



**THE DEVELOPMENT OF  
LANGUAGE COMPETENCIES  
AND LEARNING SKILLS OF  
STUDENTS THROUGH  
RESEARCH WORK**

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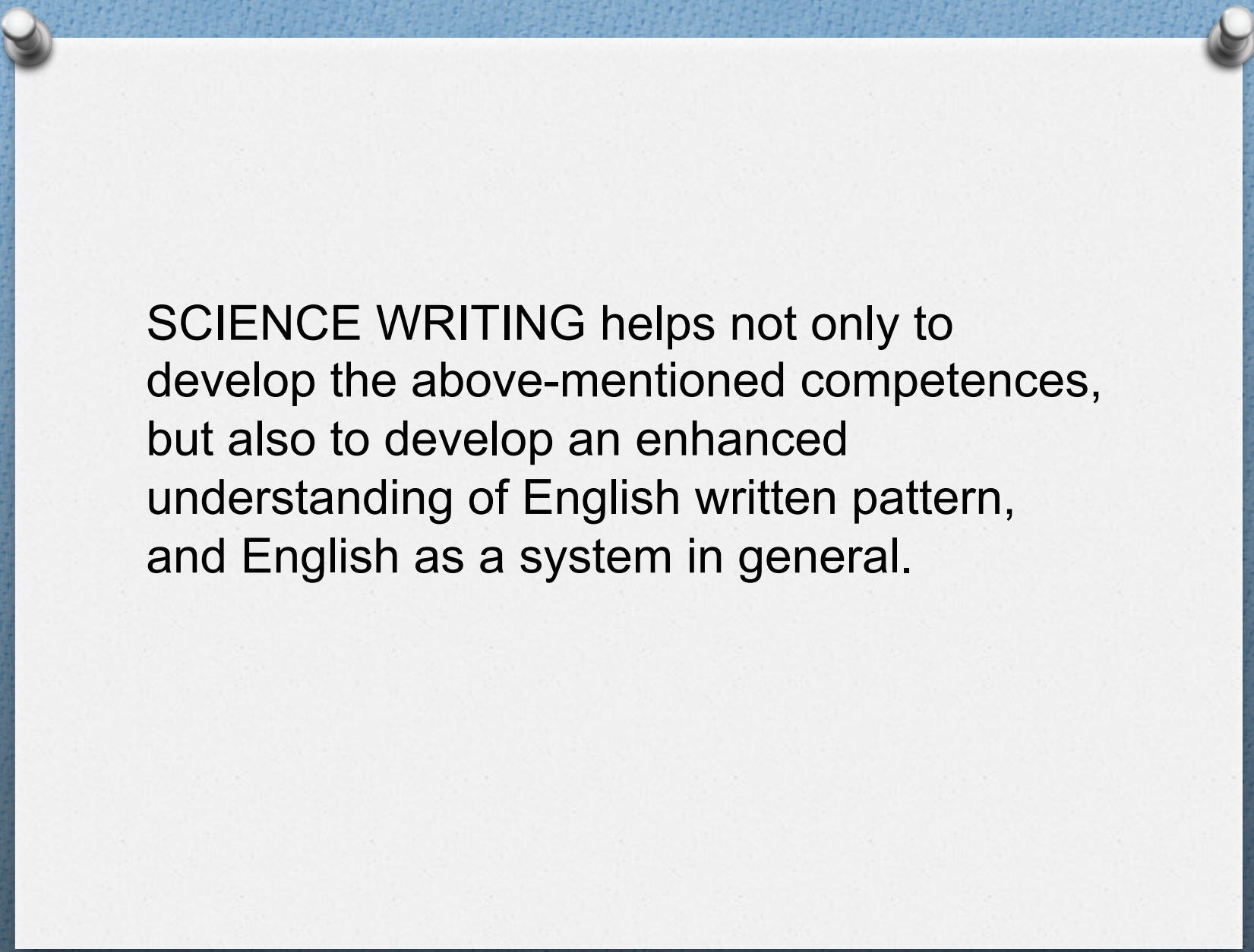
"Every language is a vast pattern system, different from others, in which our culturally ordained forms and categories by which the personality not only communicates but also analyzes nature, notices or neglects types of relationship and phenomena, channels his reasoning and builds the house of his consciousness"

(Benjamin Lee Whorf).

