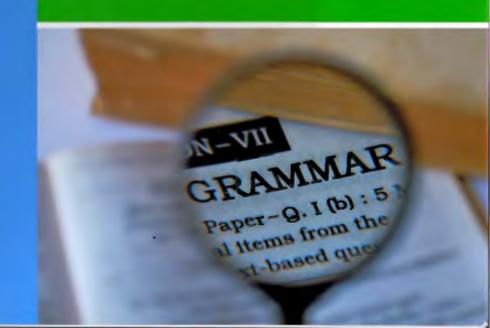
G. Bakieva R. Khodjieva K. Muratkasimova

LANGUAGE SKILL: WRITING



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАХОН ТИЛЛАРИ УНИВЕРСИТЕТИ

G. Bakieva, R. Khodjieva, K. Muratkasimova

LANGUAGE SKILL:

WRITING 4



TOШКЕНТ «OʻZKITOBSAVDONASHRIYOT» 2019

ЎДК: 811.111(075.8) (575.1)

Такризчилар: Газиева Д.И. УзДЖТУ, профессионал лексика кафедраси катта укитувчиси

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Укув кулланма №ИТД-1, А-1-219 "Таълим тизимида хорижий тил (инглиз) йуналнинидаги олий таълим муассасаларида умумевропа компетенциялари (CEFR) буйича СІ, даражасини эгаллашни таъминлайдиган укув-услубий мажмуа яратиш" номли амалий лойиха доирасида бажарилган.

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The manual is designed to help to develop writing skills of the first year EFL students. It presents tips and strategies on how to write effective academic writing, essays, reports, summary, review and research paper.

Ўкув кўлланма биринчи боскич талабаларининг ёзиш куникмасини иншо, баён ва такризлар оркали ривожлантиришга багишланган.

УДК: 811.111(075.8) (575.1)

REVIEW

on the course book "WRITING" compiled by UzSWLU authors' group

Given course book on Writing is an excellent resource for the students, as it meets the priorities stated by the Decree of the first President of the Republic of Uzbekistan "on measures to further improvement foreign language learning system" 18/75 from December 10, 2012. The decree is aimed at the upbringing of harmoniously developed, highly educated, modern-thinking young generation.

The analysis of the book showed that it fully meets modern requirements, educational standards, curricula and especially the use of appropriate information, which is authentic and contextualized. Tasks and exercises are carried out under communicative method. Which helps students to develop their communicative and transferable skills.

The course book is for the Year 1 students of the higher educational establishments. It presents the broad analysis of the tasks that focus on the development of the writing skill of the students. It clearly demonstrates the basic understanding of the writing process and presents the successful tips, which learners have to apply in the real practice. Besides, the tasks are developed in the way to help learners to increase their creative, critical, and analytical thinking skills in writing. At the same time, the content of the book helps to differentiate text types and to acquire an understanding of the characteristics of good writing.

The book is well structured and contains all necessary components. Well written instructions and explanations allow learners to relate theory to practice throughout the process. The content is relevant, meaningful and supportive of the modern requirements. The style is consistent and appropriate for the learners.

For achieving lasting improvement in the standard of English language teaching in Uzbekistan by enhancing the learning experience of PRESETT students the following suggestions are desirable. It would be good to.....

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passages as an input for learners,

set commonly used set phrases, idioms, collocations and linking words as a hint in the units or Appendix,

provide some theoretical part; description, definition and the rules of developing the structure of different writing text types.

To conclude, we can say that this book was developed by the requirements of the Educational Standards and may be considered as a normative-legal document. The course book on Writing can be recommended for approval to the teaching process.

Reviewers:

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Unit 1

Choosing a research topic

Look at the questions below and discuss them with the whole group.

- What is research?
- What are the stages of writing research?

- What is research paper and how does it structure? Discuss the questions with the group.

To get broader idea of research, look at the exercise below, and get the overall idea of research.

Task I.

Look at the list below, it will give you the overall idea of research. Try to match the stages with the process. To make it easy, work with your partner and check the results within a group. Each stage has several processes included.

