

**O‘ZBEKISTON RESPUBLIKASI**  
**OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**  
**NAMANGAN DAVLAT UNIVERSITETI**  
**INGLIZ TILI AMALIY KURSI KAFEDRASI**

**INGLIZ TILI O‘QITISHDA ILMIY AMALIY TADQIQOT KO‘NIKMALARI**  
**FANIDAN**  
**O‘QUV-USLUBIY MAJMUA**

**Namangan - 2023**

Ushbu o'quv-uslubiy majmuada ingliz tili o'qitish jarayonini mazmunli tashkil etish maqsadida kichik amaliy tadqiqotlar olib borishni va olingan tadqiqot natijalarini ilmiy maqolalar tarzida ommaga yetkazish yo'llari haqida ma'lumotlar beruvchi ma'ruza va amaliy mashg'ulotlarning ta'lim texnologiyalari, taqdimotlar, tarqatma materiallar, keyslar va glossariy jamlangan.

Mazkur o'quv-uslubiy majmua 5111400 - Xorijiy til va adabiyot (ingliz tili) ta'lim yo'nalishida tahsil olayotgan talabalar uchun tavsiya etiladi.

Tuzuvchi: D.M.Sarimsakova,  
Ingliz tili amaliy kursi kafedrası  
katta o'qituvchisi (PhD)

Taqrizchilar: G.Sh. Todjibaev (PhD) dosent  
N.A.Mamadjonova (PhD)

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**NAMANGAN DAVLAT UNIVERSITETI**

**“TASDIQLAYMAN”**  
O‘quv ishlari bo‘yicha prorektori  
\_\_\_\_\_ D.Xolmatov  
“ \_\_\_ ” \_\_\_\_\_ 2023-yil

**INGLIZ TILI O‘QITISHDA ILMIY AMALIY TADQIQOT KO‘NIKMALARI**  
**FANINING**

**O‘QUV DASTURI**

*4-kurs, kunduzgi ta’lim shakli uchun*

<b>Bilim sohasi:</b>	<b>100000 – Gumanitar fanlar</b>
<b>Ta’lim sohasi:</b>	<b>110000 – Pedagogika</b>
<b>Ta’lim yo‘lanishi:</b>	<b>5111400 – Xorijiy til va adabiyoti (ingliz tili)</b>

*Namangan-2023*



<b>Fan/modul kodi</b> ITO`IATK30737		<b>O`quv yili</b> 2023/2024	<b>Semestr</b> 7-8	<b>ECTS-Kreditlar</b> 3+4=7
<b>Fan/modul turi</b> Tanlov		<b>Ta`lim tili</b> Ingliz		<b>Haftadagi dars soatlari</b> 7-semestr - 2 soat 8-semestr - 4 soat
<b>1</b>	<b>Fanning nomi</b>	<b>Auditoriya mashg`ulotlari (soat)</b>	<b>Mustaqil ta`lim (soat)</b>	<b>Jami yuklama (soat)</b>
	Ingliz tili o`qitishda ilmiy-amaliy tadqiqot ko`nikmalari	90	120	210

### I. FANNING MAZMUNI

**Fanni o`qitishdan maqsad** - Ingliz tili o`qitishda ilmiy amaliy tadqiqot fani chet tili, hususan, ingliz tilini o`qitishning o`rni, ijtimoiy xayotdagi o`rni va ahamiyati, ingliz tili o`qitishning o`ziga xos hususiyatlari, talabalarining til hususiyatlari asosida ularning qiziqishlari va bilim olish extiyohlari asosida ingliz tili ukitish jaraenini mazmunli tashkil etish maqsasida kichik amaliy tadqiqotlar olib borishni va olingan tadqiqot natijalarini ilmiy maqolalar tarzida ommaga yetkazish yullari haqida ma'lumotlar beradi. Bundan tashqari kasbiy maxoratni oshirish va ilmiy nazariy ma'lumotlarning tahlil qilish orkali ilmiy til hususiyatlarini tushinishdan iboratdir. Bu borada talabalarga chet tili o`qitish metodikasi buyicha nashr etiladigan yuqori infakt faktorga ega bo`lgan ilmiy jurnallarda nashr etilag ilmiy maqolalarni tahlil kilish va shu asosida ilmiy maqola yozish tartibi, qoidalari xaqida samarali usul xisoblanadi.

**Fanning vazifasi** - Shu ma'noda quyidagi vazifalar muhim sanaladi:

Talabalar bu fanni o`rganish orqali quyidagi bilim va ko`nikmalarga ega buladilar:  
Ilmiy maqolalar til hususiyatlarini o`rganish bo`yicha ilmiy maqola strukturasi tahlil qilish asosida

- ilmiy maqolaga sarlavha yozish;
- ilmiy maqola abstraktini (annotasiya) shakllantirish;
- tadqiqot savoli (RQ - research question) bo`yicha ilmiy adabiyotarni tahlil qilish va ma'lumotlarni sistematik tartibda taqdim etish;
- tadqiqot strukturasi belgilash (research design/ methods);
- tadqiqot strukturasi asosida eksperiment vositalarini shakllantirish;
- natijalarni tahlil qilish va taqdim etish usullari;
- natijalarni xulosalash;
- foydalanilgan adabiyotlar ruyxatini xalqaro standartlar (APA, MLA) asosida

shakllantirish.

Ingliz tili o'qitishda amaliy tadqiqotlar tashkil etish bo'yicha sinf xonasida va bevosita dars jaraenidagi tadqiqotlarni to'plashni o'z ichiga olgan tizimli tadqiqot turini tuzish va uni mazmunli aks ettirish kabi malakaga ega buladilar. Ingliz tili o'qitishda amaliy tadqiqotlar tashkil etish va olib borish jaraeni o'z ichiga quyidagilarni oladi:

- tadqiqot savolnomasini shakllantirish;
- ma'lumotlarni taxlil qilish va taqdim etish;
- miqdoriy ma'lumotlarni taxlil qilish va taqdim etish usullari;
- natijalar orasidagi farqlar/ munosabatlarni aks ettirish va sabablarini aniqlash (masalan talaba test natijalari);

## **II. ASOSIY NAZARIY QISM (MA'RUZA MASHG'ULOTLARI)**

### **II.1. Fan tarkibiga quyidagi mavzular kiradi:**

#### **1 – mavzu. The nature of academic research**

“Ingliz tili o'qitishda ilmiy amaliy tadqiqot” fanining maqsad va vazifalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning tarkibiy qismlari va yordamchi sohalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning o'rganish ob'ekti. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning boshqa ijtimoiy fanlar bilan bog'liqligi.

#### **2-mavzu. Research reading**

Ilmiy maqolalarni taxlil qilish asosida ilmiy terminologiyalar va ilmiy til xususiyatlarini urganish. Ilmiy makolalarni taqqoslash orkali ilmiy xamda chet til o'qitish terminlarning ishlatilishini tahlil qilish orkali ilmiy janr spesifikasiini urganib chiqish.

#### **3- mavzu. The framework of research article**

Chet til, g'ususan, ingliz tili o'qitish borasida tadqiqot natijalari aks ettirilgan ilmiy maqolalar strukturasiini tahlil qilish orkali o'rganish. 2 yoki 3 dan ortq namunaviy ilmiy maqolalar strukturasiini taqqoslash orkali umumiy va farqli jixatlarini tahlili qilish. Umumjaxon ilmiy maqola strukturasiini urganish IMRaD: Introduction, Methods, Results and Discussion.

#### **4-mavzu. Citing sources in a text**

Ilmiy maqolalarda iqtiboslarni keltirish usullarini 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish. Iqtiboslarning matn ichidagi turi, snoska shaklidagi turi va adabiyotlar ruyxatida aks ettirish turlari xaqida ma'lumotlar berishdan iborat.

### **5-mavzu. Paraphrasing, Summarizing, Direct quotations**

Ilmiy maqola yozish jaraenida foydalaniladigan ilmiy manbalardan olinga fikrlarni iqtibos turlaridan foydalanib maqolada keltirish yo'llarini 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish. Xususan, adabiyotda keltirilgan avtor fikrini ma'nosini saqlagan xolda o'z so'zlari bilan ifodalash, avtor fikrlarini umumlashtirish va xulosalash, avtor suzlarini original xolda o'zgartirmasdan berish.

### **6 mavzu. Analyzing and understanding Title and Abstract**

Ilmiy maqolalar sarlavxalarini va kiskacha ma'lumot shaklida keltirilgan abstrakt (annotasiya) larni 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish.

### **7 mavzu . Analyzing and understanding Introduction part**

Ilmiy maqolalar kirish qismi, ya'ni adabiyotlar tahlili asosida ilmiy tadqiqot gipotezani qay tarzda ochib berilganligini 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish.

### **8 mavzu. RA framework: Methodology part**

Ilmiy maqolalarda olg'a surilgan ilmiy gipotezani isbotlash maqsadida shakllantirilgan ilmiy struktura (research design)ni 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarning Methodology qismini tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish.

### **9 – mavzu. Teacher development through exploring classroom process**

“Ingliz tili o'qitishda ilmiy amaliy tadqiqot” fanining maqsad va vazifalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning tarkibiy qismlari va yordamchi sohalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning o'rganish ob'ekti. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning boshqa ijtimoiy fanlar bilan bog'liqligi.

### **10 - mavzu. Approaches to classroom investigation: Journals, Reports, Surveys & Questionnaires .**

Ingliz tili o'zitish jarayonida sinf tadqiqotlarini o'tkazish maqsadlari va bosqichlari bilan tanishtirish. Ushbu jarayonda turli uslublar, jumladan, dars jarayonlaridagi xolatlar aks ettirgan jurnal, xisobot va so'rovnomalarni ilmiy amaliy tadqiqot jarayonida maqsadli qo'llash.

### **11 mavzu. Approaches to classroom investigation: Recordings,**



## **Observation, Action Research**

Ingliz tili o‘qitish jaraenida sinf tadqiqotlarini o‘tkazish maqsadlari va bosqichlari bilan tanishtirish. Ushbu jaraenda turli uslublar, jumladan, dars kuzatuv koidalari bilan tinishtirish xamda ilmiy amaliy tadqiqot jaraenida maksadli qo‘llash.

### **12 mavzu. Exploring teachers’ beliefs**

Ingliz tili o‘qitish mobaynida o‘qituvchilarning o‘qitish jaraeni va darsning mazmunli tashkil etish borasidagi fikrlarini o‘rganish. Jumladan, darsni tashkil etish muammolari va yutuqlari, til o‘rganish yutuqlari va muammolari xakida batafsil ma'lumot berish.

### **13 mavzu. Beliefs about teaching, curriculum and language teaching as a process**

O‘quv dastkrlari, adabiyotlar sifati xamda o‘qitish jaraeni sifatiga doir chet til o‘qituvchilarining qarashlarini o‘rganish.

### **14 mavzu. The structure of a language lesson: opening and sequencing**

Ingliz tili darsi strukturasi va uning boshlanish qismini xamda tartib asosida ma'lumotlarni taqdim etishning muxim jixatlari bilan tanishtirish. O‘z darsini baxolash va o‘u asosida kerakli maksadli o‘zgartirishlarni belgilash va dars jaraenida qo‘llash.

### **15 mavzu. The structure of a language lesson: pacing and closure**

Ingliz tili darsi strukturasi va uning boshlanish qismini xamda tartib asosida ma'lumotlarni taqdim etishning muxim jixatlari bilan tanishtirish. O‘z darsini baxolash va o‘u asosida kerakli maksadli o‘zgartirishlarni belgilash va dars jaraenida qo‘llash.

### **16 mavzu. Interaction in SL classroom: teacher’s action zone and interaction competence**

Ingliz tili dars jaraenlarida o‘qituvchi va o‘quvchi munosabatlari va ularning nazariy xamda amaliy asoslarini tadbii etish. O‘qituvchi va o‘quvchi munosabatlarning til o‘qitish xamda o‘rganish jaraenlariga ta'siri.

### **17 mavzu. Learners interaction patterns and grouping arrangements**

Ingliz tili dars jarayonlarida o‘quvchilarnig o‘zaro munosabatlari va ularni mashqlarni bajarish vaqtida tug‘ri guruxlash jixatlarini urganish. Darsning maqsadi va topshirik turlaridan kelib chiqqan xolda guruxlarda ishlash koidalari bilan tanishish.

### **18 mavzu. Plagiarism**

Plagiat tushunchasi. Ilmiy yangilik. Talabalarga plagiatning turlari, oqibatlar hamda undan qochishning ahamiyatini tushuntirish. Ilm-fan dunyosida plagiatga hamda

uning oqibatlariga misollar keltirish.

**19-mavzu. Research ethics.**

Ilmiy tadqiqot jarayoinida axloqiy tamoyillarga rioya etish. Umume`tirof etilgan axloq qoidalari. Tadqiqotning maqsadi, metodlari va oqibatlari borasida axloqqa bo`ysunish.

**20-mavzu. Reflective report**

Ma'ruza mashg'ulotlaridan olingan bilimlarni sarxisobi sifatida xisobot tayyorlash va uni taqdim etish. Taqdimotda olingan bilim va kunikmalarni amaliyotga tadbiiq eta olish usullari xaqida baenot berish.

**II.2. MA'RUZA MAVZULARINING TAQSIMLANISHI**

<b>№</b>	<b>Mavzular</b>	<b>Soati</b>
<b>5- Semestr</b>		
1	The nature of academic research. Research reading.	2
2	Research reading	2
3	The framework of research article	2
4	Citing sources in a text	2
5	Paraphrasing. Summarizing, Direct quotations	2
6	Analyzing and understanding Title and Abstract	2
7	Analyzing and understanding Introduction part	2
		<b>14</b>
<b>6- Semestr</b>		
1	RA framework: Methodology part	2
2	Teacher development through exploring classroom process	2
3	Approaches to classroom investigation: Journals, Reports, Surveys & Questionnaires.	2
4	Approaches to classroom investigation: Recordings, Observation, Action Research	2
5	Exploring teachers' beliefs	2
6	Beliefs about teaching, curriculum and language teaching as a process	2
7	The structure of a language lesson: opening and sequencing	2
8	The structure of a language lesson: pacing and closure	2
9	Interaction in SL classroom: teacher's action zone and interaction competence	2
10	Learners interaction patterns and grouping arrangements	2
11	Plagiarism	2
12	Research ethics.	2
13	Reflective report	2

	<b>Jami:</b>	<b>26</b>
	<b>Umumiy soat:</b>	<b>40</b>

### **III.1. SEMINAR MASHG‘ULOT MAVZULARINI**

#### **1 – mavzu. The nature of academic research**

“Ingliz tili o‘qitishda ilmiy amaliy tadqiqot” fanining maqsad va vazifalari. Ingliz tili o‘qitishda ilmiy amaliy tadqiqotning tarkibiy qismlari va yordamchi sohalari. Ingliz tili o‘qitishda ilmiy amaliy tadqiqotning o‘rganish ob'ekti. Ingliz tili o‘qitishda ilmiy amaliy tadqiqotning boshqa ijtimoiy fanlar bilan bog‘liqligi.

#### **2-mavzu. Research reading**

Ilmiy maqolalarni taxlil qilish asosida ilmiy terminologiyalar va ilmiy til xususiyatlarini urganish. Ilmiy makolalarni taqqoslash orkali ilmiy xamda chet til o‘qitish terminlarning ishlatilishini tahlil qilish orkali ilmiy janr spesifikasiini urganib chiqish.

#### **3- mavzu. The framework of research article**

Chet til, g‘ususan, ingliz tili o‘qitish borasida tadqiqot natijalari aks ettirilgan ilmiy maqolalar strukturasiini tahlil qilish orkali o‘rganish. 2 yoki 3 dan ortq namunaviy ilmiy maqolalar strukturasiini taqqoslash orkali umumiy va farqli jixatlarini tahlili qilish. Umumjaxon ilmiy maqola strukturasiini urganish IMRaD: Introduction, Methods, Results and Discussion.

#### **4-mavzu. Citing sources in a text**

Ilmiy maqolalarda iqtiboslarni keltirish usullarini 2 yoki 3 ta ingliz tili o‘qitish masalalariga bag‘ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o‘rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish. Iqtiboslarning matn ichidagi turi, snoska shaklidagi turi va adabiyotlar ruyxatida aks ettirish turlari xaqida ma'lumotlar berishdan iborat.

#### **5-mavzu. Paraphrasing, Summarizing, Direct quotations**

Ilmiy maqola yozish jaraenida foydalaniladigan ilmiy manbalardan olinga fikrlarni iqtibos turlaridan foydalanib maqolada keltirish yo‘llarini 2 yoki 3 ta ingliz tili o‘qitish masalalariga bag‘ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o‘rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish. Xususan, adabiyotda keltirilgan avtor fikrini ma'nosini saqlagan xolda o‘z so‘zlari bilan ifodalash, avtor fikrlarini umumlashirish va xulosalash, avtor suzlarini original xolda o‘zgartirmasdan berish.

#### **6 mavzu. Analyzing and understanding Title and Abstract**

Ilmiy maqolalar sarlavxalarini va kiskacha ma'lumot shaklida keltirilgan abstrakt (annotasiya) larni 2 yoki 3 ta ingliz tili o‘qitish masalalariga bag‘ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o‘rganish va amaliyotga tadbiiq etish

kunikmalarini rivojlantirish.

### **7 mavzu . Analyzing and understanding Introduction part**

Ilmiy maqolalar kirish qismi, ya'ni adabiyotlar tahlili asosida ilmiy tadqiqot gipotezani qay tarzda ochib berilganligini 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarni tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish.

### **8 mavzu. RA framework: Methodology part**

Ilmiy maqolalarda olg'a surilgan ilmiy gipotezani isbotlash maqsadida shakllantirilgan ilmiy struktura (research design)ni 2 yoki 3 ta ingliz tili o'qitish masalalariga bag'ishlangan namunaviy ilmiy maqolalarning Methodology qismini tahlili qilish asosida o'rganish va amaliyotga tadbiiq etish kunikmalarini rivojlantirish.

### **9 – mavzu. Teacher development through exploring classroom process**

“Ingliz tili o'qitishda ilmiy amaliy tadqiqot” fanining maqsad va vazifalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning tarkibiy qismlari va yordamchi sohalari. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning o'rganish ob'ekti. Ingliz tili o'qitishda ilmiy amaliy tadqiqotning boshqa ijtimoiy fanlar bilan bog'liqligi.

### **10 - mavzu. Approaches to classroom investigation: Journals, Reports, Surveys & Questionnaires .**

Ingliz tili o'zitish jarayonida sinf tadqiqotlarini o'tkazish maqsadlari va bosqichlari bilan tanishtirish. Ushbu jarayonda turli uslublar, jumladan, dars jarayonlaridagi xolatlar aks ettirgan jurnal, xisobot va so'rovnomalarni ilmiy amaliy tadqiqot jarayonida maqsadli qo'llash.

### **11 mavzu. Approaches to classroom investigation: Recordings, Observation, Action Research**

Ingliz tili o'zitish jaraenida sinf tadqiqotlarini o'tkazish maqsadlari va bosqichlari bilan tanishtirish. Ushbu jaraenda turli uslublar, jumladan, dars kuzatuv koidalari bilan tinishtirish xamda ilmiy amaliy tadqiqot jaraenida maksadli qo'llash.

### **12 mavzu. Exploring teachers' beliefs**

Ingliz tili o'qitish mobaynida o'qituvchilarning o'qitish jaraeni va darsning mazmunli tashkil etish borasidagi fikrlarini o'rganish. Jumladan, darsni tashkil etish muammolari va yutuqlari, til o'rganish yutuqlari va muammolari xakida batafsil ma'lumot berish.

### **13 mavzu. Beliefs about teaching, curriculum and language teaching as a**

## **process**

O'quv dasturlari, adabiyotlar sifati xamda o'qitish jaraeni sifatiga doir chet til o'qituvchilarining qarashlarini o'rganish.

### **14 mavzu. The structure of a language lesson: opening and sequencing**

Ingliz tili darsi strukturasi va uning boshlanish qismini xamda tartib asosida ma'lumotlarni taqdim etishning muxim jixatlari bilan tanishtirish. O'z darsini baxolash va o'u asosida kerakli maksadli o'zgartirishlarni belgilash va dars jaraenida qo'llash.

### **15 mavzu. The structure of a language lesson: pacing and closure**

Ingliz tili darsi strukturasi va uning boshlanish qismini xamda tartib asosida ma'lumotlarni taqdim etishning muxim jixatlari bilan tanishtirish. O'z darsini baxolash va o'u asosida kerakli maksadli o'zgartirishlarni belgilash va dars jaraenida qo'llash.

### **16 mavzu. Interaction in SL classroom: teacher's action zone and interaction competence**

Ingliz tili dars jaraenlarida o'qituvchi va o'quvchi munosabatlari va ularning nazariy xamda amaliy asoslarini tadbii etish. O'qituvchi va o'quvchi munosabatlarining til o'qitish xamda o'rganish jaraenlariga ta'siri.

### **17 mavzu. Learners interaction patterns and grouping arrangements**

Ingliz tili dars jaraenlarida o'quvchilarnig o'zaro munosabatlari va ularni mashqlarni bajarish vaqtida tug'ri guruxlash jixatlarini urganish. Darsning maqsadi va topshirik turlaridan kelib chiqqan xolda guruxlarda ishlash koidalari bilan tanishish.

### **18 mavzu. Plagiarism**

Plagiat tushunchasi. Ilmiy yangilik. Talabalarga plagiatning turlari, oqibatlar hamda undan qochishning ahamiyatini tushuntirish. Ilm-fan dunyosida plagiatga hamda uning oqibatlariga misollar keltirish.

### **19-mavzu. Artificial intelligence and research.**

Suni'y intellektning tadqiqot faoliyatiga hamda ingliz tili o'qitish jarayonig ta'siri. ChatGPT dasturi . Mahalliy sun'iy intellekt dastrulari. Sun'iy intellekt bilan bog'liq imkoniyat va xavotirlar.

### **20-mavzu. Artificial intelligence and ESL.**

Suni'y intellektning tadqiqot faoliyatiga hamda ingliz tili o'qitish jarayonig ta'siri. ChatGPT dasturi . Mahalliy sun'iy intellekt dastrulari. Sun'iy intellekt bilan bog'liq imkoniyat va xavotirlar. Sun'iy intellektdan Ingliz tili o'qitish jarayonida foydalanish.

### **21-mavzu. Research ethics.**

Ilmiy tadqiqot jarayoinida axloqiy tamoyillarga rioya etish. Umume`tirof etilgan axloq qoidalari. Tadqiqotning maqsadi, metodlari va oqibatlari borasida axloqqa bo`ysunish.

### **22-mavzu. Role of bias in research.**

Ilmiy tadqiqot jarayonida xolislik. Ma`lumotlarni to`plash hamda tahlil qilishda betaraflik prinsiplariga amal qilishning ahamiyati. Noxolis qilingan tadqiqotlarga misollar keltirish va ularning salbiy oqibatlarini ko`rib chiqish.

### **23-mavzu. Correlation and causation.**

Korrelyatsiyaning sabab bo`la olmasligi. Korrelyatsiya tushunchasi. Sababiy bog`liqlik.

### **24-mavzu. Takeaways from Robert Bjork's researches.**

Ingliz tili o`qitishda Robert Byork tadqiqotlari natijalarini tadbiq etish imkoniyatlari. Byork tadqiqotlarining ahamiyati va mazmuni. Olimlarning "Learning styles" afsona yoki haqiqat ekanligiga doir munosabatlari.

### **25-mavzu. Takrorlash**

Amaliy hamda ma`ruza mashg`ulotlaridan olingan bilimlarni sarhisobini qilish.  
Mavzularni takrolash hamda mustahkamlash.

<b>III.2. SEMINAR MASHG`ULOT MAVZULARINI TAQSIMLANISHI</b>		
<b>№</b>	<b>SEMINAR mashg`ulot mavzulari</b>	<b>Soati</b>
	<b>7- Semestr</b>	
1	The nature of academic research. Research reading.	2
2	Research reading	2
3	The framework of research article	2
4	Citing sources in a text	2
5	Paraphrasing. Summarizing, Direct quotations	2
6	Analyzing and understanding Title and Abstract	2
7	Analyzing and understanding Introduction part	2
8	RA framework: Methodology part	2
		<b>16</b>

<b>8- Semestr</b>		
1	Teacher development through exploring classroom process	2
2	Approaches to classroom investigation: Journals, Reports, Surveys & Questionnaires .	2
3	Approaches to classroom investigation: Recordings, Observation, Action Research	2
4	Exploring teachers' beliefs	2
5	Beliefs about teaching, curriculum and language teaching as a process	2
6	The structure of a language lesson: opening and sequencing	2
7	The structure of a language lesson: pacing and closure	2
8	Interaction in SL classroom: teacher's action zone and interaction competence	2
9	Learners interaction patterns and grouping arrangements	2
10	Plagiarism	2
11	Artificial intelligence and research.	2
12	Research ethics.	2
13	Role of bias in research.	2
14	Reflective report	2
15	Correlation and causation	2
16	Takeaways from Robert Bjork's researches.	2
17	Revision	2
	<b>Jami</b>	<b>34</b>
	<b>Umumiy jami</b>	<b>50</b>

<b>V.1. MUSTAQIL TA'LIM VA MUSTAQIL ISHLAR</b>		
<b>7-semestr</b>		
1	Collecting data	
2	Analysing data	
3	Types of research	
4	Scientific databases	
5	Internet tools to assist research processes	
6	Paraphrasing. Summarizing, Direct quotations	
7	Analyzing and understanding Title and Abstract	
8	Analyzing and understanding Introduction part	
<b>8-semestr</b>		
1	RA framework: Methodology part	
2	Teacher development through exploring classroom process	
3	Approaches to classroom investigation: Journals, Reports, Surveys & Questionnaires .	
4	Approaches to classroom investigation: Recordings, Observation, Action	



	Research
5	Exploring teachers' beliefs
6	Beliefs about teaching, curriculum and language teaching as a process
7	The structure of a language lesson: opening and sequencing
8	Interaction in SL classroom: teacher's action zone and interaction competence
9	Learners interaction patterns and grouping arrangements
10	Plagiarism
11	Artificial intelligence and research.
12	Research ethics.
13	Role of bias in research.
14	Reflective report
15	Internet tools to assist research processes

## **VI. FAN O'QITILISHINING NATIJALARI (SHAKLLANADIGAN KOMPETENTSIYALAR)**

Fanni o'zlashtirishi natijasida talaba:

- ✓ Pedagogika nazariyasi va tarixini fanlar tizimida tutgan o'rni, obykti va predmeti, shakllanishi, rivojlanishi, zamonaviy tuzilishi haqida *tasavvur va bilimga ega bo'lishi*;
- ✓ Pedagogika nazariyasi va tarixini, qonunlar, asosiy tushunchalar, jarayonlarning xususiyatlarini bilish va ulardan foydalanish *ko'nikmalariga ega bo'lishi*;
- ✓ Talaba Pedagogika nazariyasi va tarixini tahlil qilish usullarini qo'llash, ta'lim va tarbiya o'rtasidagi o'zaro bog'liqlik va aloqadorlikni aniqlay olish, muammolar bo'yicha yechimlar qabul qilish malakasiga *ega bo'lishi kerak*.

## **VII. TA'LIM TEXNOLOGIYALARI VA METODLARI**

- ✓ ma'ruzalar;
- ✓ interfaol keys-stadilar;
- ✓ seminarlar ( mantiqiy fikrlash, tezkor savol-javoblar);
- ✓ guruhlarda ishlash;
- ✓ individual loyihalar
- ✓ jamoa bo'lib ishlash va himoya qilish uchun loyihalar

## **VIII. KREDITLARNI OLISH UCHUN TALABLAR**

Fanga ajratilgan kreditlar talabalarga har bir semestr bo'yicha nazorat turlaridan ijobiy natijalarga erishilgan taqdirda taqdim etiladi.

Fan bo'yicha talabalar bilimni baholashda oraliq (ON) va yakuniy (YaN) nazorat turlari qo'llaniladi. Nazorat turlari bo'yicha baholash: 5 – "a'lo", 4 – "yaxshi", 3 – "qoniqarli", 2 – "qoniqarsiz" baho mezonlarida amalga oshiriladi.

Oraliq nazorat har semestrda bir marta yozma ish shaklida o'tkaziladi.

Talabalar semestrlar davomida fanga ajratilgan amaliy (seminar) mashg'ulotlarda muntazam, har bir mavzu bo'yicha baholanib boriladi va o'rtachalanadi. Bunda talabaning amaliy (seminar) mashg'ulot hamda mustaqil ta'lim topshiriqlarini o'z vaqtida, to'laqonli bajarganligi, mashg'ulotlardagi faolligi inobatga olinadi.

SHuningdek, amaliy (seminar) mashg'ulot va mustaqil ta'lim topshiriqlari bo'yicha olgan baholari oraliq nazorat turi bo'yicha baholashda inobatga olinadi. Bunda har bir oraliq nazorat turi davrida olingan baholar o'rtachasi oraliq nazorat turidan olingan baho bilan **qayta o'rtachalanadi**.

O'tkazilgan oraliq nazoratlardan olingan baho **oraliq nazorat natijasi** sifatida qaydnomaga rasmiylashtiriladi.

Yakuniy nazorat turi semestrlar yakunida tasdiqlangan grafik bo'yicha **yo'zma ish** shaklida o'tkaziladi.

Oraliq (ON) va yakuniy (YaN) nazorat turlarida:

Talaba mustaqil xulosa va qaror qabul qiladi, ijodiy fikrlay oladi, mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda – **5 (a'lo) baho**;

Talaba mustaqil mushohada yuritadi, olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda – **4 (yaxshi) baho**;

Talaba olgan bilimni amalda qo'llay oladi, fanning (mavzuning) mohiyatini tushunadi, biladi, ifodalay oladi, aytib beradi hamda fan (mavzu) bo'yicha tasavvurga ega deb topilganda – **3 (qoniqarli) baho**;

Talaba fan dasturini o'zlashtirmagan, fanning (mavzuning) mohiyatini tushunmaydi hamda fan (mavzu) bo'yicha tasavvurga ega emas, deb topilganda – **2 (qoniqarsiz) baho** bilan baholanadi.

## V. Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari

### Asosiy adabiyotlar

1. Perry, Jr. 2005, *Research in Applied Linguistics*
2. Burrows, T. (2011). *Writing research articles for publication*. Unpublished manuscript, the Asian Institute of Technology Language Center, Khlong Luang, Thailand.
3. James, H. (2008). *Academic Writing and Publishing*. New York: Routledge

### Qo'shimcha adabiyotlar

4. Markmen, R., Markmen, P., Waddel, M. (2001) *10 Steps in Writing a Research Paper* NY:Barrons
5. Shuttleworth, M. (2005). *To Write A Research Paper* Cambridge: Cambridge University Press.

6. Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge and New York: CUP
7. Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge and New York: CUP.
8. Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge and New York: CUP

#### **Internet saytlari**

1. <http://www.wikihow.com/Write-a-Research-Paper>
2. <https://www.elsevier.com/>
3. <https://www.academia.edu/>
4. <https://doaj.org/>
5. <https://www.scienceopen.com/>
6. <https://eric.ed.gov/>
7. <https://www.researchgate.net/>

#### **Namangan davlat universiteti tomonidan ishlab chiqilgan va tasdiqlangan:**

- “Ingliz tili o‘qitish metodikasi” kafedrasining 2023-yil, “\_\_\_”-iyundagi № \_\_\_-sonli majlisida muhokama qilingan va tasdiqqa tavsiya etilgan.
- Ingliz filologiyasi fakulteti kengashining 2023-yil, “\_\_\_”-iyuldagi № \_\_\_-sonli majlisida ma’qullangan va tasdiqqa tavsiya etilgan.
- NamDU o‘quv-uslubiy kengashining 2023-yil, “\_\_\_”-iyuldagi № \_\_\_-sonli majlisida muhokama qilingan va tasdiqlangan.

#### **Fan/modul uchun mas’ul:**

M.A.Habibullayev - Namangan davlat universiteti “Ingliz tili o‘qitish metodikasi” kafedrasi stajyor o‘qituvchisi

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**NamDU o‘quv-uslubiy boshqarma boshlig‘i**  
**Ingliz filologiyasi fakulteti dekani**  
**Ingliz tili o‘qitish metodikasi kafedrasi mudiri**

**X. Mirzaaxmedov**  
**Q. Sidiqov**  
**G`. Tojiboyev**

**Tuzuvchi**

**M. Habibullayev**

## **Lecture 1: The nature of academic research**

### **Outline:**

1. The nature of research: Why publish articles. What is scientific research?
2. What are scientific journals?
3. What are journal articles?
4. Why publish articles?

### **The nature of research: Why publish articles**

#### **What is scientific research?**

The concept of research is familiar to most people, but it cannot be said that all people have the same understanding of what research is. Even dictionaries may include more than one definition, making a distinction between:

- (1) a detailed study aimed at creation or discovery, and,
- (2) the simple task of looking up information.

For scientists it is the first meaning, where deliberate processes are followed and something original has been designed or discovered, which is most accurate. That is to say, simply doing an Internet search for the term 'what is global warming', and reading a few websites on the topic, does not alone constitute research in the academic sense. This approach lacks process, and analysis, and does not contribute anything unique. A scholar, on the other hand, would perhaps begin answering the same question by narrowing the search to trusted sources, collecting a large set of relevant information, analyzing and synthesizing, then finally creating a new definition based on justifiable criteria. This approach is not necessarily limited to the sciences, but it is on scientific research that we will focus.

Scientific research in the twenty-first century, particularly in the so-called developed world, is based on the scientific tradition of Europe in the seventeenth century (Ziman, 1978, p.110). The work of 'natural philosophers' such as Galileo, Newton, Kepler, Bacon, Descartes and many others include not only what have become the fundamental principles of modern science, but contributed enormously to

the ascendancy of the scientific method as we know it today. Challenging long held beliefs about the universe required that conclusions be drawn from observable and reproducible evidence obtained through systematic processes. In order for conclusions to be accepted as fact, it was also necessary to share scientific work with other members of the community. This social aspect, whereby results are shared, reviewed, and criticized by fellow members of the academic community is another special characteristic of modern science (Ziman, 1978, p.110). The standard method for dissemination of research results across the academic community has become the academic or scientific journal.

### **What are scientific journals?**

*Philosophical Transactions of the Royal Society* became the first published journal of science in 1665 (The Royal Society, 2010). Journals contain articles related to a broad field (*The International Journal of Engineering*), a sub-field (the *Power Engineering Journal*), or may be interdisciplinary (the *Journal of Biomedical Optics*). Journals belong to the family of publications called 'periodicals', due to the fact that they come out periodically; it is common for new journal issues to be released every one, two, or four months. In the past, journals were ordered through the mail, usually by paid subscription.

Today, journals are most easily accessed over the Internet, where some are freely available while others require subscription. Universities will often provide access to a variety of selected journals through their libraries; in electronic and/or hard copy formats.

### **What are journal articles?**

Journals are composed of collections of academic articles, which are written by scholars and are usually read by other experts in the discipline. Journal articles can be written by anyone who has something to contribute to the field, and the type of

article written will depend on the kind of information the writer wishes to share.

Journal articles are often categorized as: empirical research articles, literature reviews, case studies, technical articles, theoretical articles, methodological articles, book reviews, or letters.

The most common of these is the empirical research article. These reports original studies and include descriptions of why and how the work was done, as well as what was learned. Literature reviews, also very common, rely on the use of previously published materials only, but the author will read and combine these papers in order to contribute some new idea or perspective.

Journals frequently dictate the types of articles in which they are interested.

According to their websites, for example: the *Journal of Nanotechnology* publishes research articles or review articles (2010); the *Journal of Animal Sciences* accepts research articles, literature reviews, technical notes, or letters (2010); and *Administrative Science Quarterly* publishes research articles, theoretical articles, or book reviews (2010). The kind of article written will depend on the work which has been done, and the target journal for publication.

In order to guarantee the quality of a journal, submitted writing undergoes a process of review by a committee of peers. These peers are people accepted as experts in the field of study, and have proven themselves capable as publishing researchers. The reviewers will decide whether the written article is satisfactory, needs revision, or unacceptable. Although the value of peer-review is under debate, it remains that internationally respected journals are those which utilize this system.

### **Why publish articles?**

Doing research is a lot of work, which is probably one of the reasons that not everybody holds a masters or doctoral degree. Writing articles, especially for inexperienced authors, takes the difficult task of research and makes it even more complicated. However, veteran professors are no doubt familiar with the phrase

‘publish or perish’; publication is essential.

In fact, publishing is important as one of the steps in the research process (Derntl, 2003), or even the ultimate aim of research (Day, 1988) because it is the primary means for researchers to contribute to the advancement of human knowledge.

Wellington (2003, p.1-5) provides a comprehensive discussion of personal outcomes of publishing, which include:

- **Improving your professional opportunities** - in the academic world obtaining, retaining, or advancing your position often demands published research. Having published also demonstrates that the writer is considered knowledgeable in the field and has the skills to complete the difficult task.
- **Influencing people** - your work will inform the leaders who create policy and make decisions, it will also make people more generally aware of the subject of your research.
- **Financial rewards** - as well as increasing job opportunities, researchers often have the opportunity to receive extra remuneration as a result of successful publication.
- **Personal rewards** – learning new skills, being a respected part of a community, feeling a sense of achievement, and being able to travel as a conference speaker are additional perquisites of publishing.

Regardless of what motivates an individual to undertake the arduous task of publication, it remains that any work which is original, interesting, and useful enough to undertake is probably publishable if it is written well enough and submitted to the appropriate journal.

## **Lecture 2: Research reading**

Outline:

1. Identifying sources: Credibility

2. Usefulness
3. Online databases

*If I have seen further, it is by standing on the shoulders of giants.*

- Sir Isaac Newton

It may seem strange to begin a book on writing with a chapter about reading.

However, reading is a fundamental skill for the research writer because: research relies on the published work of others, reading will improve your writing (Yoshimura, 2009), and reading articles in a given discipline provides field-specific examples of good writing.

The following information is meant to improve reading skills needed for writing research. First, there are suggestions to help identify sources which are acceptable in an academic paper. After that is an outline of how research papers are organized and structured. Third is a discussion on how active readers can use papers from their field to guide their writing. Finally, there is a description of the kinds of language that everyone who reads research should know in order to easily understand an article.

### **Identifying sources**

Modern science is in many ways an archive of written research. Every scholar bases their work on the published studies and ideas of those who came before them. It is often necessary to sift through huge amounts of text in order to find useful information. The following section is meant to assist in finding credible and useful sources quickly.

### **Credibility**

All sources are not created equally, and credibility is the measure of how trustworthy something is. A large amount of cited information will make your paper more believable *only* if sources are credible. This is especially an issue with the increasing use of the Internet. While the Internet is a superb resource, the author's motivation and credentials must be considered. Private companies and individuals often have interests to protect and may be biased in selecting information to show the public.



Credentials are also important as it is increasingly easy to add new information on wikis, blogs, and so on. As a general rule, it is best to take information from: government websites, intergovernmental organizations, university websites, and peer reviewed journals. The following table is as a guideline for selecting credible online source.

Always acceptable	Sometimes acceptable	Rarely acceptable
peer-reviewed journal articles (i.e. <i>Nature</i> )	respected magazine (i.e. <i>National Geographic, Time</i> )	popular magazine (i.e. <i>Maxim, Elle</i> )
scholarly books (with original work)	textbooks (without original work)	popular books (not research based)
reports from respected organizations (i.e. <i>The United Nations</i> )	newspaper articles	public wikis (i.e. <i>Wikipedia, Wikidebate</i> )
Doctoral dissertations or masters theses	websites and blogs of recognized professionals (i.e. university lecturers)	personal or corporate websites and blogs
	encyclopedias	
	dictionaries	

**Table 1** A comparison of possible sources for reference in research<sup>1</sup>

Sometimes the author or organization is not clearly identified on the website. In this case, check the homepage for links to information about the author. If you have looked and are still not sure if a source is credible, it is best to ask your advisor.

### **Usefulness**

Hubbuck (1996) lists several details to consider for books and articles, some of which are summarized below with brief explanations:

- First check the title and subtitle – here the author should have encapsulated the main topic of their writing.
- If the title is promising you can read the summary or abstract – this should provide an overall view of the text in a single paragraph.
- Before you continue, check the date of publication – information which is too old may be obsolete.
- Finally, consider the publisher – this is especially true of journals, which should be peer-reviewed and well-recognized by others in your field.

If the title, summary, date, and publisher are promising, the next step is to skim.

Skimming is a special kind of reading where not every word is read; rather, only pieces of the text are quickly glanced in order to get a general idea of the contents.

While practice is required to become a better skimmer, it is usually helpful to focus on: headings, topic sentences, and words in bold. For books it is useful to skim: the preface, table of contents, introduction, and conclusion. For articles, skim: the introduction, discussion, and conclusion (Hubbuck, 1996).

### **Online databases**

Probably the best way to get information for an academic paper is through the use of online databases. These databases contain collections of journals which can be electronically searched, quickly and easily. University libraries often pay for subscriptions to databases for the convenience of students, faculty, and researchers. The Asian Institute of Technology, for example, has a total of nine databases with free access to thousands of peer-reviewed journals, providing access to hundreds of thousands of documents including research articles. It is usually necessary to connect with these databases through a university Internet connection, or through the university library. Contact your library for details on how to freely access this incredible resource. Following are some example indexing databases.

- **Springer** ([www.springerlink.com](http://www.springerlink.com))

Over 1750 peer-reviewed journals available online, and other sources.

- **Science Direct** ([www.sciencedirect.com](http://www.sciencedirect.com))

2500 peer-reviewed journals, as well as books and other sources.

- **Emerald** (<http://www.emeraldinsight.com/index.htm>)

200 journals, and other products, with a strong emphasis on business.

- **The Institute of Electrical and Electronics Engineers**

(<http://ieeexplore.ieee.org>)

151 journals, in addition to books and other sources, focusing on electrical engineering, computer science and electronics.

- **The American Society of Civil Engineers** ([www.asce.org](http://www.asce.org))

Over 7000 papers every year, in 33 different journals related to civil engineering.

### **Lecture 3: The framework of research article**

Outline:

1. Research article structure
2. THE FRAMEWORK OF A RESEARCH ARTICLE
3. Analyzing written research

#### **Research article structure**

Most research papers follow the same basic structure: Abstract, Introduction, Literature Review, Methodology, Results, Discussion, Conclusion, and References. The usefulness of this standard linear structure to the reader cannot be overstated; as Katz (2006, p.1) points out, it allows the reader to know “what to expect.” If the reader knows the functions of each section of a paper, it becomes much easier to understand the meaning of what is written. Furthermore, understanding the structure of a text improves ability to read and write (Lems, Miller, & Soro, 2010).

While the structure of a research paper is largely fixed, there is some variation depending on the journal requirements (c.f. **With [academic] style**, page 65).

Possible variations include: the literature review may be included in the introduction, the methodology may be called 'materials and methods', the methodology may be included at the end of the paper, the results and discussion could be together, or the discussion might be combined with the conclusion.

## **THE FRAMEWORK OF A RESEARCH ARTICLE**

Most research articles adhere to the following format:

1. Title
2. Author(s) and institution(s)
3. Abstract
4. Introduction
5. Methodology (Method)
6. Results
7. Discussion/Conclusion
8. References

The IMRAD format is probably the most commonly used: Introduction (including literature review), Methodology, Results, and Discussion (including conclusions).

- An introduction will usually have three primary functions:
  - (1) discussing the research area by referring to the relevant literature;
  - (2) demonstrating an area where more information could or should be added to the literature; and,
  - (3) outlining the current study in terms of research objective, main findings and/or structure (Swales & Feak, 1994).
- A methodology will provide a detailed description of exactly how the research was conducted (Day, 1988).
- Results will illuminate key findings and indicate where the complete data set is located (Cargill & O'Connor, 2009).
- A discussion will most often have four main parts:

- (1) a statement about the completed research with regard to the research question or problem;
- (2) mention of any problems or limitations related to the study design, methodology, analysis, or assumptions;
- (3) a comparison with similar studies; and,
- (4) a conclusion which outlines implications of the findings and recommends future research (Gustavii, 2008).

Variations of the 'hourglass' analogy have been used to display this overall framework (Cargill & O'Connor, 2009; Derntl, 2009; Hubbuch, 1996). Figure 1 illustrates how the introduction begins generally, and then narrows to a specific gap in the literature, finally stating the specific focus of the research. After the methodology and results, which are particular to that study, the scope of the paper expands in the discussion to include broader implications of the findings.

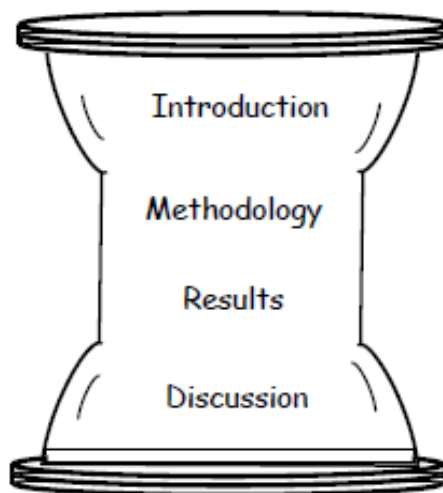


Figure 1 The hourglass model of a research paper

### Analyzing written research

In the section **Identifying sources**, above, the idea of skimming quickly was introduced. While skimming is an excellent way to find information fast, it is not a

substitution for carefully reading a text (Epstein, Kenway, & Boden, 2005, p.14). Careful, active, and analytic reading is necessary for complete understanding and language acquisition.

### **Active reading**

As noted earlier, each section of a research paper has specific functions. Based on these functions, the reader can ask themselves specific questions for each section, most of which they should be able to answer. If you cannot answer these questions when reading, there is a good chance you do not understand the paper. Examples of possible questions to ask, based on the IMRAD model, include:

- Introduction:

- (1) How does this study relate to the literature?
- (2) Why is this study useful, important, or interesting?
- (3) What is the goal of this study?

- Methodology:

- (1) How were the data collected?
- (2) How were the data analysed?

- Results:

- (1) What did the research reveal?

- Discussion:

- (1) Was the research question answered? What was the answer?
- (2) Did the researcher have any problems?
- (3) How do the findings relate to other studies which have been done?
- (4) Does the writer explain how and why the findings are important?
- (5) Are there suggestions for further research?

These questions help to form a starting point, but each reader must form their own questions as they gain understanding of written research in their field. As Swales points out, each discipline has unique conventions and standards when writing research (1987, page 60). This means that although the exact structure and content of

research articles is not always exactly the same,, there are usually common traits within a field. Again we see the importance of extensive reading for anyone who wants to publish their research, because articles which have been published are written to an acceptable standard.

### **Lecture 4: Citing sources in a text**

Outline:

1. Sources and referencing
2. Citing sources in a text
3. About source evaluation, citing and reference management
4. In-text citation formats

#### **Sources and referencing**

The use of sources and referencing lies at the heart of academic work. By referring to a variety of respected, recognized, and relevant publications a writer displays that they have read about the topic and understand it well enough to explain it in their own words (Lester & Lester, 2010, p.94). In order to avoid plagiarism, however, the writer must carefully cite their sources. Sources used in the body of the text will usually be paraphrased or summarized; sometimes an exact quotation of the original author's words is used, in which case the established standards must be observed. A short form of referencing is used within the text, allowing a reader to easily find the relevant entry in the references list. The complete list of all referred sources should be included at the end of the document.

#### **Plagiarism**

*Quite simply, plagiarism is theft (Hubbuck, 1996).*

Plagiarism occurs when someone tries to take credit the work of another, usually in the form of words or ideas. In the academic world plagiarism is regarded as a very

low act, and being caught can lead to expulsion from top universities such as Harvard University (n.d.) and the University of Cambridge (2008). Of course, scholarly research relies on the work done by others. What is required is to clearly state the sources of all information. There are two steps for properly citing sources: first, in the body of the text where the information is introduced; second, at the end of the document in a complete list of references used. Record sources carefully while reading to help avoid plagiarizing. It is also good practice to construct the reference list throughout the process in order to avoid wasted time.

### **Citing sources in a text**

Every time the words or ideas of another person are used in the writing of a paper it is imperative to make the sources clear. As well as allowing the author to avoid plagiarism, this places the article within the relevant literature of the field, a required part of writing research (Derntl, 2003). Booth, Colomb, and Williams point out further social benefits of citation: you show that you have read and learned about the topic, your writing is more credible, your readers can find relevant information on the topic, and you show respect to the scholars whose work you have used (2008). The most commonly used form of citation in journal articles has become parenthetical citation.

Parenthetical citation is the use of parentheses to contain information allowing the reader to locate the reference on the references list at the end of the article. There are many different styles, but there are also many similarities between them. Table displays examples of some popular referencing systems, where they may be found, and how they are used. This table is only an illustration because the exact style you use will depend on what is expected by the journal to which your paper is submitted



Citation Style	Fields Implementing	Examples
Institute of Electrical and Electronics Engineers (IEEE)	engineering, electronics, telecommunications, computer science and information technology	1. According to Smith [5]... 2. Data from other studies [9, 10, 11]... <i>*the numbers indicate positions on the reference list</i>
Modern Language Association (MLA)	literature, modern languages, other humanities	1. According to Smith (42)... 2. Data from another study (Smith 42)... <i>*the numbers indicate the page of the original source</i>
American Psychological Association (APA)	psychology, linguistics, education, business, other social sciences	1. According to Smith (1999)... 2. Data from another study (Smith, 1999)... <i>*the numbers here indicate the year of publication</i>

Table 5 Examples of in-text referencing styles

In-text citation requires reporting verbs to show you are referring to another publication; the most popular phrase for this is probably *According to....* The following examples, from Kusakabe (2003), can be used across the disciplines:

*Nandeesha (1994) found that...*

*Song (1997) reported that...*

*[A]s FAO (2001) notes...*

*Minh et al. (1997) point out that...*

Table 6 shows more useful reporting verbs and structures. Remember that not every reporting verb has the same meaning, and you should check a dictionary if you are not sure that you are using the correct verb.

Wilson	adds	that...
	argues	
	proves	
	recommends	
	states	
	agrees	that / with...
	disagrees	
	asserts	that / these / those...
	believes	
	challenges	
	claims	
	insists	
	refutes	
	advises	that / these / those / this...
	analyses	
	assesses	
	defines	
	describes	
examines		
explains		
interprets		

	investigates	
	mentions	
	notes	
	points out	
	proposes	
	rejects	
	suggests	
As Wilson	adds	...
	argues	
	proves	
	claims	
	asserts	
	explains	
	defines	
	describes	
	mentions	
	notes	
	points out	
	states	
	advises	
	proposes	
	suggests	
recommends		

**Table 6** Reporting verbs and structures

Secondary citations are used when you want to reference, in your paper, a reference by another author, who is referring to a third paper. As a rule, you should try to avoid secondary citation; even if the paraphrase that you are reading is accurate, by paraphrasing the paraphrase you risk making mistakes or committing plagiarism. If

possible, use the references list of the publication you are reading to locate the original source. If you cannot access the original source, your citation should make it clear that you are making a secondary citation.

For example, let us consider a reference made to another publication in the introduction of this chapter, and two possible ways for another writer to cite my citation:

### **Primary citation**

By referring to a variety of respected, recognized, and relevant publications a writer displays that they have read about the topic and understand it well enough to explain it in their own words (Lester & Lester, 2010, p.94).

### **Secondary citation 1**

According to Lester & Lester, reviewing the literature has benefits such as showing great knowledge of the topic (2010; cited in Burrows, 2011).

### **Secondary citation 2**

Burrows (2011) cites Lester & Lester (2010) as saying that reviewing the literature has benefits such as showing great knowledge of the topic.

## **About source evaluation, citing and reference management**

Research is based on existing knowledge. It is therefore common to refer to others work when using it in a scientific text. Prior to referring to another text, the source should be evaluated.

A reference consists of a citation in the text and the complete reference in the list of references. The references can be written manually or generated using a reference management tool.

There are many sources of information, but not all of them are relevant and reliable. You should assess a source thoroughly for its quality and relevance before using it in an academic text.

You can find advice on [source evaluation at Search and Write](#).

To assess the quality of scientific articles, checklists can be helpful. There are checklists available for various study designs, such as case-control studies, qualitative studies or randomised control trials.

When using others work in your text you have to refer to the source. This is to give credit to the author as well as to give your readers the possibility to access your sources. By omitting to refer to your sources you are risking that your text may be perceived as plagiarism. Every statement that is not common knowledge needs a reference to its source.

### **In-text citation formats**

In-text citations can be presented in two formats:

- (Author Date) / (Author Date, page number) - information focused format: the citation is usually placed at the end of a sentence. If the citation refers to only part of the sentence, it should be placed at the end of the clause or phrase to which it relates.

For example:

While an activist image of workers is sometimes presented (Rodríguez-Garavito 2005), workers are more often depicted as unwilling accomplices in factory managers' manipulations (Ngai 2005).

Since 'no social group is an island' (Tajfel 1981, p. 258), group members may often be aware of the representations held by members of relevant out-groups about their own group.

- Author (Date) / Author (Date, page number) - author focused format: the name of the author appears in the text, it need not be repeated in parenthetical citation. The date should immediately follow the author's name.

For example:

In the long run, Saarinen (2006) argues, development of tourism may not always be the most favourable use of natural and cultural resources ...

For Rawls (1971, p. 92), a set of “primary goods” including “rights and liberties, opportunities and powers, income and wealth” should be taken as the object of distributive justice.

### *Paraphrasing & summarising sources*

You must cite the original author or researcher and the date of publication when putting information or an idea in your own words by summarising or paraphrasing from other people's works.

For example:

Theory and research on impression management suggest that people may monitor the image that they provide of themselves to the audiences they address (Baumeister 1982; Leary & Kowalski 1990; Schlenker 1980).

Page number/s should be included if you paraphrase a passage, summarise an idea from a particular page, or you wish to direct the readers to a specific page. Page numbers should also be included when referring to a long work and the page number(s) might be useful to the reader. Page numbers are not necessary if you are referring to the entire work as a whole.

Use p. for a single page and pp. for a range of consecutive pages.

For example:

At a macro level, negative economic impacts on non-mining sectors of the economy are commonly known as Dutch disease (Corden 2012, p. 3).

Deaton (2013, pp. 206–7) agrees that working to insure equality of opportunity is an important strategy for achieving social justice ...

**Refer to these Learning Zone (Academic Skills) guides on how to use paraphrases in your work:**

[Blending paraphrases into your writing](#)

[How to use paraphrases in your writing](#)

[Summarising and Paraphrasing](#)

## Lecture 5: Paraphrasing, Summarizing, Direct quotations

Outline:

1. What are the differences among quoting, paraphrasing, and summarizing?
2. How to use quotations, paraphrases, and summaries
3. Paraphrasing
4. Summarizing
5. Direct quotations
6. How to Paraphrase Text

### **What are the differences among quoting, paraphrasing, and summarizing?**

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

### **Why use quotations, paraphrases, and summaries?**

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing

- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases as in the following example:

In his famous and influential work *The Interpretation of Dreams*, Sigmund Freud argues that dreams are the "royal road to the unconscious" (page #), expressing in coded imagery the dreamer's unfulfilled wishes through a process known as the "dream-work" (page #). According to Freud, actual but unacceptable desires are censored internally and subjected to coding through layers of condensation and displacement before emerging in a kind of rebus puzzle in the dream itself (page #).

### **How to use quotations, paraphrases, and summaries**

Practice summarizing the essay found [here](#), using paraphrases and quotations as you go. It might be helpful to follow these steps:

- Read the entire text, noting the key points and main ideas.
- Summarize in your own words what the single main idea of the essay is.
- Paraphrase important supporting points that come up in the essay.
- Consider any words, phrases, or brief passages that you believe should be quoted directly.

There are several ways to integrate quotations into your text. Often, a short quotation works well when integrated into a sentence. Longer quotations can stand alone. Remember that quoting should be done only sparingly; be sure that you have a good



reason to include a direct quotation when you decide to do so. You'll find guidelines for citing sources and punctuating citations at our documentation guide pages.

### **What Is Paraphrasing?**

When you paraphrase, you use your own words to express something that was written or said by another person.

Putting it into your own words can clarify the message, make it more **relevant to your audience** , or give it greater impact.

You might use paraphrased material to support your own argument or viewpoint. Or, if you're putting together a **report** , **presentation** or **speech** , you can use paraphrasing to maintain a consistent style, and to avoid lengthy quotations from the original text or conversation.

Paraphrased material should keep its original meaning and (approximate) length, but you can use it to pick out a single point from a longer discussion.

### **What Is Summarizing?**

In contrast, a summary is a brief overview of an entire discussion or argument. You might summarize a whole research paper or conversation in a single paragraph, for example, or with a series of bullet points, using your own words and style.

People often summarize when the original material is long, or to emphasize key facts or points. Summaries leave out detail or examples that may distract the reader from the most important information, and they simplify complex arguments, grammar and vocabulary.

Used correctly, summarizing and paraphrasing can save time, increase understanding, and give authority and credibility to your work. Both tools are useful when the precise wording of the original communication is less important than its overall meaning.

### **Paraphrasing and summarizing**

Paraphrasing and summarizing are techniques that use the writer's own words to convey the ideas and information of others. They are much more common than

direct quotation and show that the writer has a strong understanding of the subject. The difference between the two is the length and level of detail; a paraphrase is the same length as the original, and contains all the information of the original, while a summary is much shorter than the original and contains only key points. Since it is easy to accidentally change meaning when rewriting, make sure that you understand what you read and write. When in doubt, show your writing to an advisor, senior student, or writing tutor. Every time a paraphrase or summary is used, it is crucial to cite the original source.

### **Paraphrasing**

Jordan (1999) provides us with the following suggested techniques to help when writing a paraphrase.

1. Use synonyms:

**Original** □ The administration has become frustrated by frequent rescheduling.

**Paraphrase** □ The administration has become frustrated by recurrent schedule changes.

2. Change the verb form:

**Original** □ The administration has become frustrated by frequent rescheduling.

**Paraphrase** □ The administration became frustrated by frequent rescheduling.

3. Change the parts of speech:

**Original** □ The administration has become frustrated by frequent rescheduling.

**Paraphrase** □ The high frequency of rescheduling has become a frustration for the administration.

A well-written paraphrase will simultaneously take advantage of more than one of these strategies. A writer may still be accused of plagiarism if they make only small changes when rewriting. The above examples highlight specific techniques, but cannot be considered as ideal because there is too little variation. Below is an example using several techniques.

**Original** □ The administration has become frustrated by frequent rescheduling.

**Paraphrase** □ Regular changes to the schedule are frustrating the administration.

## **Summarizing**

In addition to the above suggestions Jordan (1999) supplies tips for summarizing, including:

1. Skim the text to get a good understanding of the main idea.
2. Carefully read to find key points (often in topic sentences).
3. Use your own words as often as possible (paraphrase), use direct quotations sparingly.
4. Supporting details, such as statistics and examples, can usually be omitted.

## **Direct quotations**

Unlike paraphrasing or summarizing, direct quotations are an exact copy of the original writing. It is best to use direct quotation as little as possible. Direct quotations use citations, like paraphrase and summary, as well as quotation marks to clearly label which words were written by another person. Although journals may have specific requirements, these seven guidelines can be used as an aid when directly quoting (Hubbuck, 1996).

1. Direct quotes should be used if the original author's wording expresses their point of view much more clearly than any paraphrase.
2. Direct quotes should explain the original author's viewpoint, not yours.
3. Direct quotes should usually not be entire sentences.

**OK:** Smith (2001) found that employees were not able to satisfactorily complete their work, "in nearly every case."

**Not OK:** Smith (2001) reports that, "In nearly every case, it was found that outside interests were in conflict with employees adequately fulfilling their responsibilities."

4. Direct quotes as part of a sentence are punctuated based on the entire sentence

(except for the quotation marks).

**Original:** In nearly every case, it was found that outside interests were in conflict with employees adequately fulfilling their responsibilities.

**Quote:** Smith (2001) reports that employees were not able to satisfactorily complete their work, "in nearly every case."

5. Direct quotes that include a direct quotation should include the name of the original source. Use single quotes for the original source and double quotes for your source.

**Example:** Smith (2001) cites Brown's (1999) research as an "important study into the use of 'focused avoidance' by long-term employees".

When quoting only the original source double quotation marks are used, but both sources should be acknowledged.

### **How to Paraphrase Text**

To paraphrase text, follow these four steps:

#### **1. Read and Make Notes**

Carefully read the text that you want to paraphrase. Highlight, underline or note down important terms and phrases that you need to remember.

#### **2. Find Different Terms**

Find equivalent words or phrases (synonyms) to use in place of the ones that you've picked out. A dictionary, thesaurus or online search can be useful here, but take care to preserve the meaning of the original text, particularly if you're dealing with technical or scientific terms.

#### **3. Put the Text into Your Own Words**

Rewrite the original text, line by line. **Simplify** the grammar and vocabulary, adjust the order of the words and sentences, and replace "passive" expressions with "active" ones (for example, you could change "The new supplier was contacted by Nusrat" to "Nusrat contacted the new supplier").

Remove complex clauses, and break longer sentences into shorter ones. All of this will make your new version **easier to understand** .

#### **4. Check Your Work**

Check your work by comparing it to the original. Your paraphrase should be clear and simple, and written in your own words. It may be shorter, but it should include all of the necessary detail.

#### **Paraphrasing: an Example**

Original

Despite the undoubted fact that everyone's vision of what constitutes success is different, one should spend one's time establishing and finalizing one's personal vision of it. Otherwise, how can you possibly understand what your final destination might be, or whether or not your decisions are assisting you in moving in the direction of the goals which you've set yourself?

The two kinds of statement – mission and vision – can be invaluable to your approach, aiding you, as they do, in focusing on your primary goal, and quickly identifying possibilities that you might wish to exploit and explore.

Paraphrase

We all have different ideas about success. What's important is that you spend time defining your version of success. That way, you'll understand what you should be working toward. You'll also know if your decisions are helping you to move toward your goals.

Used as part of your personal approach to goal-setting, mission and vision statements are useful for bringing sharp focus to your most important goal, and for helping you to quickly identify which opportunities you should pursue.

#### **How to Paraphrase Speech**

In a conversation – a meeting or coaching session, for example – paraphrasing is a good way to make sure that you have correctly understood what the other person has said.

This requires two additional skills: **active listening** and **asking the right questions** .

Useful questions include:

- If I hear you correctly, you're saying that...?
- So you mean that...? Is that right?
- Did I understand you when you said that...?

You can use questions like these to repeat the speaker's words back to them. For instance, if the person says, "We just don't have the funds available for these projects," you could reply: "If I understand you correctly, you're saying that our organization can't afford to pay for my team's projects?"

This may seem repetitive, but it gives the speaker the opportunity to highlight any misunderstandings, or to clarify their position.

***Note:***

When you're paraphrasing conversations in this way, take care not to introduce new ideas or information, and not to make judgements on what the other person has said, or to "spin" their words toward what you want to hear. Instead, simply restate their position as you understand it.

Sometimes, you may need to paraphrase a speech or a presentation. Perhaps you want to report back to your team, or write about it in a company blog, for example.

In these cases it's a good idea to make summary notes as you listen, and to work them up into a paraphrase later. (See How to Summarize Text or Speech, below.)

**How to Summarize Text or Speech**

Follow steps 1-5 below to summarize text. To summarize spoken material – a speech, a meeting, or a presentation, for example – start at step 3.

**1. Get a General Idea of the Original**

First, **speed read** the text that you're summarizing to get a general impression of its content. Pay particular attention to the title, introduction, conclusion, and the headings and subheadings.

## **2. Check Your Understanding**

Build your comprehension of the text by reading it again more carefully. Check that your initial interpretation of the content was correct.

## **3. Make Notes**

Take notes on what you're reading or listening to. Use bullet points, and introduce each bullet with a key word or idea. Write down only one point or idea for each bullet.

If you're summarizing spoken material, you may not have much time on each point before the speaker moves on. If you can, obtain a meeting agenda, a copy of the presentation, or a transcript of the speech in advance, so you know what's coming.

Make sure your notes are concise, well-ordered, and include only the points that really matter.

### ***Tip:***

**The Cornell Note-Taking System** is an effective way to organize your notes as you write them, so that you can easily identify key points and actions later. Our article, **Writing Meeting Notes**, also contains plenty of useful advice.

## **4. Write Your Summary**

Bullet points or numbered lists are often an acceptable format for summaries – for example, on presentation slides, in the minutes of a meeting, or in Key Points sections like the one at the end of this article.

However, don't just use the bulleted notes that you took in step 3. They'll likely need editing or "polishing" if you want other people to understand them.

Some summaries, such as research paper abstracts, press releases, and marketing copy, require continuous prose. If this is the case, write your summary as a paragraph, turning each bullet point into a full sentence.

Aim to use only your own notes, and refer to original documents or recordings only if you really need to. This helps to ensure that you use your own words.

If you're summarizing speech, do so as soon as possible after the event, while it's still fresh in your mind.

## **5. Check Your Work**

Your summary should be a brief but informative outline of the original. Check that you've expressed all of the most important points in your own words, and that you've left out any unnecessary detail.

### **Summarizing: an Example**

Original

So how do you go about identifying your strengths and weaknesses, and analyzing the opportunities and threats that flow from them? SWOT Analysis is a useful technique that helps you to do this.

What makes SWOT especially powerful is that, with a little thought, it can help you to uncover opportunities that you would not otherwise have spotted. And by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward in your role.

If you look at yourself using the SWOT framework, you can start to separate yourself from your peers, and further develop the specialized talents and abilities that you need in order to advance your career and to help you achieve your personal goals.

Summary

SWOT Analysis is a technique that helps you identify strengths, weakness, opportunities, and threats. Understanding and managing these factors helps you to develop the abilities you need to achieve your goals and progress in your career.

### **Permission and Citations**

If you intend to publish or circulate your document, it's important to seek permission from the copyright holder of the material that you've paraphrased or summarized. Failure to do so can leave you open to allegations of plagiarism, or even legal action.

It's good practice to cite your sources with a footnote, or with a reference in the text to a list of sources at the end of your document. There are several standard **citation**



**styles** – choose one and apply it consistently, or follow your organization's house style guidelines.

***Tip:***

As well as acknowledging the original author, citations tell you, the reader, that you're reading paraphrased or summarized material. This enables you to check the original source if you think that someone else's words may have been misused or misinterpreted.

Some writers might use others' ideas to prop up their own, but include only what suits them, for instance. Others may have misunderstood the original arguments, or "twisted" them by adding their own material.

If you're wary, or you find problems with the work, you may prefer to seek more reliable sources of information. (See our article, **How to Spot Real and Fake News** , for more on this.)

***Key Points***

Paraphrasing means rephrasing text or speech in your own words, without changing its meaning. Summarizing means cutting it down to its bare essentials. You can use both techniques to clarify and simplify complex information or ideas.

To **paraphrase** text:

1. Read and make notes.
2. Find different terms.
3. Put the text into your own words.
4. Check your work.

You can also use paraphrasing in a meeting or conversation, by listening carefully to what's being said and repeating it back to the speaker to check that you have understood it correctly.

To **summarize** text or speech:

1. Get a general idea of the original.
2. Check your understanding.

3. Make notes.
4. Write your summary.
5. Check your work.

Seek permission for any copyrighted material that you use, and cite it appropriately.

## **Lecture 6: Analyzing and understanding Title and Abstract**

Outline:

1. To study the framework of the RA (research article)
2. Examples to analyse
3. RA Title
4. RA Abstract

### **To study the framework of the RA (research article)**

#### **Title**

Although short, and usually written near the end of the process, the title of a research article requires great consideration. Derntl lists an “appropriate title” as one of the general features of successfully submitted articles, and points out that it is the most often read part of the paper and, perhaps ironically, that it is usually read first (2003).

Furthermore, if your title is not informative, the paper may be overlooked by busy readers who scan only a table of contents or bibliography (Montagnes, 1991).

A synthesis of Day (1988), Yang (1995) and Gustavii (2008) provides a list of guidelines to help with writing your title:

- Be specific, clear, and concise.
- Use a subtitle for additional detail, but only if necessary.
- Express the direction of changes found during the study.
- Abbreviations should be avoided. Standard abbreviations (such as PhD), and field specific abbreviations (such as DNA or RNA), may be accepted by some journals.

- Avoid question marks, state the answer if you have found it.
- Use key words at the beginning.
- Be objective.
- Avoid serial titles (titles ending with I, II, II...), your paper should be self-contained.
- Check the style guide of the journal you are submitting to.
- If your title is long, then a shorter running title may be required as well. This will be used at the top of every page, as opposed to the full title which will only appear at the beginning.

Following are examples of well written titles, courtesy of participating AIT faculty.

Where possible, the actual running title is included as well.

**Example 1:**

(Giao, Weller, & Adisornsupawat, 2008)

An approach to construct the weathering profile in a hilly granitic terrain based on electrical imaging

**Example 2:**

(Ines, Honda, Droogers, & Clemente, 2006)

Combining remote sensing-simulation modeling and genetic algorithm optimization to explore water management options in irrigated agriculture

**Example 3:**

(Kusakabe, 2003)

Women's involvement in small-scale aquaculture in Northeast Thailand *Running title:*

Women's involvement in small-scale aquaculture

**Example 4:**

(Dailey, Joyce, Lyons, Kamachi, Ishi, Gyoba, & Cottrell, 2010)

Evidence and a Computational Explanation of Cultural Differences in Facial Expression Recognition

Although many readers might not think the title is very important, it is in

fact critical. Titles either attract potential readers or dissuade them from reading the article. A well-written title should give enough information to inform the consumer what the study is about. It might suggest what the research question is or even what hypothesis is being tested, but there should be no doubt what issue is being investigated.

The title should also indicate what type of article it is. There should be no necessary guessing as to whether the study is primary research, a review of the literature, or a position paper. For example, there is little doubt what Tsang's (1996) study is about, entitled "Comparing the Effects of Reading and Writing on Writing Performance." It is a primary study that examines the differential effects of reading and writing on writing ability. In contrast, Zhongganggao's (2001) paper entitled "Second Language Learning and the Teaching of Grammar" is unclear as to whether it is primary research or a position paper. It could be either. The reader has to go to the abstract or body of the introduction to find out which it is.

At the same time, the title should not require unnecessary reading.

Some titles are short and succinct, clearly telling the readers what they want to know, such as Tsang's (1996) study mentioned earlier. Others can be quite long and unnecessarily complex, such as (in my opinion) the study entitled "Word Translation at Three Levels of Proficiency in a Second Language: The Ubiquitous Involvement of Conceptual Memory" (de Groot & Poot, 1997). Although this title clearly indicates what the study is addressing and that it is a primary study, it probably could have done without the final phrase, "The Ubiquitous Involvement of Conceptual Memory." However, I am getting off topic into the art of title writing.

In summary, the three criteria to look for in a title are: focus of the study, type of article, and succinctness. The first two are the most important because they quickly inform you whether the paper is what you are researching for. The third is more of a

stylistic issue, which you should keep in mind if you ever have to entitle a paper of your own.

### **Abstract**

The abstract in a research article is written by the author(s) of the study.

This is not always the case with the abstract written in preliminary sources, such as ERIC. For this reason, the abstract in the article is usually much more reliable to identify the content of the study.

A well-written abstract should summarize five essential things to help the reader know what the study is about: (a) purpose of the study, (b) source(s) from where the data are drawn (usually referred to as participants), (c) the method(s) used for collecting data, (d) the general results, and (e) general interpretation of the results. Some abstracts may contain more than these things, but unfortunately some abstracts do not contain some (if not all) of these essential elements.

With this information, the consumer will know from the abstract whether the article is of interest.

#### **The four-part Abstract model**

1. **Problem statement:** Give the primary research question, objective, and/or motivation.
2. **Methodology:** Provide a basic indication of how the data were gathered.
3. **Main findings:** Show only those results which relate *directly* to the research objectives and conclusions.
4. **Conclusion:** Choose the most important implication, application, or suggestion related to the problem statement and main findings.

After the title, the most often read part of the research paper is the abstract.

The abstract is itself a miniature version of the entire paper, perhaps 200 words long, allowing readers to quickly get the gist of the entire work.

The following abstracts are excellent examples, and have been provided courtesy of participating AIT faculty. Notice how in Examples 1 and 2, the authors have included information about Methodology and Main Findings together, which is an excellent technique for using less words. Example 3 has four clearly labeled sections, which was likely done as a requirement by the journal; this is not usual, but it does happen sometimes.

**Example Abstract 1:** Resilience of community forestry under conditions of armed conflict in Nepal (Karna, Shivakoti, & Webb, 2010).

<p>Armed conflicts pose a serious and potentially long term threat to institutions, societies and environments across the world.</p>	<p><b>Problem Statement</b></p>
<p>This study focuses on the small mountainous country of Nepal, which has experienced high levels of armed conflict for many years. This paper analyses the relationship between local forest institutions, institutional embeddedness and forest condition under conditions of active armed conflict. Seven community forest user groups with similar forest governance structure were examined, located in similar biophysical and ecological zones, but experiencing different degrees of conflict.</p>	<p><b>Methodology &amp; Main findings</b></p>
<p>Those forest user groups facing severe armed conflict showed a decline in institutional arrangements but improvements in characteristics of institutional embeddedness, such as trust and reciprocity, whereas the forest user groups in low conflict environments had more stable institutional arrangements and stable embeddedness characteristics. Both types of locations showed an increase in forest density. These results emphasize the capacity of local institutions to organize and cooperate even in extremely vulnerable situations, building trust and reciprocity for sustainable forest use and management.</p>	<p><b>Conclusion</b></p>

**Example Abstract 2:** Evidence and a computational explanation of cultural differences in facial expression recognition (Dailey, Joyce, Lyons, Kamachi, Ishi, Gyoba, & Cottrell, 2010).

<p>Facial expressions are crucial to human social communication, but the extent to which they are innate and universal versus learned and culture dependent is a subject of debate.</p>	<p><b>Problem Statement</b></p>
<p>Two studies explored the effect of culture and learning on facial expression understanding. In Experiment 1, Japanese and U.S. participants interpreted facial expressions of emotion. Each group was better than the other at classifying facial expressions posed by members of the same culture. In Experiment 2, this reciprocal in-group advantage was reproduced by a neurocomputational model trained in either a Japanese cultural context or an American cultural context.</p>	<p><b>Methodology &amp; Main findings</b></p>
<p>The model demonstrates how each of us, interacting with others in a particular cultural context, learns to recognize a culture-specific facial expression dialect.</p>	<p><b>Conclusion</b></p>

## **Lecture 7: Analyzing and understanding Introduction part**

Outline:

1. Create a Research Space
2. Topic generalization
3. Reviewing items of previous research
4. Establishing a niche
5. Occupying the niche
6. Literature review

### **Introduction**

The introduction is the first major section of a research article. Since this section introduces the rest of the paper, some authors choose to write it last. On the



otherhand, it is useful to have a tentative introduction at the beginning of the writingprocess, which can later be finalized when the entire article is finished (Booth,Colomb, & Williams, 2008).

The *Create a Research Space* (CARS) model is based on analysis of introductions from research articles (Swales, 1990, p.140-166) and provides a useful tool forresearch writers. Of course, not every introduction will be written in exactly thesame, formulaic, style. It is, however, usually possible to see three major stages, as described below.

Day (1988) and Gustavii (2008) both advise that, if applicable, it is best to mentionprevious publication of any part of your research article in the introduction. When constructing an introduction the author will use the information which best illustratetheircase.

**Example Introduction 1:** Hydraulic characteristics of an anaerobic baffled reactor as onsite wastewater treatment system (Sarathai, Koottatep, & Morel, 2010).

<p>In 1981, the anaerobic baffled reactor (ABR) was developed by McCarty and his co-workers to treat high-strength wastewater (Bachmann et al., 1982; McCarty, 1982). Conceptually, the ABR system consists of a series of vertical baffles that force the wastewater to flow under and over them as travels from inlet to outlet. Biomass within the reactor gently rises with up-flowing wastewater and gas production in each compartment and settle down when no flow.</p>	<p><b>Topic generalizations</b></p>
<p>Previous hydrodynamic studies on ABR showed that the low dead space (7% to 30%) occurred in ABR and the tank-in-series (TIS) model correlates closely with the actual number of compartments in the reactor (Gopala Krishna and Kumar, 2007; Grobicki and Stuckey, 1992; Langenhoff et al., 2000; Manariotis and Grigoropoulos, 2002). The fraction of dead space of ABR was lower than that of other alternative high-rate anaerobic treatment systems, such as the anaerobic filter (AF) and the upflow anaerobic sludge blanket (UASB) reactor (Morgan-Sagastume et al., 1997; Show and Tay, 1999).</p>	<p><b>Reviewing items of previous research</b></p>
<p>In those experiments, ABR units were operated under steady flow. However, there is no information on the hydraulic characteristics of an ABR under non-steady flow conditions which is occurred in small-scale or onsite treatment systems. In these systems, the flow rate could be varied by 2 to 4 folds of average flow (Butler et al., 1995; Mergaert et al., 1992). This may cause serious problems of reliability and lead to a certain prejudice against the use of anaerobic technology as onsite wastewater treatment system. Thus, the hydraulic characteristics of ABR under non-steady flow conditions should be investigated to evaluate the dead space and short circuits that reduce the active volume and to determine the mixing pattern (completely-mix or plug flow, etc.) that can influence the overall process efficiency.</p>	<p><b>Establishing a niche</b></p>
<p>In this study, the feasibility of ABR used as the onsite wastewater treatment system was discussed in terms of hydraulic aspects, including (1) the effects of different flow patterns; (2) the effects of superficial gas velocities; (3) the hydraulic model and the treatment performance.</p>	<p><b>Occupying the niche</b></p>

**Example Introduction 2:** Women's work and market hierarchies along the border of Lao PDR (Kusakabe, 2004).

<p>In recent years, processes of international integration and globalisation and the resulting 'borderless' economy has not only suppressed national borders, but formalised the existence of joint transborder actions, as can be seen in the formation of the North American Free Trade Agreement (NAFTA) and other regional agreements (Wong-Gonzalez, 1998).</p>	<p><b>Topic generalizations</b></p>
<p>However, the viability of the notion of the 'region-state' (Ohmae, 1993) has been challenged by various empirical studies (Staudt, 1998; Bergeron, 2002; Razavi, 2001; Cohen, 2001; Sadowski-Smith, 2002). These studies maintain that the global, integrated and liberalised economy increases social fragmentation and disintegration, and that the process of global integration has been asymmetrical and uneven across countries, classes and gender (Grown et al., 2000, p. 1146; Evenett and Yusuff, 2001; Petras and Veltmeyer, 2001; Stiglitz, 2002, p. 5). As McDowell (1999) and Pratt and Yeoh (2003) contend, globalising forces reconstruct rather than destroy localities, and for many people everyday life continues to take place within a restricted locale.</p>	<p><b>Reviewing items of previous research</b></p>
<p>While proponents of market liberalisation claim that it eliminates barriers of trade and enhances the movement of goods, the officialisation of border trade under market liberalisation policies can strengthen international borders, functioning to create a market hierarchy across the border, and thus having an impact on women's and men's work in border areas. As Papademetriou and Meyers (2001) point out, market liberalisation and the official opening of borders actually make national governments reassert control at the border. Hence, new processes of inclusion and exclusion are developed under state control. Gooneratne and Mosselman (1996) also caution that regulating or formalising (legalising) activities may increase income for one group, while causing another to lose employment and income.</p>	<p><b>Establishing a niche</b></p>
<p>This article examines such exclusion/inclusion functions of geographical borders under market liberalisation, by taking a localised view from the Lao-Thai border.</p>	<p><b>Occupying the niche</b></p>

## Literature Review

A literature review is a summary of publications which are directly related to the article being written. 'The literature' is an expression often used by academics to describe anything which has been published on a topic: journal articles, conference papers, reports, etc. Thoroughly reviewing these relevant publications is a characteristic of accepted journal submissions (Derntl, 2003, p.13).

The goal of a written literature review is to provide the background information necessary for understanding an article, or to help create a space for the research. Other benefits of performing a comprehensive search of related publications are becoming very knowledgeable in the subject, displaying a deep understanding of the topic, and identifying holes in the literature which call for further research. If it contributes something unique to the field a literature review can be submitted to some journals for publication, even without original data.

Review of the literature may be a separate section of a research paper, included as a sub-section of the introduction or methodology, or spread across the paper as necessary. The journal requirements will often state how you should organize the reviewed literature. Reviewing the literature requires critical analysis of what has been read, followed by logical organization. It is important to avoid simply summarizing a series of connected publications. Edith Cowan University (2008) suggests “The 5 C’s,” which can help with analysis: **cite, compare, contrast, critique, and connect.**

It is considered useful to use tables or matrices when analyzing information from different sources (Swales and Feak, 1994; Galvan, 2003), this helps one to visually compare large amounts of information quickly. For example, if all of the studies have one finding in common, it is probably important to make note of that in your literature review; on the other hand, something which is mentioned in only one publication, unless you have strong justification, can probably be left out (Figure 3).

	Finding 1	Finding 2	Finding 3	Finding 4
Study 1	x	x	x	
Study 2	x	x		
Study 3	x	x		
Study 4		x		x
Study 5			x	

Figure 3 Example of a matrix for reviewing literature

Some more tips for writing a literature review come from Galvan (2003, p.64-77):

- Explain why a study is important.
- Be specific about time frames. *In the last decade* is more accurate than *recently*.
- Clearly label any original studies which have led to further research.
- Include the results from replications of original research.
- Include other literature reviews in your analysis of the literature.
- Describe the methodology used to search the literature when pointing out gaps.

Another useful tip when collecting articles to include in a literature review is to scan the reference lists of the articles that you investigate, even if you don't use them in your paper.

## Lecture 8: RA framework: Methodology part

### Methodology

The *methodology* (or *method*) section consists of the skeleton of the study. If it is well written, others should be able to replicate the study exactly. The ability to replicate a study is the principal criterion used to judge the quality of this component of a research report.

The methodology section tells us who was studied, what was studied, and how the information was collected and analyzed. The following outline lists the typical

subsections found under this heading. Studies vary in what subsections they include under the methodology section, but the information contained in the following subsections should be presented in some manner.

The following chapters discuss many of these subsections in detail, but I provide a brief definition for each in the following:

- \_ Sample
- \_ Research design
- \_ treatment(s) (optional)
- \_ techniques (optional)
- \_ materials (optional)
- \_ Data-collection procedures
- \_ instruments (optional)
- \_ observational methods
- \_ Procedures followed

**Sample.** This subsection of the methodology section describes the participants/ subjects or the objects of the study from which the data were gathered.

A well-written sample section provides as much detail as needed about the participants/objects. It should also explain the rationale used for selecting the participants so that the reader may be able to assess whether the resulting data are valid for the purpose of the study.

**Research Design.** The research design subsection, often referred to as *design*, explains the overall structural design used in the study. There are a number of designs available, and each one has its appropriate use. Each has its strengths and weaknesses depending on how well the data answer the research question(s).

In a well-written design section, the *variables*<sup>1</sup> of the study are clearly

identified and defined. In fact the term *construct* is usually replaced by the term *variable*. If something does not vary, it is not a variable. For example, *language ability* is a construct that varies (i.e., people vary in language ability).

Therefore, it is referred to as variable when used in a study, regardless of whether the word *construct* is used. Gender is a variable in that it has two possibilities: male and female. Examples of other possible variables are nationality, language proficiency, method of instruction, and so on.

***Data-Collection Procedures.*** This subsection explains in detail how the information is collected for the purpose of a research study. Most studies involve either instruments and/or observational procedures.

*Instruments* specifically relate to the devices used to collect the data.

These are usually in the form of surveys or tests. They can be presented in written, audio, or visual format. Responses can be gathered via paper-and-pencil tests, computer administered tests, video camera, or audiotape recorder.

Other studies may not involve any data-gathering instruments, but may involve personal observations of subjects or objects. These studies typically use video or audio recording to keep a record of the data in case there is need for validation, but the actual data collection is done by an observer or a group of observers.

In some studies, confusion between the instruments and the materials used in the treatment can occur if the reader is not careful. One might think of the material as the stimulus that elicits the behavior that is measured or observed by the instrument. For example, Storey (1997) examined the cognitive processing that subjects went through while taking a *cloze* test (i.e., a test consisting of a text with missing words). The cloze test was not the instrument of the study, however, but rather the material used to elicit the subjects' think-aloud responses that were audiotaped. Whether the subjects got the items on the test correct was a secondary issue to the study. The data of interest were the participants' verbal responses.

**Procedures Followed.** This subsection is a detailed explanation of how the complete study was executed. In some studies, the data-collection procedure subsection and this section are the same. The procedures subsection describes when and how the treatments (if any) were administered, when and how the instruments (if any) were given, and/or when and how observation methods were used. The main criterion for judging the quality of this subsection is whether we have enough information to replicate the study if needbe.

**Example Methodology 1: Helmet Use and Its Effectiveness to Reduce the Severity of Head Injuries in Thailand (Kanitpong, Boontob, & Tanaboriboon, 2008)**

<p><b>Method</b></p> <p>The field observation was manually conducted by using designed forms to observe motorcycle occupants who use and do not use helmets. The influencing factors for helmet use such as age and gender, seating position, location, time of day, and day of week were included in the helmet observation form.</p> <p>The observation data of motorcycle helmet use was collected during 2006-2007 from four provinces representing each region of Thailand. Four provinces including Bangkok, Khon Kaen, Chiang Mai, and Surat Thani represent the Central, North Eastern, Northern, and Southern regions of Thailand, respectively. The locations for data collection which are easily accessible to all kinds of drivers in the community such as intersections, residential areas and along the roadside were selected for field observation.</p>	<p><b>Data collection methods</b></p> <p><b>Variables</b></p> <p><b>Time period of data collection</b></p> <p><b>Setting</b></p>
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**Example Methodology 2:** Women's involvement in small-scale aquaculture in Northeast Thailand (Kusakabe, 2003).

<p>Methodology of the study</p> <p>Fieldwork was conducted between October 1999 and May 2000, with support from the Asian Institute of Technology (AIT) and the Department of Fisheries in Thailand. The Department has been promoting low-input aquaculture for home consumption, as well as training farmers in techniques such as improved water quality. Women aquaculturists were selected from different levels of production intensity, some engaged in aquaculture on their own, and others with their husbands. Almost all the women interviewed were engaged in pond aquaculture, while few were involved in cage culture along the riverbank and reservoirs as well as in the operation of hatcheries. The interviews took place at their homes and at their ponds/cages, sometimes in the presence of their husbands, but most of the time by themselves.</p> <p>We conducted a series of interviews with key informants as well as in-depth case studies of 11 women aquaculturists. The interviews focused on how the women decided to start aquaculture, their roles in aquaculture, their plans for the future, and household gender relations. Later, a workshop was conducted with women aquaculturists, extension workers, and researchers to verify the findings.</p> <p>In Northeast Thailand, women dominate the marketing of fish and are generally the moneykeepers in the household. The situation will, of course, be very different for women in areas where women's roles are more restricted.</p>	<p><b>Time period of data collection</b></p> <p><b>Participants</b></p> <p><b>Setting</b></p> <p><b>Data collection methods</b></p>
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Reference:

1. Perry, Jr. 2005, *Research in Applied Linguistics*, p. 51-53
2. Burrows, T. (2011). *Writing research articles for publication*. Unpublished manuscript, the Asian Institute of Technology Language Center, Khlong Luang, Thailand. p. 51-52

**СЕМИНАР МАШҒУЛОТЛАРИ**

Seminar 1: Searching research articles: Google Scholar, Research Gate, ERIC

## Outline:

1. Google Scholar
2. Researchgate
3. ERIC database

Techniques: practical activities in a peer and group work through discussion activities

## **Google Scholar**

### **Search Tips**

Get the most out of Google Scholar with some helpful tips on searches, email alerts, citation export, and more.

### **Finding recent papers**

Your search results are normally sorted by relevance, not by date. To find newer articles, try the following options in the left sidebar:

1. click "Since Year" to show only recently published papers, sorted by relevance;
2. click "Sort by date" to show just the new additions, sorted by date;
3. click the envelope icon to have new results periodically delivered by email.

### **Locating the full text of an article**

Abstracts are freely available for most of the articles. Alas, reading the entire article may require a subscription. Here're a few things to try:

1. click a library link, e.g., "FindIt@Harvard", to the right of the search result;
2. click a link labeled [PDF] to the right of the search result;
3. click "All versions" under the search result and check out the alternative sources;
4. click "Related articles" or "Cited by" under the search result to explore similar articles.

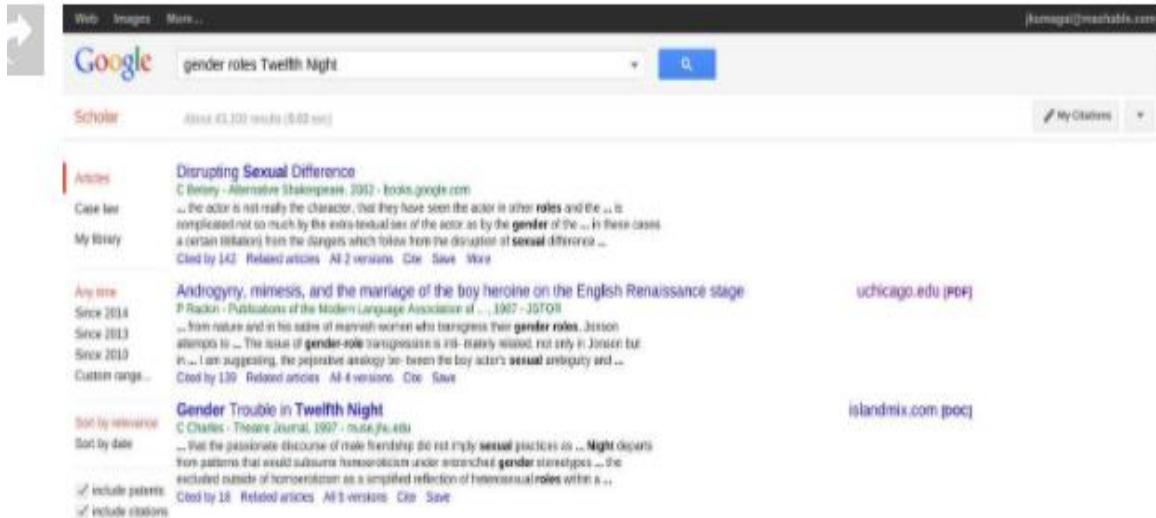
If you're affiliated with a university, but don't see links such as "FindIt@Harvard", please check with your local library about the best way to access their online subscriptions. You may need to do search from a computer on campus, or to configure your browser to use a library proxy.

## 1. Search for journal articles.

The first thing you need to know about Google Scholar is that it works essentially like a regular ol' search engine — to get the best results, you should be as specific as possible. Scholar is designed to return a combination of the most relevant and most cited pages, meaning you'll get what's been cited most by other academics (which are usually the most informative, reliable sources).

Keep in mind that Scholar can search both the title and article content for search terms, even if the content is locked to subscribers.





Once you've navigated to a results page, you'll see information about the author, publisher and date for each entry. You'll also see the location of the entry (for example, Google Books or JSTOR) and a link that says "other versions," from which you can navigate to other webpages on which the article has appeared. A link on the left side of the page will link directly to the article and indicated its format (HTML, PDF, etc.).

## 2. Build (and search) libraries.

As you look through the results, you can save articles to your library. Once you add something to the library, you can view a comprehensive info sheet of the article, including the abstract, and put it under a label to organize it with similar sources.

### How to use the ERIC database: the complete tutorial

#### What is the ERIC database?

ERIC stands for the Education Resources Information Center and is a database that provides more than 1.5 million texts related to all aspects of education. It can be freely accessed via <https://eric.ed.gov/>

The ERIC research database is sponsored by the Institute of Education Sciences within the United States Department of Education. it is the **largest database for**

**education literature** and contains resources dating from 1966. There are a variety of resources available within ERIC, including:

- Journal articles
- Conference proceedings
- Executive summaries of meetings
- Government publications
- Dissertations and theses
- Books and book chapters
- Audiovisual resources

Currently, ERIC contains over 250 journals, which are included in the database based on specific criteria. Because it is primarily a resource for education-related texts, an entire journal is only included if more than 80% of its articles focus on education. When the percentage is lower than 80 percent, then articles are selected on a case-by-case basis. ERIC content is updated monthly, so you should find new resources frequently.

### **Search by keyword and subject**

ERIC search interface

To begin a basic search in ERIC, choose whether to search via the **collection** or the **thesaurus**. You will have to search differently based on which method you choose.

If you choose to search via the collection, you will need to enter keywords, for example: higher education, mobile learning or augmented reality. ERIC will then search all articles that have these keywords indexed in the bibliographic record. ERIC also includes a thesaurus search which lets you obtain results from predefined descriptors. This will be covered in more detail below.

The [ERIC Youtube channel](#) also has some great videos to get you started.

To begin a basic search in ERIC, choose the keywords you wish to search, for example:

"higher education" OR "postsecondary school"

This search will return results that have either higher education or postsecondary school somewhere in the bibliographic entry.

ERIC search results for "higher education" or "postsecondary school"

There are a few things to point out with this initial search. The first is the number of results: 669,312. This is far too many to search through, so you should begin filtering your search results.

There are two filters directly below the keyword search. The first is peer reviewed only, which will limit the search to texts which have undergone the peer review vetting process. The second is to select resources that have their full text available on ERIC. Applying both of these limiters reduces the number of results to 20,993. However, you can further **refine your search** results by adding the filters presented to the left of your search results, these cover:

Filter	Field name	Description
Publication date	pubyear	The year the text was published.
Descriptor	descriptor	These are subject terms which show more relevant search results than when searching with keywords.
Source	source	Name of the journal or publisher.
Author	author	The author of the text, or contributors to conference proceedings.
Education level	educationlevel	ERIC allows for limiting search by education level such as K-12 or higher education to more granular divisions.
Audience	audience	The author may not always choose to tag the audience, but it is an option which allows them to select the audience who would be most interested in that particular resource.
Location	location	States or countries.
Related policy	law	This field generates resources that talk about a particular policy. In the case of cyber charter

## **Conducting a thesaurus search**

The thesaurus search is a search for subject descriptors - an organized grouping of research in the education area. When entering a search in the thesaurus, you will be presented with a list of descriptors which match your search term. For example, the image below shows the suggested descriptors for a search for “migration”. If you are unsure which terms to use in your search, you can also browse the full list of descriptors by clicking the “Browse Thesaurus” link to the right of the search box.

## **ERIC thesaurus search**

Clicking on any of these links will bring you to a descriptor page. You can use the descriptor by clicking the “Search collection using this descriptor” link, as shown in the screenshot below. The page also includes many related descriptors to help narrow or widen your search.

## **ERIC thesaurus descriptor page**

Once a descriptor has been chosen, the presented results can be further narrowed with additional filters, just as a keyword search, however, if you apply the *full text available on ERIC* or the *peer reviewed only* filter, then the search will revert to a keyword search.

## **ERIC advanced search features**

Sometimes it is necessary to run an advanced search, this means you select different fields before you begin the search.

The most straightforward advanced search feature is to use Boolean operators and quotes. Boolean operators include the words AND, OR, and NOT.

Using AND combines terms, using OR allows for either term to appear, and using NOT searches one term but not another.

A common reason to use NOT is when searching for Greek life in higher education. Several of the search results will be related to drinking or enforced restrictions on

social parties. However, Greek life also engages in philanthropy and service learning. By entering “Greek life” NOT “drinking”, the results will eliminate any articles which refer to drinking.

You can also use field names to narrow your search. For example, papers on migration, by the author Roberts can be found with the search term “migration, author:roberts”. The available field names are presented in the filters table, above. In addition, you can also use the “title” and “abstract” field names.

One of the unique advanced search features to ERIC is the use of the ERIC accession number. This is only available for ERIC documents. The results are generally given with the most recent publications first. However, this is only possible if you have the ERIC accession number to begin with.

### **Retrieving the article full text**

Once you have filtered down your search results, you’ll want to access the full text. Click the "Direct link" option in the gray box to the right of the search result to get to the publisher's page where you can access the full text of the article. It is important to note that if access is not provided by your institution or workplace, then most of these direct link resources will be inaccessible. However, if they are published under an accepted open access model you may still be able to access them.

### **Summary**

ERIC is a very specialized database for researchers in education and related areas. As such the results are often of high quality. It's main search functions much like any other academic database or [academic search engine](#), but it also includes a thesaurus search which provides comprehensive results for research in selected sub-areas and topics within education research.

## **Seminar 2: Analyzing citations in exemplar RA (research articles)**

Techniques: practical activities in a peer and group work through discussion activities



## Summarizing

### Review 2

#### How To Summarize

1. **Read** the text.
2. Don't let big words scare you.
3. Ask, "What was this text about?"

#### Your Answer...

- **Should** be a complete sentence or two
- **Should** cover **main point** and **key ideas**
- **Should** be in your own words
- **Shouldn't** just be a word or two

1

When one hears the term "reality" applied to a television show, one might expect that the events occurred naturally or, at the least, were not scripted, but this is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. These living environments do not reflect what most people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

*This is about how reality shows are real and some are staged.*

+ **Covers the main idea**

■ **Does not cover key points**

*This is about how reality TV is fake because they are filmed in unreal environments.*

+ **Covers the main idea**

+ **Covers a key point**

■ **Misses two other key points**

*This passage was mainly about how reality applies to television and claims that the participants were pushed to act out the story lines. But people understand that even reality television sometimes doesn't reflect reality.*

+ **Covers the main idea and a key idea**

■ **Has opinions / background knowledge**

■ **Misses other key ideas**

*This passage was mainly about unreal environments and television. It claims that the participants were urged to act out story lines and about reality TV.*

+ **Covers two key ideas**

■ **Does not cover the main idea clearly**

■ **Uses too much text from the passage**

*This passage is about how supposed reality shows are actually fake because of unreal locations, scripts, and fake scenes.*

+ **Covers the main idea**

+ **Covers all key ideas**

+ **Is in the author's own words**

+ **Does not include opinions or background information**

### **Seminar 3: Analyzing title and abstract of exemplar RAs**

Techniques: practical activities in a peer and group work through discussion activities

#### **Understanding and analyzing research article title**

The three criteria to look for in a title are: focus of the study, type of article, and succinctness. The first two are the most important because they quickly inform you whether the paper is what you are researching for. The third is more of a stylistic issue, which you should keep in mind if you ever have to entitle a paper of your own. Take time to do the following exercise to apply these criteria to some example titles that I have supplied, and then apply the criteria to other articles from your own search.

#### **Exercise 1**

Look at each of the following titles of real studies and answer the following:

1. What is the study's
  - a. focus?
  - b. research question?
  - c. hypothesis?
2. Can you tell if the article is a primary study, a position paper, or a literature review? Explain your reasoning.

#### **Titles:**

1. Learners' perceptions of listening comprehension problems (Hasan, 2000)
2. Preliminary findings of a format-based foreign language teaching method for school children in the Basque Country (Azpillaga et al., 2001)
3. Finding out about students' learning strategies by looking at their diaries: A case study (Halbach, 2000).

#### **Exercise 2**

Answer the same questions to analyze and understand the title of your exemplar research article:

1. What is the study's

- a. focus?
- b. research question?
- c. hypothesis?

### **Seminar task: The Abstract**

After the title, the most often read part of the research paper is the abstract. The abstract is itself a miniature version of the entire paper, perhaps 200 words long, allowing readers to quickly get the gist of the entire work.

The following is a copy of the Abstract from their study with the essential information summarized in Table 3.1.

*We analyzed spellings that were produced by children in kindergarten (N = 115), first grade (N = 104), and second grade (N = 77) in order to determine whether children's own names influence their spellings of other words.*

*Kindergartners overuse letters from their own first names (or commonly used nicknames) when spelling. Kindergartners with longer names, who had more own-name letters available for intrusions, tended to produce longer spellings than did children with shorter names. Moreover, the spellings of kindergartners with long names tended to contain a lower proportion of phonetically reasonable letters than did the spellings of children with short names. These effects appeared to be confined to children who read below the first grade level. The results support the view that children's own names play a special role in the acquisition of literacy. They further show the children choose in a way that reflects their experience with the letters.*

TABLE 3.1  
Analysis of an Example Abstract

<i>Essentials</i>	<i>Content</i>
Purpose of the study	This paper investigated whether knowledge of one's own name affected a child's spelling ability.
Sample	115 kindergartners, 104 first graders, and 77 second graders.
Method used for collecting data	They analyzed the children's spelling in comparison to the spelling and length of the children's names.
Results	Kindergartners differed from the older children in three ways, which they listed.
Interpretations of results	The results support the notion that knowledge of one's own name is involved in becoming literate.

As you can see, this abstract provided enough information to decide the relevance of the study for the reader's purpose.

**Example Abstract 2:** Evidence and a computational explanation of cultural differences in facial expression recognition (Dailey, Joyce, Lyons, Kamachi, Ishi, Gyoba, & Cottrell, 2010).

<p>Facial expressions are crucial to human social communication, but the extent to which they are innate and universal versus learned and culture dependent is a subject of debate.</p>	<p><b>Problem Statement</b></p>
<p>Two studies explored the effect of culture and learning on facial expression understanding. In Experiment 1, Japanese and U.S. participants interpreted facial expressions of emotion. Each group was better than the other at classifying facial expressions posed by members of the same culture. In Experiment 2, this reciprocal in-group advantage was reproduced by a neurocomputational model trained in either</p>	<p><b>Methodology &amp; Main findings</b></p>
<p>a Japanese cultural context or an American cultural context. The model demonstrates how each of us, interacting with others in a particular cultural context, learns to recognize a culture-specific facial expression dialect.</p>	<p><b>Conclusion</b></p>

**Task**

Following an example of analysis of two abstracts analyze an abstract of 2 exemplar research articles which you are working on. Identify Problem statement, Methodology and Main finding, Conclusion.

Here are the sample answers. When you read them, think about which part of the model is represented in each sentence.

## MODEL 1

### **Abstract**

The fats and resins in chewing gum contribute to elasticity, bulk and texture but also increase staining. The aim of this study was to design a gum removal machine able to remove gum chemically with no stain residue. A machine, GumGone, was designed and constructed, which injected non-ionic detergent into gum deposits using a power spray and then immediately vacuumed the resulting powder. It was found that 1 µl of detergent achieved effective, stain-free removal over a 300 m<sup>2</sup> area. Performance was superior to existing systems and suggests that the delay between treatment and removal is a significant factor in staining.

## MODEL 2

### **Abstract**

This paper reports the design of a gum removal machine, GumGone, which combines non-ionic detergent treatment with immediate vacuum removal to minimise stain residue. Tests were conducted over a 300 m<sup>2</sup> area and removal levels of between 79% to 80% were achieved. Residual staining levels were superior to existing systems.

### **Creating a Title**

*Many more people will read the title than the Abstract, and many more will read the Abstract than the whole paper.*

This is because the title, like the Abstract, tells readers whether or not the research article will be useful for them. A good title will attract readers and, more importantly, will attract the appropriate readers. The reverse is also true: if the title is poor the research article may not reach the appropriate audience.

*I don't know how to start constructing a title.*

Start by looking at your research aim or the question you were trying to answer. Try and turn the question or problem into a title. For example, *What is the difference between x and y?*

becomes

*A comparison of x and y  
and*

*How does x affect y?*

becomes

*The effect of x on y  
What is a good title?*

The title should predict and describe the content of the paper as accurately as possible. If your paper is a case study, the title should reflect this:

*Crack propagation in a pressurised pipe*

If it is a more general survey the title should indicate this:

*Crack initiation in pressurised pipes*

The title should include key words that make the paper retrievable easily on search engines. It does not necessarily have to be a sentence but it should nevertheless make sense. Notice that titles of research articles don't normally use title case; they are generally written in sentence case.

There are some grammar issues that are worth noting. When you use key words in constructing the title, be careful about creating complex compound nouns. The conciseness of a compound noun is very tempting for non-native writers and English has a high level of tolerance for such nouns, but make sure that the compound noun can be understood without ambiguity. Note that the noun on the right-hand side of a compound noun is the 'real' noun and any noun or nouns to the left of it have adjectival function in the sense that they modify the right-hand noun. Also note that the relationship between the nouns that make up a compound noun may



include options you had not considered:

- *an oil **can is a can** which may contain oil ....or it may be empty, but its normal use is to contain oil*
- *an oil can **opener is an opener** for cans which may contain oil*
- *an oil can opener repair **man is a man** who is able to repair cans which may contain oil*
- *an oil can opener repair man training **programme is a programme** to train men to repair openers for cans which may contain oil*
- *an oil can opener repair man training programme funding **problem is a problem** with the funding for the training programme to train men to repair openers for cans which may contain oil*

Another aspect of grammar that oft en causes problems — and not only in the title — is the use of prepositions such as *by, with, on, in, for*. Prepositions are not simply a type of glue to hold words together; they have a profound effect on meaning, and in the title this effect is particularly significant. The preposition *with*, for example, may mean either *using* or *having*. Evidence *for* something is evidence that tends to support or confirm that it is present or that it exists. Evidence *of* something is an actual observable sign of its presence or existence.

*Filtering of code phase measures **from** dual-frequency gps receivers*

is different from

*Filtering of code phase measures **in** dual-frequency gps receivers*

and

*Sensory components controlling bacterial nitrogen assimilation*

is much clearer than

*Sensory components in bacterial nitrogen assimilation*

Since this is such a complex area and the risk of an error in the title is so significant, it is advisable to avoid preposition-heavy structures and/or to

get your title checked by a native-speaker colleague before submitting the paper for publication.

Good titles are usually concise, so it is not common to begin with phrases such as *A study of...* or *An investigation into...* They are also written in very formal English, so the use of a question mark is not common.

#### **Seminar 4: Analyzing Introduction/ Literature review part of exemplar RAs**

Techniques: practical activities in a peer and group work through discussion activities

#### **Literature Review Part 1**

#### **ACTIVITY 1 Read the following Literature Review and complete Activity 1 Tasks A - D**

##### College Cheating

The relationship between cheating in college and unethical workplace behavior has focused research attention on business students' cheating. Many studies compared business students' cheating behavior with those of other disciplines. The overall conclusion is that business students cheated more often than other students and were less likely to disapprove of it (McCabe, 1997) and that they had more lax<sup>1</sup> attitudes on what constituted cheating (Klein et al., 2007). Lawson (2004) also showed that business students who admitted to cheating were more likely to accept unethical workplace behavior. With the prevalence of corporate fraud like Enron, occurring at the highest level of management, and numerous employee fraud scandals constantly discovered by auditors, research on college cheating becomes increasingly important.

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<sup>1</sup> Not severe or strong enough

Such research has examined possible antecedents<sup>2</sup> of cheating in an attempt to curtail such behavior.

### Determinants<sup>3</sup> of college cheating

Research on causes of college cheating found three major categories of determinants: demographic, situational and personal. Karabenick and Scrull (1978) conducted an early study on the influence of demographics on cheating and found no differences between male and female students in the likelihood of cheating. However, Barnes (1975) and more recently Iyer and Eastman (2006) found that male students were more likely to cheat compared to females. Iyer and Eastman (2006) also reported that students who belonged to Greek organizations would cheat more often than others. Graham et al. (1994) found that younger students cheated more often than older (nontraditional) students. However, more recent research like Premeaux (2005), reported that students who are working full-time and married students were more likely to cheat. These latest findings were rationalized by Klein et al. (2007) as the students' reaction to the workplace's "get it done at all costs" environment. Sims (1995) found that the difference between faculty and students in cheating perception narrows as students become seniors, leading to the conclusion that students perceive cheating more unethical close to graduation. Crown and Spiller (1998) reviewed 14 studies on the demographic determinants of college cheating and found that students with lower GPA<sup>4</sup>s cheated more. The current study, therefore, continues this line of research and examines demographic factors as determinants of cheating perceptions among business students.

Regarding situational factors, Houston (1976) found that students appeared to cheat more often in large crowded classrooms, where instructors used multiple-choice

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<sup>2</sup> Something existing or happening before, especially as the cause or origin of something existing or happening later

<sup>3</sup> A factor or a cause that makes something happen

<sup>4</sup> Grade Point Average

exams. In a meta-analysis<sup>5</sup> of the antecedents of cheating, Whitley (1998) found that decreased surveillance, increased test importance and difficulty, close seating arrangements and grading on a curve<sup>6</sup> were all important situational determinants of cheating.

### The psychology of cheating

Chapman et al. (2004) found that individual and psychological variables were the most important, yet the least researched, determinants of college cheating. Rettinger and Jordan (2005) reported that higher-grade orientation was positively related to self-reported cheating, and that more religiosity was associated with less cheating. Williams and Hosek (2003) stressed that students were rational and that they decided to cheat when they perceived the benefits of cheating outweighing the risks. Davis and Ludvigson (1995) found that students with a fear of failure, alienation, and those under peer or family pressure were more likely to cheat compared to other students. Pino and Smith (2003) referred to an “academic ethic” variable and argued that students possessing such ethic were less likely to cheat. Antion and Michael (1983) noted that students with higher anxiety cheated more often than other students. Perry et al. (1990) found a strong relationship between students’ personality type and cheating. Students with a Type A personality, characterized by aggression, impatience and competition, were more likely to cheat compared with other students. Iyer and Eastman (2006) also found that students with low self-esteem would cheat more often than other students. Kisamore et al. (2007) found that students with an integrity culture were least likely to cheat.

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<sup>5</sup> A research study that combines and analyzes statistics gathered from multiple other independent studies

<sup>6</sup> A method of assigning grades designed to yield a normal distribution among students in a class

The current study examines two psychological variables that have not been specifically investigated as to their relationship to college cheating: Anti-intellectualism and academic self-efficacy<sup>7</sup>.

Adapted from: Elias, R.Z., (2009). The impact of anti-intellectualism attitudes and academic self-efficacy on business students' perceptions of cheating. *Journal of Business Ethics*, 86(2), pp.199-209.

### **ACTIVITY 1**

**Task A - Read the first section of the literature review *College Cheating* and answer the following:**

- Why does the author think it is important to research cheating of business students?
- What has already been found about Business Students and cheating?

**Task B - Read the second section of the literature review *Determinants of College Cheating* and answer the following:**

- What is the main theme of this whole section?
- In to what categories are the different studies divided?
- Which authors have contrasting views? What are these views?
- Who is most likely to cheat?
- When are students most likely to cheat?
- In which way does the author say his study will be similar to those of others?

**Task C - Read the section the *Psychology of Cheating* and answer the following:**

- What is the main theme of the whole section?
- Which factors were associated with cheating more and which ones with cheating less?
- According to the author, which factors have not been researched?

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<sup>7</sup> An individual's belief in his ability to succeed in specific situations or accomplish a task

### **Task D - Discuss in your groups:**

- What was the author's purpose in providing this literature review?
- How do you think it might have helped his research?
- Based on what you learned about cheating from this literature review, how would you change your research question about cheating at WIUT? Work on it and improve or come up with a new one.

### **ACTIVITY 2 Purpose of the Literature Review**

**Task A** Before watching Video on the Purpose of Literature Review, get familiarized with the words/phrases.

<b>Word/phrase</b>	<b>Definition</b>
<b>1. salient aspects</b>	<b>the most important aspects</b>
<b>2. pertinent</b>	<b>relevant or applicable to a particular matter; Syn. apposite</b>
<b>3. arduous</b>	<b>difficult and tiring, and involves a lot of effort</b>
<b>4. underpin</b>	<b>support, justify, or form the basis for</b>
<b>5. address a gap</b>	<b>solve the problem of lack of coverage</b>
<b>6. underline significance</b>	<b>emphasize the importance</b>
<b>7. reputable</b>	<b>reliable and can be trusted</b>
<b>8. solid</b>	<b>reliable because it is based on facts</b>
<b>9. resounding impact</b>	<b>powerful influence</b>
<b>10. articulate</b>	<b>distinct, clear, or definite; well-constructed</b>

**Task B** Watch the video and then decide whether the statements are True or False.

1. The Literature Review can be understood as the collection of academic and peer-reviewed writing on any given subject.

2. The Literature Review is rather simple to conduct and does not require much time.
3. The Literature Review provides a historical background for one's research.
4. The Literature Review provides a detailed account of the contemporary context of one's research delving into concurrent debates, issues and questions.
5. In the Literature Review the ideas about one field might have a different meaning in a new context at a different time.
6. The Literature Review includes a discussion of relevant theories, but not concepts to underpin one's research.
7. There is a limited number of ways to approach research.
8. The Literature Review introduces relevant terminology and gives definition in order to clarify how terms are used in the context of one's work.
9. The Literature Review can describe related research in the field and show how one's work extends or challenges it, but it cannot address a gap in work in the field.
10. The Literature Review provides supporting evidence for a practical problem being addressed by a researcher to underline its insignificance.

#### **ACTIVITY 4 Summing up**

**Task A** Based on what you have read, watched and discussed, define what they think a literature review is? And what is its purpose? Discuss in class.

**Task B** Work in your group. In the literature review on cheating above try to find the answers to the following questions:

- Where does the author provide conclusions about accuracy or completeness of the state of knowledge?
- Where does the author connect his work with the research that has already been done?
- How does the author synthesize all these studies? What has he written and what has he not written about each research? And what themes hold them together?

## Seminar 5: Research questions and literature review

Techniques: practical activities in a peer and group work through discussion activities

### Seminar: Introduction and Literature review

As you learnt in the lecture the main function of Introduction and Literature review part is to describe and define the constructs by the other researchers' ideas following citation rules appropriately. Sometimes Introduction and Literature review can come together some research articles present them separately as sub headings.

**Task:** Use your exemplar articles related to ELT. Find a research study of interest and examine the introduction carefully.

	Finding 1	Finding 2	Finding 3	Finding 4
Study 1				
Study 2				
Study 3				
Study 4				

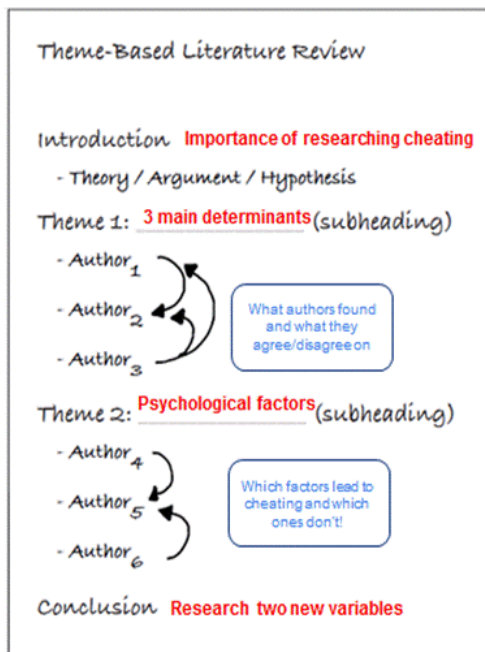
Fill in the following table and submit your task for an assessment:

You can add columns or lines to the table according to your analysis results.

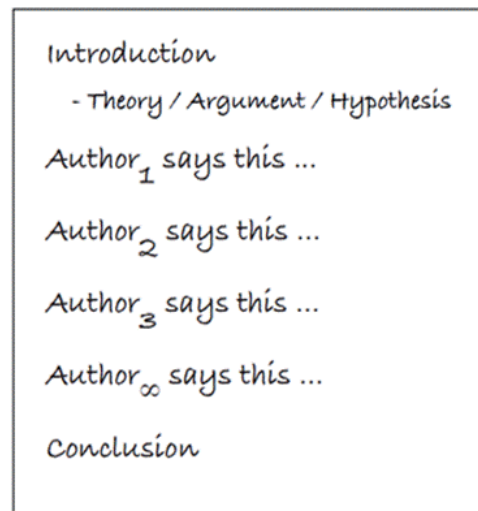


- Pretend you want to do research on student cheating at WIUT. Come up with a research question that you would use to study this topic here!
- What kind of research do you think has been done about cheating in Higher Education (Universities?) already?
- What do you think other researchers have found out about:
  - why students cheat?
  - how they cheat?
  - when they cheat?
  - how often they cheat?

## Structure of the literature review



vs.



### **What is a Literature review?**

A literature review is an articulate summary of the most important and salient aspects of the literature relevant to a field being researched.

### **The purpose of Literature Review is to:**

- Provide historical background
- Give an overview of the current context in which your research is situated (shows the existing knowledge on a subject)
- Underline your research through discussions and relevant theories
- Introduce relevant terminology and provide definitions
- Show how your research extends or challenges related research in the field
- Underline significance of a practical problem or issue

## **Summing up**

- Where does the author provide conclusions about the state of knowledge?
- How does the author connect his work with the research that has been done?
- How does the author synthesize all these works?
- What has he written and what has he not written about each research?
- And what themes hold them together?

# Howe work

- Find 1-2 research articles on ELT field. Articles should follow criteria of the framework IMRAD.
- Throughout the course you will be asked to read and analyse each section of the article(s)
- Keep your notes and article analysis results so that you can use them to submit your final Research Article Evaluation Report.

## Seminar 6: Analyzing Methodology part of exemplar RAs

Techniques: practical activities in a peer and group work through discussion activities

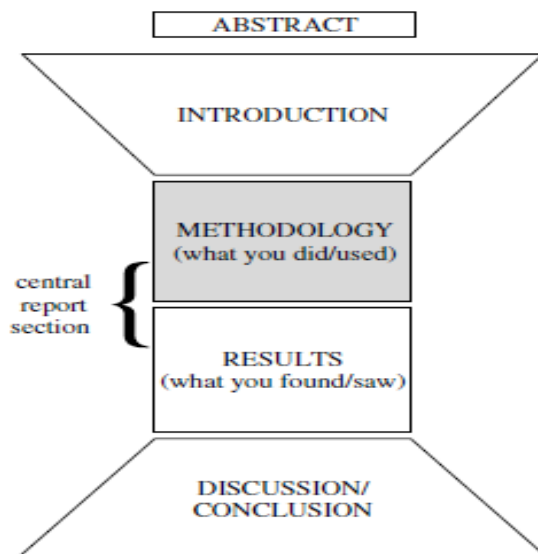


Fig. 1. The shape of a research article or thesis.

When we come to ask our three questions:

- How do I start the Methodology/Experiments section? What type of sentence should I begin with?
- What type of information should be in this section, and in what order?
- How do I end this section?

you already know that the Methodology should contain a detailed description of what you did and/or used, and this helps to answer the second of the three questions. As we will see, however, it is not a full answer; to be effective and conform to what is normally done in a research paper, this section must contain other important information as well.

**Activity 1:** Read the example below. The title of the paper is **Changes in the chemistry of groundwater in the chalk of the London Basin**. Don't worry if the subject matter is not familiar to you or if you have difficulty understanding individual words, especially technical terms like *groundwater*. Just try to get a general understanding at this stage and familiarize yourself with the type of language used.

## Methodology

1 The current investigation involved sampling and analysing six sites to measure changes in groundwater chemistry. 2 The sites were selected from the London Basin area, which is located in the south-east of England and has been frequently used to interpret groundwater evolution.<sup>2,3,4</sup>

3 A total of 18 samples was collected and then analysed for the isotopes mentioned earlier. 4 Samples 1–9 were collected in thoroughly-rinsed 25 ml brown glass bottles which were filled to the top and then sealed tightly to prevent contamination. 5 The filled bottles were shipped directly to two separate laboratories at Reading University, where they were analysed using standard methods suitably miniaturised to handle small quantities of water.<sup>5</sup>

6 Samples 10–18 were prepared in our laboratory using a revised version of the precipitation method established by the ISF Institute in Germany.<sup>6</sup> 7 This method obtains a precipitate through the addition of  $\text{BaCl}_2 \cdot 2\text{H}_2\text{O}$ ; the resulting precipitate can be washed and stored easily. 8 The samples were subsequently shipped to ISF for analysis by accelerator mass spectrometry (AMS). 9 All tubing used was stainless steel, and although two samples were at risk of CFC contamination as a result of brief contact with plastic, variation among samples was negligible.

## Activity 2:

### GUIDELINES

You should spend 30–45 minutes on this task. If you can't think of a good description of the first sentence, choose an easier one, for example Sentence 4, and start with that. Remember that your model is only useful if it can be transferred to other Methodology sections, so don't include content words such as *groundwater* or you won't be able to use your model to generate Methodology sections in your field.

One way to find out what the writer is doing in a sentence — rather than what s/he is saying — is to imagine that your computer has accidentally deleted it. What is different for you (as a reader) when it disappears? If you press another key on the computer and the sentence comes back, how does that affect the way you respond to the information?

Another way to figure out what the writer is doing in a sentence — rather than what s/he is saying — is to look at the grammar and vocabulary clues. What is the tense of the main verb? What is that tense normally used for? Is it the same tense as in the

previous sentence? If not, why has the writer changed the tense? What words has the writer chosen to use?

Don't expect to produce a perfect model. You will modify your model when you look at the Key, and perhaps again when you compare it to the way Methodology sections in your target articles work.

<p style="text-align: center;"><b>Changes in the chemistry of groundwater in the chalk of the London Basin</b></p>	
<p><b>Methodology</b></p>	<p><b>In this sentence, the writer:</b></p>
<p><i>1 The current investigation involved sampling and analysing six sites to measure changes in groundwater chemistry. 2 The sites were selected from the London Basin area, which is located in the south-east of England and has been frequently used to interpret groundwater evolution.<sup>2,3,4</sup></i></p>	<p>1 _____</p> <p>2 _____</p>
<p><i>3 A total of 18 samples was collected and then analysed for the isotopes mentioned earlier. 4 Samples 1–9 were collected in thoroughly-rinsed 25 ml brown glass bottles which were filled to the top and then sealed tightly to prevent contamination. 5 The filled bottles were shipped directly to two separate laboratories at Reading University, where they were analysed using standard methods suitably miniaturised to handle small quantities of water.<sup>5</sup></i></p>	<p>3 _____</p> <p>4 _____</p> <p>5 _____</p>
<p><i>6 Samples 10–18 were prepared in our laboratory using a revised version of the precipitation method established by the ISF Institute in Germany.<sup>6</sup> 7 This method obtains a precipitate through the addition of <math>\text{BaCl}_2 \cdot 2\text{H}_2\text{O}</math>; the resulting precipitate can be washed and stored easily.</i></p>	<p>6 _____</p> <p>7 _____</p>

<p><i>8 The samples were subsequently shipped to ISF for analysis by accelerator mass spectrometry (AMS). 9 All tubing used was stainless steel, and although two samples were at risk of CFC contamination as a result of brief contact with plastic, variation among samples was negligible.</i></p>	<p>8 _____</p> <p>9 _____</p>
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### **Seminar 7: Results of exemplar research papers**

Techniques: practical activities in a peer and group work through discussion activities

#### **Seminar: Results section of RA (research article)**

##### **Task for submission**

1. Look through 2 exemplar research article on which you are working on to analyze and understand research article framework.
2. Find Results section of articles and study it thoroughly
3. Submit a report in the length of 200-250 words discussing and presenting your analysis findings concerning Results section of RAs. In your report talk about what way authors use to present their experiment results: tables, charts, graphs or in text style. Justify your findings with examples from the articles following citation rules.



## Results

- Tells about outcomes/findings of the research study.
- presents the data and findings, ordered/analyzed in ways justified earlier (methodology)
- past tense is a feature here (usually)
- describes the findings in a simple way with the help of data .
- Figures and tables appear here.

## Discussion

- What does the result or data from the experiment mean to us is described in discussion.
- Function of discussion is to :
  - Interpret results in light of what was already known about the subject and
  - Explain new understanding of the problem after taking results into consideration.
- Explain how the results answer the question under study.



# Results & Discussions

## Results

- Core of the research/ research paper.
- Data generated by doing research, after validation and verification is written.
- Results are important in answering the objectives.
- Findings of the research.

## Discussion

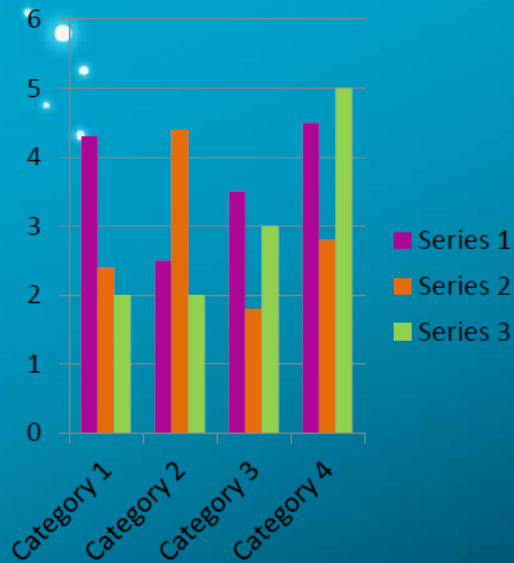
- Stating cause for particular results.
- Discuss the meaning of the results.
- Stating clearly what their significance is.
- Compare the results with theoretical expectations .

# Presentation of Data

- Tables and figures (photographs, drawings, graphs and flow diagrams) are often used to present details whereas the narrative section of result tends to be used to present the general findings.
- Numerical data can usually be presented more effectively in tables or graphs than in the text.
- The order of presentation of the result should be either chronological to correspond with the methods or from the most to the least important



# Chart



- A chart is a graphical representation of data, in which "the data is represented by symbols, such as bars in a bar chart, lines in a line chart, or slices in a pie chart".
- A chart represent tabular numeric data.

## Purpose of the Results and Discussion Sections

They answer these questions:

- What's the answer?
- What are the implications of your answer?

These two questions are the object of the results and discussion sections, respectively.

## **Seminar 8: Analyzing Discussion and Conclusion parts of exemplar RAs**

Techniques: practical activities in a peer and group work through discussion activities

### **Functions of Discussion Section**

- Gives meaning to the results, the “why”
- Places results in context of theory or conceptual framework
- Places results in context of previous research
- Assesses importance of findings
- Acknowledges limitations of methods
- Identifies new areas for exploration and/or ‘next steps’

## Discussion vs Results

- Results are the facts of the findings, unedited and unqualified
- Results are the presentation of the hard data (statistics, tables, figures)
- Discussion is about what the results mean
- Discussion is about the implications of the findings

## Rigid Formula vs Positing New Ideas

**“The ‘discussion’ should always refer back to the original conceptual framework and not introduce new ones (e.g., Zajonc’s mere exposure hypothesis and Sutherland’s theory of differential association). This diverts attention from the original purpose of the study and the actual answers to study questions...”**

**--Anonymous Reviewer**

## Discussion vs Background

- Discussion is not the place to bury other important and relevant literature
- Doing so may lead to over-inflating importance of current findings
- Sometimes it’s simply a matter of time sequence
- Discussion is about how the findings fit into the body of literature appropriately introduced in the Background

# Structure of Discussion

- Principal findings
- Interpretation of findings
- Interpretation in context of literature
- Implications
- Limitations
- Summary

# Principal Findings

- **Emphasis on “discussion”**
- **Summarize major findings**
- **Do not simply reiterate results**
- **Shift from numeric data to descriptive words**
- **Do not introduce additional or new results**



## Conclusion

- Succinctly summarize implications of findings as previously discussed
- Don't make sweeping statements or conclusions that reach beyond your data
- Present the bottom line message, point, value of the described study
- Tell the reader what they should take away

## How Many Points to One Paper?

“Your manuscript is not only too long for the ‘Methodology Corner,’ it is too long for a regular article. At the same time, you now have ‘neither fish nor fowl.’ The merits of the combined methodologies are lost in prolonged discussion of the strengths and weaknesses of each method and in the long account of the study. On the other hand, the study is devoid of a context of its own.” --Journal Editor

## Interpretation

- What do the findings/results mean?
- Are the findings consistent with previous research or do they counter previous findings?
- Posit why this might be, particularly if your findings differ from others
- Do not restate content from Background
- Focus on points of comparison that bear on findings

## Implications

- How the results might be generalized
- Often implications mean clinical implications
- May have other implications (e.g., methodological)
- New things to consider as result of findings

Some view the Discussion as the most important section because it is where we **explain** the results and their **meaning**, particularly for clinical practice

## Limitations

- Be thoughtful and reasonable
- Don't beat yourself up
- Acknowledge issues of scientific concern
- Don't trash the validity of your study

Goal is to preempt the reviewer's criticism and to demonstrate your knowledge of the limitations and understanding of practical limits and judgment calls in research.

## Summary

The Summary of the Discussion section may be the Conclusion

Summary: summarizes the findings/conclusion

Conclusion: ultimate take-away message

## Seminar 9: RA Evaluation report

Techniques: practical activities in a peer and group work through discussion activities

### How to Write an Evaluation Report

An evaluation is an assessment of certain topics or subjects typically conducted for a specific purpose. An evaluation report, in the simplest sense, is a document which reports the results, findings, interpretations, conclusions, or recommendations derived through an evaluation. An evaluation report primarily gives a executive summary of the points covered by the evaluation. It also presents an overview of the evaluation process.

### Key Components of an Evaluation Report

Evaluation formal reports contain an essential parts and processes of an evaluation. It is thus important for one to know what constitutes a good evaluation report. The following are the key components commonly discussed in an evaluation report.

- **Title or header.** This includes a clear and concise title, the authors' names, date of preparation, etc.
- **Executive summary.** This should contain a brief summary of the subject of the report.
- **Table of contents.** This includes an overview of the contents of the report and their respective pages.
- **Introductory remarks.** Mainly a short report introduction on the purpose, and target of the evaluation.
- **Scope.** This discusses the evaluation focus.
- **Resources and methods.** Materials, equipment, and methods involved in the evaluation.
- **Summary.** Typically includes findings, conclusions, and interpretations derived in the evaluation.

- **Recommendations.** This provides an idea on information dissemination and intended use of the evaluation's findings and conclusions.
- **References.** This contains the references used by the authors upon report writing the evaluation.

### **Tips in Writing an Evaluation Report**

An evaluation report gives the audience a general idea about the whole evaluation. For it to effectively convey information, it needs to be constructed properly. Consider the following tips in writing an evaluation report.

- **Think of a purpose.** This creates the foundation of the evaluation business report. One needs to determine the purpose of creating an evaluation report to determine its focus.
- **Gather the most important details of the evaluation to be included in the report.**
- **Know the audience of your report.** This includes the people who will view the report, its users, and in most cases, the evaluation's subjects. Anticipate the questions and concerns they might ask regarding the technical report.
- **Divide the report into different sections.** This will promote better distribution of ideas and contents of the evaluation itself.
- **Write in a clear manner.** This will allow your audience to comprehend the ideas you present better.
- **Proofread your report.** Proofreading is the best way to get rid of the possible errors your report might contain.

### **Task:**

Based on your gained experience write evaluation report in the length of 400-450 words of analysing RAs which you work on throughout the course. Following the link <https://study.com/academy/lesson/how-to-write-evaluation-reports-purpose-structure-content.html> watch the video concerning the structure of the report and guidelines on writing it.

# Tasks for Seminars

## Task Analysis for Writing a Simple Research Paper

Strategies	Skills Required
<ul style="list-style-type: none"> <li>Choose a topic</li> </ul>	<ul style="list-style-type: none"> <li>Idea generation</li> </ul>
<ul style="list-style-type: none"> <li>Research that topic</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use multi-media sources for research</li> </ul>
<ul style="list-style-type: none"> <li>Write down important and interesting information on note cards</li> </ul>	<ul style="list-style-type: none"> <li>Ability to distinguish between relevant and irrelevant information</li> </ul>
<ul style="list-style-type: none"> <li>Sort note cards into categories with similar types of information</li> </ul>	<ul style="list-style-type: none"> <li>Ability to group information according to similarities</li> </ul>
<ul style="list-style-type: none"> <li>Make an outline including:                             <ul style="list-style-type: none"> <li>Introduction</li> <li>Body – using the two or three categories of note cards that have the most and most interesting information</li> <li>Conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How to write an outline                             <ul style="list-style-type: none"> <li>What an introduction should contain</li> <li>What a body should contain</li> <li>What a conclusion should contain</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Write a rough draft making sure you have:                             <ul style="list-style-type: none"> <li>A complete introduction with a complete paragraph or two</li> <li>The body of your paper is well supported and written in complete paragraphs, with complete sentences</li> <li>The conclusion of your paper summarizes what you said and makes any conclusions that you wanted to make</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge of how to write a paper:                             <ul style="list-style-type: none"> <li>Complete sentences</li> <li>Complete paragraphs</li> <li>Relevant paragraphs</li> <li>Paper components and how to write them                                     <ul style="list-style-type: none"> <li>Introduction</li> <li>Body</li> <li>Conclusion</li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Type out your rough using spelling and grammar check to make sure your spelling and grammar is correct, and make any necessary changes</li> </ul>	<ul style="list-style-type: none"> <li>Typing skills</li> <li>Knowledge of a basic Word Processing program</li> </ul>
<ul style="list-style-type: none"> <li>Have a teacher or knowledgeable person proofread your paper and make any changes or give any suggestions that they might have</li> </ul>	<ul style="list-style-type: none"> <li>Know who would be knowledgeable person to ask for assistance</li> </ul>
<ul style="list-style-type: none"> <li>Rewrite your paper and make any necessary adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Know how to take criticism</li> <li>Know how to make corrections with the Word Processing program</li> </ul>
<ul style="list-style-type: none"> <li>Look over and make sure it looks good</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of what a paper is supposed to look like</li> </ul>

### What's in a title?\*

Create twelve different titles for your article and think about how they represent the essence of your argument.

- 1. Indicating an answer will be revealed:** e.g. A New Approach to Model Verification, Falsification, and Selection

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- 2. Indicates direction of author's argument:** e.g. Down with graphs in business writing

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3. **Emphasis on methodology:** e.g. A Conditional Approach to Panel Data Models with Common Shocks

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4. **Suggestions for guidelines and/or comparisons:** e.g. Return and Volatility Spillovers across Equity Markets in Mainland China, Hong Kong and US

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5. **Startling or effective openings:** e.g. Right on Target, or is it? The Role of Distributional Shape in Variance Targeting

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6. **Alliteration:** e.g. The Mystery of the Multiplying Marks: A Modification of the Monetary Model

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7. **Literary or biblical allusions:** e.g. A Tale of Two Cycles in Developing and Advanced Economies: A Country Case Study Comparison

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8. **Puns:** e.g. Is a Dose of Competition Just What the Doctor Ordered?

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9. **Mystify:** e.g. More tricks with the lorenz curve

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- James Hartley, 'There's More to the Title Than Meets the Eye: Exploring the Possibilities', *Journal of Technical Writing & Communication*, 37 (2007), 95-101.

### Summary and Main Idea Worksheet 1

**Directions:** Read each passage and...

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.
4. Do **not** include opinions or personal info in your summary.
5. Highlight or underline key ideas in each passage.

Picture this: a herd of elephants flies past you at sixty miles per hour, followed by a streak of tigers, a pride of lions, and a bunch of clowns. What do you see? It must be a circus train! One of the first uses of the circus train is credited to W.C. Coup. He partnered with P.T. Barnum in 1871 to expand the reach of their newly combined shows using locomotives. That's another word for train. You see, before trains, moving the circus was hard. They had to lug around all their animals, performers, and equipment with a team of more than 600 horses. Since there were no highways, these voyages were rough and took a long time.



Circuses would stop at many small towns between the large venues. Performing at many of these small towns was not very profitable. Because of these limitations, circuses could not grow as large as the imaginations of the operators. After they began using circus trains, Barnum and Coup only brought their show to large cities. These performances were much more profitable and the profits went toward creating an even bigger and better circus. More stages or "rings" were added and the show went on. Ringling Bros. and Barnum and Bailey Circus relied on the train to transport their astounding show until they went defunct in 2017.

**1. Main idea related title for the passage:**

2. Summarize the passage in your own words:

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How do you say “Holy cow” in French? The fastest thing in France may just be the fastest ground transportation in the world. The TGV (*Train à Grande Vitesse*: French for very high speed) is France’s national high-speed rail service. On April 3rd, 2007, a TGV test train set a record for the fastest wheeled train, reaching 357.2 miles per hour. In mid 2011, TGV trains operated at the highest speed in passenger train service in the world, regularly reaching 200 miles per hour. But what you may find most shocking is that TGV trains run on electric power not petrol. Now if you’ll excuse me; I have a record to catch.

**3. Main idea related title for the passage:**

4. Summarize the passage in your own words:

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Giddy-up, cowboys and girls! In the Southwest during early half of the 1800s, cows were only worth 2 or 3 dollars apiece. They roamed wild, grazed off of the open range, and were abundant.

Midway through the century though, railroads were built and the nation was connected. People in the Southwest could suddenly ship cows in freight trains to the Northeast. The Yankees there had a growing taste for beef and were willing to pay for it. Out of the blue, the same cows that were once worth a couple of bucks were now worth between twenty and forty dollars each. The only problem was that they had to get these cows to the train station. A new profession emerged from this. It became pretty lucrative to wrangle up a drove of cattle and herd them to the nearest train town. Of course it was dangerous too. Cowboys were threatened at every turn. They faced cattle rustlers, stampedes and extreme weather. But they kept pushing those steers to the train station. By the turn of the century, barbed wire killed the open range. Some may say the cowboy, too, was killed by barbed wire. Maybe, but it was the train that birthed them.

**5. Main idea related title for the passage:**

6. Summarize the passage in your own words:

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Electric trolley cars or trams were once the chief mode of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, they lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors

created several front companies to purchase and dismantle the trolley car system. They received big investments from Firestone Tire, Standard Oil of California, Phillips Petroleum, and others in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable. This would then increase automobile sales. The decline of the tram system in North America could be blamed on many things—labor strikes, the Great Depression, regulations that were unfavorable to operators. Yet, perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction. Fill it up, please.

**7. Main idea related title for the passage:**

8. Summarize the passage in your own words:

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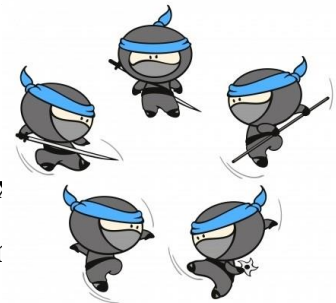
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## Summary and Main Idea Worksheet 2

Name: \_\_\_\_\_

**Directions:** Read each passage and on a separate sheet of paper

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.
4. Do **not** include opinions or personal info in your summary.
5. Highlight or underline key ideas in each passage.



What's dressed in all black, practices stealth, and is a master of espionage, sabotage, and assassination? You guessed it: it's a ninja!

Perhaps the only thing more elusive than a ninja is the source of the word *ninja*. In Japan ninja are more often referred to as shinobi. The word *shinobi*, short for *shinobi-no-mono*, means “to steal away.” The word *shinobi* appears in poems as far back as the eighth century. So how did this word become *ninja*? Some believe that during the Edo period in Japan, the word *shinobi-no-mono* was transformed to the very similar word *ninja*. This probably happened because it was a lot quicker and easier to just say *ninja*. It is difficult to see how such a transformation could have occurred when we look at the words using our alphabet, but if you look at the kanji representing these words, it may make more sense to you. This is how you write *shinobi-no-mono*: 忍の者. And this is how you write *ninja*: 忍者. Now do you see the similarities?

**1. Main idea related title for the passage:**

2. Summarize the passage in your own words:

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Ninjas used many different tools and weapons to get the job done. They used throwing stars, bows, and acid-spurting tubes to name a few. But the favorite weapon of most ninjas may have been the katana. The katana is a long, curved sword with a single blade and a long grip to accommodate two hands. This

sword was often carried in a sheath or scabbard on the ninja's back. Though the sword was primarily used for fighting and killing, the scabbard served other purposes too. The ninja could remove the sword, angle the scabbard against a wall, and use it to climb to a higher place. Or, while stealthily negotiating their way through a dark place (such as an enemy's residence at night), ninjas may have used the scabbard as a walking stick, feeling or probing their way around objects so as not to knock into anything and alert the enemy. Perhaps the ninja's most sinister use of the scabbard was to put a mixture of red pepper, dirt, and iron shavings at the top of the scabbard. Then, when the ninja drew his sword, his opponent would be blinded. I wonder what a ninja could have done with a Swiss Army knife.

**3. Main idea related title for the passage:**

4. Summarize the passage in your own words:

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Invisibility, flight, the power to split into multiple bodies... these superhuman abilities have long been associated with ninjas. But ninjas didn't really do all that stuff. They were just regular people with exceptional abilities. So why do people think that ninjas had super powers?

Well, one reason is that ninjas were very secretive. They left behind few historical records of their activities. Since we do not know much about what they actually did, we are left to speculate.

Another reason why people think that ninjas had superhuman abilities is because of how ninjas are depicted in folklore (particularly during the Edo period in Japan). In such legends and works of art, ninjas were mythicized and romanticized. In other words, writers gave ninjas super powers. Romantic notions of ninjas as superhero are perpetuated in today's media too. Maybe that's just because people expect ninjas to have supernatural abilities these days. Ki-yah!

**5. Main idea related title for the passage:**

6. Summarize the passage in your own words:

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The image of the ninja wearing all black is a popular one indeed, but there is no evidence that ninjas ever wore such a costume. In fact, it is much more likely that ninjas dressed as regular civilians. This would have been far more effective camouflage in most situations than an all black suit. The use of disguises amongst ninja was common and well documented. Ninja often dressed as monks, entertainers, fortune-tellers, merchants, or farmers. Each of these disguises carried advantages that dressing in all black did not. Dressed as monks, ninjas could conceal weapons in their robes. Dressed as entertainers, they could spy in

enemy buildings without arousing suspicion. Dressed as fortune-tellers, they could extract information from unknowing targets. Dressed as merchants, they could travel freely across enemy borders. Perhaps the deadliest disguise was that of the farmer. If a ninja were dressed as a farmer, he or she would carry simple tools (such as sickles or trowels). Of course, these would be used as deadly weapons. If authorities caught such a ninja, he could claim that his deadly apparatus were tools, not weapons. Though they may not have been wearing all black stealth suits, ninjas were always well-disguised.

**7. Main idea related title for the passage:**

8. Summarize the passage in your own words

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## TESTS

If other researchers use the same methods as a paper but cannot achieve the same results, the paper could be said to lack:
Replicability
Repetition
Reliability
Validity

One of the most important aspects of the results and discussion section is:
an elaborate interpretation of the findings
a repeat of the literature review
a statement of how a research question was answered
a justification for why either quantitative or qualitative methods were used

When presenting the results from the interviews for the qualitative analysis:
be sure to explain which codes, categories, and themes emerged from content analysis
it is important to include the participants' names
do not include any background information about the case
it is important to explain how process tracing was used to link the independent and dependent variables together

Which of the following should not be included in the methods and data section?
An interpretation of the research findings
The operationalization of the concepts used in the analysis
The source of data analyzed
An explanation of statistical tests performed

An abstract generally should
be short
include an argument for the validity of indicators
include an argument on how previous scholarship guided the researcher
not state the research question

Where should a research paper's overall conclusion first be seen by a reader?
Abstract
Conclusion
Introduction
Theory and Hypotheses



Which section should provide recommendations of how other researchers could improve on research be included?
Conclusion
Results and Discussion
Methods and Data
References

What is meant by the “frame” of a paper?
The abstract, introduction, and conclusion
The abstract and literature review
The literature review, methods and data, and results and conclusion section
The introduction and conclusion

The Literature Review:
is not the main focus of a research paper
is the main focus of a research paper
should explain the results of your own research
should thoroughly explain the hypotheses and theories

The methods and data section should outline:
how the researcher answered his or her research question
the researcher's theories and hypotheses
the researcher's results
the researcher's conclusions

Which of the following is NOT one of the three main points you should include in your conclusion?
Creating a new control variable that will alter the findings in order to conform to your hypothesis
Reiterating whether or not you were able to support your hypotheses with the data you collected and analyzed with either the quantitative or qualitative analyses
Providing the reader an idea of how the research could have been improved and if new questions based on the research findings have emerged
Containing a discussion of how the findings from the research can be generalized to other cases.

Which word should you avoid using in your paper?
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Prove
Conclude
Generalization
Inconclusive

Why is it important to write a strong abstract, introduction, and conclusion?
Because these are often the sections that readers study first
Because these are the only sections that contain the research question and overall findings of the research project
Because these are the shortest sections of the paper
Because of replicability

An abstract can sometimes look like
an annotated bibliography
a literature review
a methods and data section
operationalization

A literature review:
Is like a references list; it is a sequential ordering of each study a researcher read
Is not always necessary in a research paper; it is sometimes optional
Is a short written synthesis of previous research on a topic
Identifies what the purpose of your paper is

Which of the following is considered a primary source?
Peer Reviewed Research Articles
News Magazines
Working Papers
Academic Reports

Which of the following pieces of information has to be cited?
An opinion/idea
Fact
Historical detail
Common knowledge

When reading scholarly work, what should you look at first?
Title
Abstract

Introduction
Conclusion

What should the first line of a good literature review contain?
An introductory statement that broadly summarizes as much of the literature as possible
A summary of the literature review
Connections among the literature
Your research question

What is the purpose of creating an annotated bibliography?
To summarize and organize each piece of scholarship that you read
To serve as a framework for your research
To find connections among the literature review
To establish the author's credibility

What does a literature review establish?
The credibility of the researcher and it presents how other scholars have approached similar topics
It predicts your future results
It shows the researcher how to proceed with his or her research design
The purpose of your research paper

What is the best way to start your literature search?
Think of the different ways a topic could have been studied by others
Do a Google search
Ask your professor
Conduct a very specific search

What is a references list?
An alphabetical listing of all sources referenced or cited
A summary of the work you reviewed
An annotated bibliography
An excerpt of a conclusion

Why is reviewing academic books about your research question essential?
Academic books usually provide a broader treatment of a general topic and are more comprehensive than research articles
Academic books are tier one sources while peer reviewed research articles are not

Academic books are more reliable than other tier one sources
Academic books are not formally published and can contain more information

Do the following statements need to be cited? The United States utilizes a plurality electoral system for the election of Congress.
No citation needed
Citation needed

Do the following statements need to be cited? Per capita income is higher in advanced industrial democracies than in developing countries.
No citation needed
Citation needed

Do the following statements need to be cited? Lower voter turnout in the U.S. does not mean that Americans do not participate in politics because different ways of participating have been evolving over time.
Citation needed
No citation needed

Do the following statements need to be cited? High per capita income is generally linked with post-materialist values, which include a concern for the protection of individual expression and enhancement of the quality of life.
Citation needed
No citation needed

Do the following statements need to be cited? Despite their differences, the French, Russian, and Chinese Revolutions bear striking similarities that can be studied in a single research design
Citation needed
No citation needed

What is the order of tasks for creating a literature review? I Find the studies that are most relevant for understanding what other scholars have concluded about your research topic. II Find themes among the studies and write a literature review. III Read the studies. IV Create annotated bibliographies for each study you have read.
I, III, IV, II
II, I, IV, III

III, II, I, IV
II, IV, III, I

Kennedy F. Johnson, Wells B. Fargo, and King Martin all wrote a research paper in 1967. What is the proper format for a parenthetical citation for a source with three authors?
(Johnson, Fargo, and Martin 1967)
(Johnson, Fargo, Martin)
(Johnson 1967)
(Johnson, Fargo, and Martin 67)

Place the following components of the peer review process in order. I Internal Review. II Blind External Review. III Recommendations
I, II, III
II, III, I
III, II, I
II, I, III

The first step in the research paper process is
Identifying the problem or question
Finalizing the research paper
Writing the paper
Evaluating the process

A primary source is
A firsthand account of an event
Created by a teacher
The first source you find
Written by someone who heard of the event

Citing sources is
Listing the resources you used
Checking the English mechanics
Only necessary for professional writers
Another copy of your notes
A report gives
Only one point of view about a topic
Only facts about a topic
A point of view about a topic, based on facts
A fictional account of a topic

A research paper
A point of view about a topic, based on facts
Only facts about a topic
A fictional account of a topic
Only one point of view about a topic

Plagiarism is
Using someone else's work and not giving
Checking facts in an article them credit.
Only a concern for professional authors
Using notecards to write your paper

Plagiarism is...
never acceptable in any form.
acceptable when it is unintentional.
acceptable when it is intentional
acceptable if the source gave you permission.

What are the three areas to master in the sourcing in research papers?
Quoting, Paraphrasing and Summarizing
Notation, QuotationandRotation
Quoting, ParaphrasingandNotation
Condensing, SummarizingandQuotation
Quoting, Plagiarism, Paraphrasing

What does it mean to plagiarize?
To steal or pass off the ideas or words of another as your own.
To attribute a comment to someone that they never actually said.
To make up information and pretend it is true.
To pretend to know things that you don't really know.