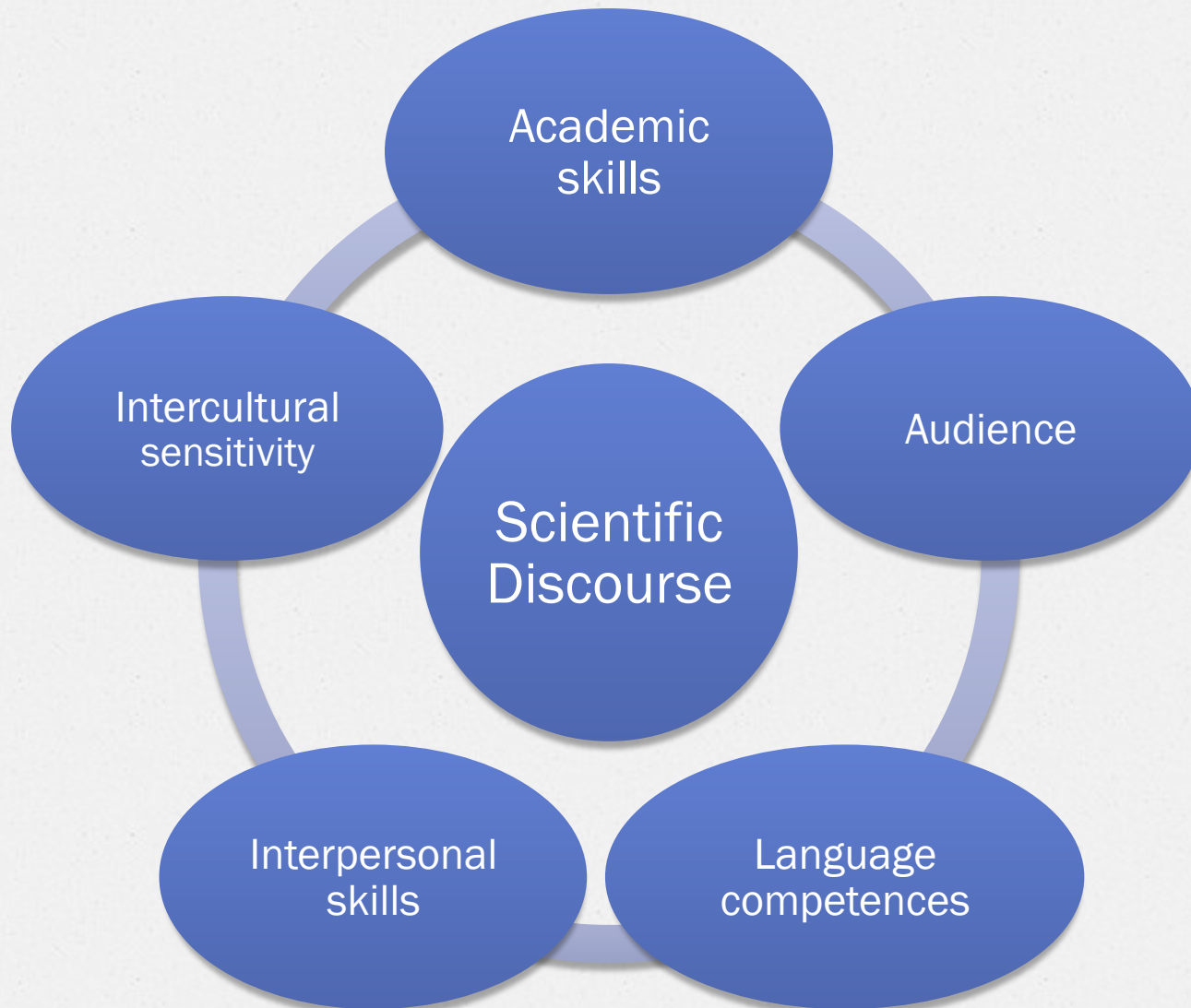
# Research competencies or indicators of high-quality research culture

- *Learning or cognitive* – observation, identification, description, comparison, analysis, synthesis, abstraction, hypothesizing, argumentation, reasoning, interpretation.
- *Communicative* – data collection, writing, academic, business, professional communication, using high-tech., negotiation, presentation.

o *System*: self-organization, chronotype management, adaptability, goal-setting, prioritizing, decision-making, integrity, creativity (thinking out-of-the-box), loyalty, ethics, emotional self-regulation, sequencing, inhibition, anticipation, flexibility.



SCIENCE WRITING helps not only to develop the above-mentioned competences, but also to develop an enhanced understanding of English written pattern, and English as a system in general.



An example of the development of a research paper from a BA paper to a dissertation

## *Title*

### BA paper

Imitation as the initial stage of linguistic modeling of reality

### MA paper

Imitation as the initial stage of language acquisition (ontogenetic, phylogenetic and second language acquisition)

### Dissertation

Imitation as the initial stage of verbal cognition and linguistic categorization

# *Scope of activities*

## BA Paper

- *Reading* academic literature in native language and in English
- ***Comparing*** these theories
- ***Summarizing*** what has been read
- While reading *vocabulary, grammar was enriched*
- *Translating* into English the material read in Armenian and Russian.
- *Start developing writing skills*
- Get acquainted with *the core features of the academic writing*

## MA Paper

- *THE theoretical review* of the existing hypothesizes and research.
- *Express the author's attitude* towards those theories.
- *A brief structural design of the problem* we were planning to elaborate in the nearest future – second language acquisition.
- *Learn how to review the literature*

## DISSERTATION

- *an analysis of all significant theories* of language origin and language acquisition. from a new perspective, according to which ...
- *Elaborate the hypothesis...*
- *Find application to that new knowledge*

# Language data

BP

*babble* 1.կարկաչել, խոխոչել 2.թոթովել 3.բլբլալ

1.балтать 2.журчать

*buzz* բզզալ, տզզալ, դզզալ, жужжать

*roar* 1.մոնչալ, մոնչալ 2.գոռալ, ոռնալ 1. реветь 2. шуметь 3. рычать 4. хохотать )

MP

OE – *wa* (wail); ON- *væla* (to lament) - root is *væ* “woe”; OS –*væ* (sorrow); OHG - *vei* (sorrow); Goth. - *wai* (sorrow); Lat - *væ* (cry of pain); Lett. – *wai* ; (alas); Arm. – վայնասուն [vaynasun] (the root is [vay])

## DISSERTATION

1. The word **woe** nowadays is translated into Armenian as Վայնասուն [vaynasun].

In Old English (OE) this word was *wa*, in Middle English (ME) period it became *wo* which meant “calamity, sorrow”.

The English word *wail* come from Old Norfe (ON) *væla* “to lament”. Its root is *væ* “woe”.

Thus the roots of there words sound similar – *wa*, *væ*. They were also compared with words, which have similar or close meanings in other languages. For example, Old Saxon (OS) -*væ* (sorrow); Old High German (OHG) - *vei* (sorrow); Gothic - *wai* (sorrow); Latin (Lat) - *væ* (cry of pain); Lettish (Let) - *wai* (alas); Armenian (Arm) Վայնասուն [vaynasun] (the root is *vay*).

## DISSERTATION

All the words mentioned above have similar or at least close meaning: a sound or exclamation made by human being caused by pain, sorrow. We all know that pain, sorrow are psychological states of a human being. And despite different nationalities and different historical development - the Armenians and the English - express their pain and sorrow with similar combinations of sounds. Arm. *վայ*, Lett. *wai*, OE. *wa*, OHG. *vei*, ON. *Væ*, Lat. *vae*.

Human universals find their reflection in linguistic universals-among them emotions and their expressions.

## DISSERTATION

2. A four years old child (Ann) is studying Russian with her mother. She has a dog. Her father says “հաֆ-հաֆ” [haf-haf] or “հաֆո” [hafo] to refer to the dog. Her mother uses the word “гав-гав” in the same situation. While talking about me with her father she says “Hamest”, in the presence of her mother she uses says “Gamest”. And to my question why she calls me “Gamest” in the presence of her mother, she said: “Мама говорит гав-гав, а папа - “հաֆ-հաֆ” [haf-haf], значит по русски ты Гамест, а по армянски ты “Hamest”. У армян есть [h], а у русских нет”.

**The results** of analysis of the success model presented here demonstrate the gradual development of the topic, learning and cognitive capacities, personal qualities. During the first stage of her research work, the student acquires receptive (passive) knowledge and learns to express the acquired knowledge. Later she learns to analyze, systematize that knowledge. Afterward, on the basis of the analysis, she puts forward a new hypothesis, finds application to that new knowledge and successfully defends her dissertation.



THANK YOU FOR YOUR  
ATTENTION