Process	Stages 🔪
a) creating the final paper	1. Prewriting
b) choosing a topic	2. Drafting
c) revising the documentation	3. Identifying Sources
d) creating a list of reference words	4. Revising
e) writing the conclusion	5. Editing
f) surveying your topic	
g) proofreading the final draft	-
h) revising the draft	-
j) writing introduction	
k) surveying your topic	
1) evaluating sources	

n) taking notes from source	s
a) editing the final draft	
)) determining where text n needed	otes are
) writing the body	2.1
) stating a main idea	
) writing a thesis statement	
) creating an outline	

Research paper is -an original essay presenting your ideas. Writing a research paper is a process of interaction between the materials you find in primary sources and the ideas you develop yourself. Your ideas lead you to search out additional materials, and these new-found materials lead you to new ideas. Throughout this process, it is you who decides what materials you need, discovers the connections between different pieces of information, evaluates the information, frames the questions you will answer, and comes to original conclusions. Before you begin, you cannot know what you will find or what your conclusions will be; but as you proceed, your emerging sense of direction will give shape to the entire project.

Task II

To write a research paper one should start with prewriting stage, clarifying the topic of interest. What topic are you interested in? Look at the topics listed below, and choose one you prefer (add more you like) and have an idea about to make a research. Once you have chosen write the reason for choosing it.

#	Possible Topics	Reason for choosing
1.	Strategies for dealing with large Classes	
2.	The advantages of using process oriented writing in developing critical thinking.	
3.	Error Analysis and Correction	

4.	Learning Styles
5.	Project Based Learning
6.	Interactive activities in vocabulary development
7.	Formative and Summative assessment
8.	Assessment Literacy for Teachers
9.	Role of pre-, while-, post- reading activities in developing reading skill.
10.	Use of Authentic Materials
11.	
12.	

In the process of choosing a research topic and writing a research paper one of the most important issues- is identifying a *research question*. Research question – gives the opportunity to find what is interesting about the topic. Research question is the HOOK to the fact that will interest the reader about the topic.

For example:

Topic	Hook (research question)
Formative and Summative Assessment	What form of feedback is effective to increase students' motivation?

Write your version.

Торіс	Hook (research question)

Task III.

Read the following article, and think about the question which will be interesting and may support you with making a research.

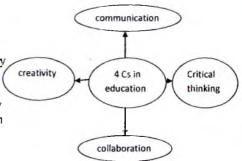
21ST CENTURY SKILLS AND THE "4 CS" IN THE ENGLISH LANGUAGE CLASSROOM

BY ANDY HALVORSEN

For many language teachers around the world, the classrooms of today may look and feel very different to those that we remember from our own childhood. In teacher training workshops and professional development activities, you may have heard talk about **21st century skills** and "new literacies." Many of us have realized that our students today need new sets of skills to prepare them to be successful participants in the globalized society of the future. But for many busy teachers, these new skills and concepts may be unclear or you may be struggling with how to implement them in the actual classroom. In this text, we'll be considering some of the fundamental changes that are currently taking place in 21st century education by looking at the **4** Cs, and, importantly, we'll also consider how these changes can and should be impacting English language teaching and learning around the globe. The 4 Cs we'll be learning about here are *communication*, *collaboration*, *critical thinking*, and *creativity*. These skills were originally identified in 2002 by a non-profit organization

in the United States now known as the Partnership for 21st Century Skills (P21).

Often these are considered to be key skills for 21st century learners, and they have been reshaping education all across the world over the last 10-15 years. For language teachers, a primary challenge is thinking about how we can promote and work with these skills in our own classrooms.



Learning to think differently: critical and analytic thinking in the classroom

Critical thinking is one of the 4 Cs, and it is one of the valuable thinking skills our students will need in the future. To think critically about an issue or problem means to analyze it from many viewpoints and perspectives with an open mind. The process requires that we analyze evidence to think through issues and challenges before coming to solutions. In truth, critical thinking is a skill built on our ability to conduct careful and thoughtful analyses of issues. The good news for language teachers is that the development and practice of critical thinking fits wonderfully in most communicative language teaching curricula. All four language skills can easily be activated when students are asked to research a topic, discuss or debate that topic with peers, and write about what they find. And these activities don't require high levels of English proficiency. Students even at lower intermediate levels can conduct basic research and have meaningful discussions with peers about real issues.

HOW CAN WE ENCOURAGE CREATIVITY IN OUR STUDENTS?

Creativity is another of the 4 Cs, and creativity can mean many different things in the classroom. Many teachers have heard of different learning styles. Some students tend to be more visual learners (learning by seeing), while others are more hands on or kinesthetic (learning by doing). To develop creativity in students, teachers need to be aware of these differences and conduct a range of activity types in the classroom. Allowing students opportunities to be creative means that teachers need to be flexible and give students choices whenever possible. Finally developing creativity works naturally with problem solving activities in the classroom. Whenever students are asked to find solutions to complex problems, they are given the chance to think about the problem in new and creative ways.

CLASSROOM INTERACTION

The last two Cs are **collaboration** and **communication**. These should be skills that English language teachers are well aware of. Many of the things that language teachers are already doing in the classroom, like pair and group work, peer review, and Project- Based Learning (PBL), are excellent to support the development of collaboration and communication. Employers of today are increasingly looking to hire people who not only understand their field, but who also have developed skills in communicating and collaborating in teams. When students leave our English classes, we of course want them to have improved their language skills, but we also want them to have developed confidence in their ability to communicate and collaborate in the language.

DIGITAL LITERACY AND INTERACTIONS OUTSIDE THE CLASSROOM Classrooms today are expanding beyond the physical walls that many teachers are accustomed to. Some language programs are exploring online or blended learning experiences, where some of the instruction and interaction may take place through computers or smart phones. Digital literacy skills are of course essential to the future success of many students, but many teachers and administrators assume that students who are "digital natives" will pick up these skills on their own. This is not necessarily true. Young people will certainly learn on their own to play games online and share pictures on sites like Facebook. However, they will not learn the sophisticated skills they need to find and critically analyze information online, or to create and edit video and audio projects in a professional way. These skills and many others need to be taught and actively practiced in the classroom.

Task IV.

Write your Research Question. Share your question with other student. Ask interesting facts.

Ноок

What is interesting about this question? Hook your readers with an interesting fact that might make them curious about this topic. Present your fact to the group, and get group mates ideas on the topic.

Deciding on research question helps to identify or decide on the topic of research. Choosing the research topic is not easy job. Researchers should know what they would like to research. Usually the researches choose the topic of their interest. However, if you do not have any idea about what to write, read as much as possible different articles on international journals, books and different publications. Once you have decided on the topic, check in libraries to make sure there is reasonable information available. Writing a paper will be easier if you can form your ideas and viewpoints on that topic. If you got enough ideas on the subject it will be easier for you later to narrow down the topic. To narrow the topic, try to answer the question below, the answers will help you to narrow your topic.

- 1. Who is the audience? (people involved)
- 2. What are the major issues?
- 3. What are my opinions on this topic?
- 4. Why is this an important and interesting subject?
- 5. What is the problem and how was it developed?

Task V.

Choose the Topic of your interest and by answering to the question above try to narrow it down.

Your Topic:

1. Who is the audience? (people involved)

- 2. What are the major issues?
- 3. What are your opinions on this topic?
- 4. Why is this important and interesting subject?
- 5. What is the problem and how was it developed?

The topic of the paper is what you want to say about the subject. To narrow the topic, you need to read background articles about your subject in encyclopedias and other general references. Let us see some examples of Broad and Narrow topics.

Examples:

Broad: Communicative language teaching

Better but Still broad: Communicative language teaching as a key to develop students' knowledge.

Narrow topic: Communicative language teaching as a key to develop students' critical thinking in speaking. (answers the questions What? and Where?)

Broad: Assessment

Better but still broad: The advantages of formative assessment.

Narrow topic: The advantages of formative assessment in increasing university students' extrinsic motivation. (answers the questions What? and Why?)

Task VI.

Look at the topics below and try to narrow them down. After writing your versions discusses with your partner and compare the results.

Broad: Project based learning **Better but still broad**:

Narrow topic:

Broad: Classroom interaction **Better but still broad:**

Broad: Teaching Listening **Better but still broad:**

Narrow topic:

Broad: Process oriented writing **Better but still broad:**

Narrow topic:

Broad: Authentic Materials **Better but still broad:**

Narrow topic:

Task VII.

Based on the examples above try to make your own rule, on how to narrow the topic. Write it on the box below. Once you have finished share your ideas with the whole group.

The topic is narrow when -

EXERCISES FOR SELF STUDY

1. Imagine that you have been asked to write an editorial for the university newspaper on Assessment issue currently under debate (for example, alternative assessment, assessment literacy of teachers, traditional paper-pencil based test). List five potential issues and make a quick preliminary search on one of them in the library. Compile a list of the kinds of resources available (such as editorials in newspapers, reports in news magazines, articles in scholarly journals, books).

2. Imagine that you were asked to make a presentation in the "International Forum" of foreign language teachers on the topic "21 century methodology". Make a preliminary survey of your university library to compile a list of available materials that would be informative about this subject.

3. Imagine that you were invited as a teacher to one of the English Universities. To orient yourself locally in your profession you need information about the teaching and assessing system of England. List several topics relevant to methods of teaching and assessing to rsearch that will help you in your professional work.

Unit 2

Outlining according to the choosen topic (outlining the research)

Read the given sample of outline on the topic "Assessment in the language teaching: the importance of aligning objectives with assessment". You will find some misunderstandings in headings and subheadings of the outline. Read and answer the questions below the outline and rewrite it.

I. In	troduction
II. Ty	pes of Assessment
	2.1Objective assessment
	2.2Subjective assessment
III.	Principles of Assessment
	3.1Practicality
I	3.2Reliability
	3.3Validity
	3.4Authenticity
	3.5 Washback
[V.	Definition of Assessment
V. Hi	story of assessment
	5.1Traditional assessment
	5.2Alternative Assessment
VI.	Stories about Assessment
VII.	Questions
	7.1 What are the best ways of Assessment
	7.2How to align the objective with assessment
VIII.	Conclusion

1. Which heading is in wrong sequence? How would you change the sequence to improve the order?

2. Which headings are in the wrong style? Make corrections.

3. Which heading does not fit the topic?

When you are writing a research paper, making note cards is the good way to record the information you found. Here are some useful suggestions on making card notes.

- 1. At the top of the card, write the subject of the notes. Later this heading will help you to organize your note cards and to find the information you need.
- 2. Identify the author and the title of your source. You just need to know where you got the information for each note card.
- 3. Write down one idea or fact per card. Note the number of the page where you found the information.
- 4. Make sure that any dates, names, or other facts are correct. If you quote material from your source, make sure you copy it word for word and put quotation marks around it. Anything that is not in quotation marks must be in your own words.

Task I.

Imagine that you are writing a research paper on Assessment. Your main idea is to identify the difference between Assessment, Evaluation and Testing. Read the extract from page *Introduction XV*, *Assessing English language Learners, by Christine Coombe* and create a note card for it.

The term evaluation is all-inclusive and is the widest basis for collecting information in education. According to Brindley (1989), evaluation is "conceptualized as broader in scope, and concerned with the overall program" (p. 3). Evaluation involves looking at all factors that influence the learning process, i.e., syllabus objectives, course design, and materials (Harris & McCann, 1994). Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment (Genessee, 2001). Assessment is part of evaluation because it is concerned with the student and with what the student does (Brindley, 1989). Assessment refers to a variety of ways of collecting information on a learner's language ability or achievement. Although testing and assessment are often used interchangeably, assessment is an umbrella term for all types of measures used to evaluate student progress. Tests are a subcategory of assessment. A test is a formal, systematic (usually paper-andpencil) procedure used to gather information about students' behavior.

In summary, evaluation includes the whole course or program, and nformation is collected from many sources, including the learner. While assessment is related to the learner and his or her achievements, testing is part of assessment, and it measures learner achievement.

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Task II.

Exchange the note card with your partner, and check whether the information is full or not. Use the checklist below to evaluate each others note cards. After, give suggestions on how to improve the note card.

Questions to take into consideration	Use of question to meet the goal			neet the	Descriptive comment	
	well	some what	A little	poor		
Does each note card have a clear heading at the top?						
Does each note card contain one main idea? List any cards that contain two or more different information. Do any of your partner's note cards seem unrelated to the topic or the main idea?						
Are your partner's notes interesting?						
Reread all the comments you have made about your partner's note cards. Can these observations help you in evaluating your own note cards?						

A working outline is important because it gives order to your note taking. As you do your research, you may find that you need to review your plan if you lack information about a topic or have conflicting information. Nevertheless, it provides a good starting point and is essential before you start to take notes. Begin by listing the topics you want to discuss in your paper. (You should have a general idea of these from the reading you have already done.) Then, divide the items on the list into major topics and subtopics. Make an example of a working outline below:

Assessment is part of evaluation because it is concerned with the student and with what the student does (Brindley, 1989). Assessment refers to a variety of ways of collecting information on a learner's language ability or achievement. Although testing and assessment are often used interchangeably, assessment is an umbrella term for all types of measures used to evaluate student progress. Tests are a subcategory of assessment. A test is a formal, systematic (usually paper-andpencil) procedure used to gather information about students' behavior.

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	Outlining the Res	earch
Ι.	Introduction -	
II.	Heading -	
	2.1 Subheading -	
	2.2Subheading -	
	2.3Subheading -	
III.	Heading -	
	3.1 subheading -	
	3.2subheading-	
	3.3 subheading-	
IV.	Heading -	1
	4.1 subheading –	
	4.2subheading –	
V.	Conclusion	

Task III.

Now make self evaluation. Check your outline by following the instructions below. Put tick if instructions are aligned with the outline.

Instructions	Done
1. Sort your note card according the related ideas.	
2. Think about the logical order to arrange your ideas.	
3. Choose one style to write a research paper. (descriptive,	
chronological, comparison-contrast, cause-effect, ect.)	
4. Think about the audience. Is information you give relevant to your reader?	
5. First define the problem and then give solution to the problem.	
6. Think about headings and subheadings (use note cards as guide)	
7. Use Roman numerals for main headings (I,II,III,IV,V)	
8. Use capital letters for subheadings (A,B,C,D)	
9. Every detail should match your topic and style.	
10. Check the words for correct spelling and facts for being	

accurate.	

Reflecting to the instructions above, rewrite your outline and present ready one to the whole group.

Unit 3

Writing an introduction of the research

What is Introduction? Why do we need to write it in paper? Which statements are included in the Introduction? Look at the table below, and choose the statements which you think should be included in Introduction. Put tick to the second column. Add more statement if possible. Discuss with the whole group.

Statements	Tick
State what you are writing about.	
Grows out of the major ideas you have discussed in the paper.	
Show your awareness of the prior writing on the subject.	
Give a reason why you are writing about this	
It reinforce your main thoughts.	
Is the review of the literature necessary—to fill in the reader on background?	
State what you are going to do.	
Indicates how your findings relate to the findings of previous writers.	
Others	

Task I.

A sample of Introduction on the topic "Formative and summative assessment" is given below. It is divided into five parts. Read five descriptions and match them with Introduction paragraphs. Identify what information does each paragraph provides.

 Scriven (1967) is the first scholar who tried to differentiate formative and summative assessment in context of program evaluation (Black and Wiliam 2003; William and Thompson 2008). Scriven mentioned that summative evaluation helps to judge overall value of educational program, while formative evaluation mainly focused on continuously program improvement.

2) Later, Bloom (1969) used the same terminology and explained formative assessment in the following way: '... to provide feedback and correctives at each stage in the teaching-learning processes'. Summative assessment was used to justice what a learner had achieved at the end of whole course.

3) For many years, many scholars have discussed Bloom's distinction; much work was done by Assessment Reform Group in Australia and (Sadler 1989) and United Kingdom. Even so, Bloom's distinction does not lose its essence today, though 'formative assessment' has been substituted to connote a focus on learners instead of study program.

4) Later, scholars have divided into two subdivisions. On one hand, most of test publishers considered formative assessment as an 'interim' assessment or an item bank that teachers can create those tests in order to use it like diagnostic test. William and Thompson (2008) believe that this kind of formative assessment produces one or several scores and will generally require cycle times suited more

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to instructional units and marking periods than to daily lessons.

5) The current study helps us understand how formative and summative assessment is important to evaluate learners achievements and progress. Therefore, using rubrics which will lead to the objective assessment, and demonstrate that giving positive feedback, raises the effectiveness of language learning.

a)	The researcher supplies background information by discussing past research on the topic.
b)	Referencing to other scholars to establish support for the discussion.
c)	Introductory paragraph sets the topic to be examined in the context of evaluation.
d)	The sentence summarizes and synthesizes information, and state the

d) The sentence summarizes and synthesizes information, and state the researcher's hypothesis.

e) Source used to provide information

1.	2.	3.	4.	5.

Task II.

Now it is your turn to write a sample of Introduction. Read five different articles related to the topic you have chosen, and analyze them by implementing the following structure.

I	found	(how	many) _			(name	topic)
L	ist main	ideas:			 	 	
	1				 	 	 _
	2	<u></u>		,	 	 	
	3				 	 	
	4			<u> </u>	 <u></u>	 	
	5.						

Explain how the ideas are different or the same

1. What is the main idea expressed in introduction?

.

2. How do you grab the readers' attention? What approach did you use?

3. How can you improve the introduction?

A good introduction does more than just introduce the thesis, or main idea, of a research paper. It grabs the reader's attention. One way to begin is with a question. Another way to open is with a surprising fact or statistic. Some writers interest their readers with a fascinating story related to the topic. Others start with a striking quotation.

Task III.

Think about your introduction once again. Try to start the introduction by using each approach listed below.

1. Question

2. Surprising fact or statistic

3. Story

4. Quotation

Task IV.

Reflect to your writing and underline the words which helped you to

> formulate and support your ideas (linking words)

> introduce evidences and examples

\geq	express your	opinion in the	conclusion. Lis	t these words in	n the table below:
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Linking words	Words to introduce Evidences and Examples	Words to express your opinion in conclusion

Remember: when you are writing any script, formulating and supporting your ideas cohesively and coherently is the most important part. Thus, you need to use transitions, linking words, examples and word for concluding.

The bank of the most commonly used linking words.

Therefor e	Moreover	And	But	Or	In spite of that
Apart from that	As a result	also	To put it more simply	However	In contras t
On the top of that	Consequentl y	Accordingl y	It would be better to say	Nevertheles s	On the other hand
Thus	Furthermore	In addition	Alternatively	Nonetheless	Despite the fact that
Hence	What is more	In other words	To put it straightforwardl y	Yet	All the same

Words to introduce evidence and examples	Words for concluding
This clearly demonstrate that	To sum up/ altogether
This illustrates how	On this basis, I can conclude that
There is some clear evidence	Having proved this, I would like to
that	In conclusion, I would like to stress
There is mounting evidence that	that
A recent study found that	Ultimately
Research tells us that	As previously stated

Task V.

By applying linking words, words for introducing evidences and examples, and words for concluding provided earlier, rewrite your introduction by using one of the approaches for starting.



Unit 4

Literature review

Discuss the following questions:

- What parts does a research paper consist of?
- What is the purpose of each of the parts?
- What is a secondary and what is a primary research?
- What is Literature Review and why is it necessary in a research work?

Read the text with explanation of the notion "Literature Review"

Literature review provides an overview of published information in a certain subject area, or sometimes information in a given subject area within a certain time frame.

Literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a reorganization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

Task I.

Look thorough the following verbs. Which of them can be used to describe the functions of literature review? Discuss ideas with your partner. Make full statements with the verbs you choose.

compare an	nd contrast	describe	group	work out
criticize	note	highlight	show	conclude
argue	evaluate			

Working with your partner fill in the following table outlining structure of the literature review. What is the function of each part.? How should the information be presented? Share your ideas with the class. Use the verbs in the box above.

Introduction	Body	Conclusion

Task II.

Read the following article. Answer the questions given below.

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper.

Introduction: Gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

Body: Contains your discussion of sources and is organized either chronologically, thematically, or methodologically (see below for more information on each).

Conclusions/Recommendations: Discuss what you have drawn from reviewing literature so far. Where might the discussion proceed?

Organizing the body

Once you have the basic categories in place, then you must consider how you will present the sources themselves within the body of your paper. Create an organizational method to focus this section even further.

To help you come up with an overall organizational framework for your review,

consider the following scenario and then three typical ways of organizing the sources into a review:

You've decided to focus your literature review on materials dealing with sperm whales. This is because you've just finished reading *Moby Dick*, and you wonder if that whale's portrayal is really real. You start with some articles about the physiology of sperm whales in biology journals written in the 1980's. But these articles refer to some British biological studies performed on whales in the early 18th century. So you check those out. Then you look up a book written in 1968 with information on how sperm whales have been portrayed in other forms of art, such as in Alaskan poetry, in French painting, or on whale bone, as the whale hunters in the late 19th century used to do. This makes you wonder about American whaling methods during the time portrayed in *Moby Dick*, so you find some academic articles published in the last five years on how accurately Herman Melville portrayed the whaling scene in his novel. *Chronological*

If your review follows the chronological method, you could write about the materials above according to when they were published. For instance, first you would talk about the British biological studies of the 18th century, then about Moby Dick, published in 1851, then the book on sperm whales in other art (1968), and finally the biology articles (1980s) and the recent articles on American whaling of the 19th century. But there is relatively no continuity among subjects here. And notice that even though the sources on sperm whales in other art and on American whaling are written recently, they are about other subjects/objects that were created much earlier. Thus, the review loses its chronological focus.

By publication

Order your sources by publication chronology, then, only if the order demonstrates a more important trend. For instance, you could order a review of literature on biological studies of sperm whales if the progression revealed a change in dissection practices of the researchers who wrote and/or conducted the studies.

By trend

A better way to organize the above sources chronologically is to examine the sources under another trend, such as the history of whaling. Then your review would have subsections according to eras within this period. For instance, the review might examine whaling from pre-1600-1699, 1700-1799, and 1800-1899. Under this method, you would combine the recent studies on American whaling in the 19th century with Moby Dick itself in the 1800-1899 category, even

though the authors wrote a century apart.

Thematic

Thematic reviews of literature are organized around a topic or issue, rather than the progression of time. However, progression of time may still be an important factor in a thematic review. For instance, the sperm whale review could focus on the development of the harpoon for whale hunting. While the study focuses on one topic, harpoon technology, it will still be organized chronologically. The only difference here between a "chronological" and a "thematic" approach is what is emphasized the most: the development of the harpoon or the harpoon technology.

But more authentic thematic reviews tend to break away from chronological order. For instance, a thematic review of material on sperm whales might examine how they are portrayed as "evil" in cultural documents. The subsections might include how they are personified, how their proportions are exaggerated, and their behaviors misunderstood. A review organized in this manner would shift between time periods within each section according to the point made.

Methodological

A methodological approach differs from the two above in that the focusing factor usually does not have to do with the content of the material. Instead, it focuses on the "methods" of the researcher or writer. For the sperm whale project, one methodological approach would be to look at cultural differences between the portrayal of whales in American, British, and French art work. Or the review might focus on the economic impact of whaling on a community. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Once you've decided on the organizational method for the body of the review, the sections you need to include in the paper should be easy to figure out. They should arise out of your organizational strategy. In other words, a chronological review would have subsections for each vital time period. A thematic review would have subtopics based upon factors that relate to the theme or issue.

Sometimes, though, you might need to add additional sections that are necessary for your study, but do not fit in the organizational strategy of the body. What other sections you include in the body is up to you. Put in only what is necessary. Here are a few other sections you might want to consider:

Current Situation: Information necessary to understand the topic or focus of the literature review.

History: The chronological progression of the field, the literature, or an idea that

is necessary to understand the literature review, if the body of the literature review is not already a chronology.

Methods and/or Standards: The criteria you used to select the sources in your literature review or the way in which you present your information. For instance, you might explain that your review includes only peer-reviewed articles and journals.

Questions for Further Research: What questions about the field has the review sparked? How will you further your research as a result of the review?

(retrieved from http://writingcenter.unc.edu/handouts/literature-reviews/)

- 1. What is the purpose of introduction?
- 2. How can the body be organized?

- 3. What is the difference between "chronological" and "by publication" organization?
- 4. What is methodological organization of the literature review?
- 5. What additional information can be included into the literature review?

Task III.

Look though the list of the topics. Write down the issues which should be covered in literature review.

1. Developing A2 Level Students' Oral Proficiency.

2. Using Authentic Materials to Promote Writing Skills of Lyceum Students (B1 Level).

3. Implementing ICT in Writing Classes.

Task IV.

Think about the topic of your research work. Find 5 articles about your topic and list relevant facts. What areas will you cover in your literature review. Make a list of at least 5 ideas. After you have finished compare your ideas with your group mates. Use a sample as a guide.

1. According to(author/source) _____(date__) the main idea of this subject is _____

List facts from the source that support this idea

1. Fact			
2. Fact 3. Fact 4. Fact 5. