or tension among students, or a desire to try out some new approach. Your research questions need not be complex. However, it is important to try to make your research questions SMART before you continue the research process - **STUDY-ORIENTED, MEASURABLE, ACCURATE, REALISTIC, TOPIC-FOCUSED**

**STUDY-ORIENTED** questions are exploratory questions, their focus should be on exploring a situation to understand it, rather than on taking action to change it immediately. For example, not 'How can I improve my students' writing?' (even though this might be your overall concern) but instead, 'What am I doing now to support my students' writing skills?'

**MEASURABLE** questions are easily observable or easy to record and are not, therefore, hard to measure or answer. For example, not 'What goes on in students' heads when I ask them a question?' but instead 'How do students say they feel when I ask them a question?'

**ACCURATE** questions are specific, concrete and, well-defined, not too general or vague, 'down to earth' so that you are able to answer the question by, for example, looking at your classroom or, thinking about your practice or asking your students. For example, not 'How motivated are my students?' but instead 'What activities do my students say they like/dislike in class?'

**REALISTIC** questions are feasible to answer and not too idealistic; some things may be measurable but not by you, or even by you in a team, within the time you have available or within your individual capabilities. Ask yourself: 'Am I going to be able to answer this question myself?'. For example, not 'What were the intentions of the textbook writers in including these particular topics in the coursebook?' but instead 'What do different teachers say they do when they come to the topics about teenage drug use, unwanted pregnancy and refugees?'

TOPIC-FOCUSED questions are related to your overall research topic; there are lots of questions which are interesting to attempt to answer, but you should try to keep focused on your central topic and leave other questions to another time. For example, if your main topic is how to improve the instructions you give for activities, not 'What kind of speaking activities help students to speak more?' but instead 'How do I give instructions for different kinds of activities?'

### **Tools for collecting data**

Anecdotal records and time-sampled observations

Samples of student work

Interviews and conversations

Questionnaires and surveys

Teacher research journal

Classroom maps

### **Tools for analysing data**

Action research does not require a sophisticated understanding of statistics. It requires **quantitative and qualitative data analysis**. Quantitative analysis is typically used to answer these types of questions:

- How many respondents said X?
- What percentage of respondents said Y?
- What relationships exist among variables?
- How different are two or more groups?

The process of **qualitative** analysis involves reading the answers carefully and categorizing - putting all the data related to each theme together (for example, **sample categories**: positive estimation/ negative/ not relevant). Qualitative data typically consist of texts, pictures, photos answers to an open-ended questionnaire etc.

### **Organizing Data**

Charts

Graphs

Tables

### **Sampling**

**Sampling** refers to the way in which individuals are chosen to participate in a study.

Two key questions here are: Who will the participants in a study be? and How will they be chosen? In action research participants are typically naturally-occurring members of the context under study.

### **Ethical issues**

During different stages of action research take into account the rights, feelings and interests of people participating in it and/or affected by the research. Researchers should obtain informed consent, avoid harm, maintain confidentiality, guarantee anonymity, and avoid deception or subjectivity.

### **Enhancing research quality**

Research quality can be achieved by providing validity, triangulation, reliability, credibility, and transferability.

**Validity** means measuring by the chosen data-collection method what you intend to measure. It is important to consider whether the selected data-collection method will actually collect the information you intend to collect. The validity of the method is basically the extent to which the data collected is what you have set out to capture.

**Triangulation** means considering different viewpoints and capturing different perceptions, multiple approaches to inquiry, various sources of data and multiple approaches to data analysis. It strengthens the validity of data as it employs more than one method of data collection or collects data from more than one set of respondents.

**Reliability** means consistency in the production of results, e.g. by someone else using the same methods under similar circumstances. It is important to ensure that your data is reliable in the sense that there is consistency in the production of results. This would necessitate, at least in principle, another person being able to replicate your evidence and/or results. Reliability is concerned with minimising the errors and biases which could occur when evaluating impact.

**Credibility** means being believable and trustworthy to those who are competent to judge the subject of investigation.

**Transferability** means promoting the exchange of experience from one practitioner to another.

Like any sound research, teacher research must be systematic; all procedures must be carefully documented, be relevant to problems of practice and provide legitimate bases for action.

## **Referencing**

APA Style // Purdue Online Writing Lab. - Available at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

A Comprehensive Guide to APA Citations and Format - Available at <http://www.citationmachine.net/apa/cite-a-book>

Free APA Citation Generator - Available at <http://www.citethisforme.com/citation-generator/apa>

### **Practical recommendations for action research**

- Integrate your research into normally occurring teaching and learning activities.
- Remember that action research will make additional demands on your time.
- Take time to complete your action research as quickly as possible.
- Ensure that your plans are feasible given the resources available.
- Examine an issue that is of interest to your colleagues and school generally.
- Focus on a practical issue, which is of immediate relevance to your work.
- Don't make the project complex.
- Make 'small-scale but high quality' your motto.
- Become familiar with basic issues in collecting and analysing research data.
- Do some background reading related to your topic.
- Look for ways to make action research a collaborative activity.
- Find a 'critical friend' who can help you think things through.
- Look for opportunities to talk to colleagues about the work you are doing.
- Don't try to become a researcher but do action research to help you become a better teacher.

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Title page template

Міністерство освіти і науки України

Ніжинський державний університет імені Миколи Гоголя  
Факультет філології, історії та політико-юридичних наук  
Кафедра германської філології та методики викладання іноземних мов

**КУРСОВИЙ ПРОЄКТ  
(РОБОТА)**

з \_\_\_\_\_  
(назва дисципліни)

на тему: \_\_\_\_\_

\_\_\_\_\_

Студента (ки) \_\_\_\_\_ курсу \_\_\_\_\_ групи  
напряму підготовки \_\_\_\_\_  
спеціальності \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ (прізвище та ініціали)

Керівник \_\_\_\_\_

\_\_\_\_\_  
(посада, вчене звання, науковий ступінь, прізвище та ініціали)

Національна шкала \_\_\_\_\_  
Кількість балів: \_\_\_\_\_ Оцінка: ECTS \_\_\_\_\_

Члени комісії

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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NIZHYN MYKOLA GOGOL STATE UNIVERSITY  
Germanic Philology and Foreign Languages Methodology Department

PAPER TITLE . . . . .

YOUR NAME . . . . .

YOUR GROUP NUMBER . . . . .

Research Supervisor : Your Research Supervisor's Name

Nizhyn 20 ...

**Academic phrase bank**

***Establishing why your topic (X) is important***

X is the main/ leading/ primary/ major cause of ...

Xs are among the most widely used/ commonly discussed/ well-known/ well documented/ widespread/ commonly investigated types of ...

X is recognized as being/ believed to be/ widely considered to be the most important/essential ...

It is well-known/ generally accepted/ common knowledge that X is ... Xs are attracting considerable/ increasing/ widespread interest due to ... X has many uses/ roles/ applications in the field of ...

The main/ principal/ fundamental characteristics of X are ...

***Research questions or hypotheses***

The hypothesis that will be tested is that ...

The research questions in this study focused on ... The central question in this study asks how ... This research seeks to address the following questions:

The key research question of this study was whether or not ... This study aimed to address the following research questions:

The study sought to answer the following specific research questions: In particular, this study will examine six main research questions: Another question is whether ...

***General descriptions of the relevant literature***

Research into X has a long history.

The literature has emphasized the importance of ... Different theories exist in the literature regarding ... More recent attention has focused on the provision of ...

There are relatively few historical studies in the area of ... A great deal of previous research into X has focused on ... A large and growing body of literature has investigated ...

Much of the current literature on X pays particular attention to ... For many years, this phenomenon was surprisingly neglected by ... There is a large volume of published studies describing the role of ...

Over the past decade, most research in X has emphasized the use of ... In recent years, there has been an increasing amount of literature on ...

The generalisability of much published research on this issue is problematic.

During the past 30 years, much more information has become available on ... A considerable amount of literature has been published on X. These studies ...  
The first serious discussions and analyses of X emerged during the 1970s with ...  
Historically, research investigating the factors associated with X has focused on ...  
What we know about X is largely based upon empirical studies that investigate how ...

***Explaining why you chose your specific methods, tools, etc.***

The aim/ purpose of X is to do Y. Consequently we/ As a result we/ Therefore we/  
We thus ...

This method/ tool was chosen because it is one of the most practical/ feasible/  
economic/ rapid ways to ...

It was decided that the best method/ tool for this investigation/ study was to ... An X  
approach was chosen/ selected in order to ...

The design of the X was based on/ is geared towards ...

We opted for/ chose a small sample size because/ due to/ on the basis of ... By  
having/ By exploiting/ Through the use of X, we were able to ... Having an X  
enabled us to/ allowed us to/ meant that we could do Y.

***Outlining selection procedure for surveys, etc.***

A total of 32 Xs were recruited for this study/ this survey/ for interviews. At the  
beginning of the study, all of the participants/ subjects were aged ... In all cases  
subjects'/ participants' consent was obtained.

Interviews were performed/ conducted/ carried out informally.

The interviewees were divided/ split/ broken down into two groups based on/ on  
the basis of ...

***Reporting results from questionnaires and interviews***

Of the study population/ initial sample/ initial cohort, 90 subjects completed and  
returned the questionnaire.

The response rate was 70% at/ after/ for the first months and ... The majority of  
respondents/ those who responded felt that ...

Over half/ Sixty two per cent of those surveyed/ questioned reported that ... Almost/  
Just under/ Approximately two-thirds of the participants (69%) said/ felt/  
commented that ...

Only/ Just a small number/ Fifteen per cent of those interviewed reported/  
suggested/ indicated that ...

Of the 65 subjects who completed the questionnaire/ took part in the survey/  
agreed to participate, just under/ over half replied that ...

A small minority of/ Hardly any/ Very few participants (3%) indicated ...  
In response to Question 1, most/nearly all/the majority of those surveyed indicated that ...  
When the subjects were asked about/questioned on X the majority/ most of the respondents commented that ...  
The overall response to this question was surprisingly/ unexpectedly/ very/ quite negative.

### ***Stating what you found***

These tests revealed/ showed/ highlighted that ... Strong/ Some/ No evidence of X was found ...  
Interestingly/ Surprisingly/ Unexpectedly, for high values of X, Y was found...  
There was a significant positive/ no correlation between ...  
On average/ Generally speaking/ Broadly speaking, we found values for X of ... The average/ mean score for X was ...  
This result is significant only/ exclusively at an X level.  
Further analysis/ analyses/ tests/ examinations/ replications showed that ...

### ***Highlighting significant results and achievements***

The most striking/ remarkable result to emerge from the data is that ... Interestingly/ Curiously/ Remarkably/ Inexplicably, this correlation is related to ... Significantly/ Importantly/ Crucially/ Critically, X is ...  
The most surprising/ remarkable/ intriguing correlation is with the ...  
The single most striking/ conspicuous/ marked observation to emerged from the data comparison was ...  
It is interesting/ critical/ crucial/ important/ fundamental to note that ...  
We believe that/As far as we know/As far as we aware this is the first time that X ...  
We believe that/ We are of the opinion that/ In our view the result emphasizes the validity of our model.  
This result has further strengthened our confidence in X/ conviction that X is/ hypothesis that X is ...  
Our technique shows a clear/ clearly has an advantage over ... The importance of X cannot be stressed/ emphasized too much.  
This underlines/ highlights/ stresses/ proves/ demonstrates just how important X is.  
The utility of X is thus underlined/ highlighted/ stressed/ proved/ demonstrated.  
This finding confirms/ points to/ highlights/ reinforces/ validates the usefulness of X as a ...  
Our study provides additional support for/ further evidence for/ considerable insight into X.

These results extend/ further/ widen our knowledge of X.

These results offer compelling/ indisputable/ crucial/ overwhelming/ powerful/ invaluable/ unprecedented/ unique/ vital evidence for ...

***Stating and justifying the acceptability of your results***

As expected/ anticipated/ predicted/ forecast/ hypothesized, our interventions show/ demonstrate/ prove that ...

Apart from the slight discordance/ discrepancy/ disagreement/ non-alignment, the result is confirmation of ...

Despite/ Notwithstanding the lack of agreement, we believe our findings compare well with ...

Although/ Even though/ Despite the fact that there was some inconsistency ...

There is satisfactory/ good/ exceptional/ perfect agreement between ...

No significant/ substantial/ appreciable/ noteworthy differences were found ... Our findings appear to be well substantiated/ supported by ...

The number of Xs that confirmed our findings was appreciable/ significant/ substantial.

***Announcing your conclusions and summarizing content*** In conclusion/ In summary/ In sum/ To sum up, our work ... Our work has led us to conclude/ the conclusion that ...

We have presented/ outlined/ described ... In this paper/ study/ review we have ...

This paper has investigated/ explained/ given an account of ...

***Restating the results (Conclusions section)***

The evidence from this study suggests/ implies/ points towards the idea/ intimates that ...

The results/ findings of this study indicate/ support the idea/ suggest that ...

In general,/ Taken together, these results suggest/ would seem to suggest that ... An implication/ A consequence/ The upshot of this is the possibility that ...

***Highlighting achievements (Conclusions section)***

Our research/ This paper has highlighted/ stressed/ underlined the importance of ...

We have managed to do/ succeeded in doing/ been able to do/ found a way to do X.

We have found an innovative/ a new/ a novel/ a cutting-edge solution for ...

We have obtained accurate/ satisfactory/ comprehensive results proving/ demonstrating/ showing that ...

We have devised a methodology/ procedure/ strategy which ...

We have confirmed/ provided further evidence/ demonstrated that ...

### ***Outlining possible applications and implications of your work***

This study is the first step/ has gone some way towards enhancing our understanding of ...

These observations have several/ three main/ many implications for research into ... This work has revealed/ shown/ highlighted/ demonstrated/ proved that ...

The present findings might help to solve/ have important implications for solving/ suggest several courses of action in order to solve this problem.

X is suitable for/ has the potential to ...

Our method/ technique/ approach/ procedure could be applied to ...

One possible/ potential/ promising application of our technique would be ...

Results so far have been very promising/ encouraging and ...

This approach has the potential/ requirements/ characteristics/ features to ... This could eventually/ conceivably/ potentially/ hypothetically lead to ...

Our data suggest that X could be used/ exploited/ taken advantage of/ made use of in order to ...

In our view these results are/ constitute/ represent an excellent initial step toward ... We believe/ are confident that our results may improve knowledge about ...

Another/ An additional/ A further important implication is ...

We think that our findings could/ might be useful for ...

We hope that our research will be helpful/ useful/ beneficial/ constructive/ valuable in solving the difficulty of ... At the same time/ In addition/ Further/ Furthermore we believe that ...

The findings of our research have serious/ considerable/ important managerial implications for ...

### ***Describing the process: typical verbs in the passive form***

*The participants were asked* to comment on .../ to complete two tasks./ whether they believed .../ to provide feedback on .../ a variety of questions about .../ to describe an instance when .../ to explain what happened during .../ to describe what had happened when .../ to complete a 20 question survey about ... /a series of open-ended questions that ...

### ***Describing the process: infinitive of purpose***

In order to identify ..., the participants were asked to ...

In order to help familiarise participants with ..., they were asked to ...

In order to address these ethical concerns, the following steps were taken: ... To establish whether ...,

To better understand how ...

To measure X, a question asking ... was used.

### ***Describing the process: sequence words and phrases***

To begin this process, ...

The first step in this process was to ...

The second method used to identify X involved ...

*Prior to* commencing the study, ethical clearance was sought from .../ analysing the interview data, the transcripts were checked for .../ data collection, the participants received explanation of the project./ undertaking the investigation, ethical clearance was obtained from ...

*After/ On* 'training', the participants were told that ... / obtaining oral informed consent from the participants, a questionnaire was ...

The participants were then shown a film individually and were asked to ...

*When* inviting the participants, the purpose of the research was clearly explained.

Finally, questions were asked as to the role of ...

In the follow-up phase of the study, participants were asked ...

The final stage of the study comprised a semi-structured interview with participants who ...

### ***Before defending***

- Dear chairman/chairlady, dear members of the examination board, dear guests, my name is..... Let me present the findings/the results of my research paper.

- Good afternoon, dear members of State examination board. Let me present you our findings...

- The title of my methodological investigation is .....

### ***While defending***

- Thank you for your attention. Now I am ready to answer your questions.

- Thank you for the question.

- In response to your question I can say that.....

- Thank you. Let me explain what we meant here....

- Yes, you have fairly admitted that.....but.../ so...

- Thank you. I can see why you ask this question but in our research we concentrated more on..... than.....

- Thank you, it wasn't in the focus of our attention in this work but we'll consider this issue in our further research.

### ***After defending***

- Thank you/everybody for hearing me out.

- It's been a pleasure to work on such an interesting topic under the supervision of.....

- I would like to express my cordial gratitude to..... for.....

Навчальне видання

Укладачі:

**О. Пономаренко,**

**В. Смелянська,**

**О. Таран**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИКОНАННЯ  
КУРСОВОЇ РОБОТИ  
З МЕТОДИКИ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ  
(ACTION RESEARCH  
IN TEACHING FOREIGN LANGUAGES)

Технічний редактор - І. П. Борис  
Верстка та макетування - О. В. Борщ

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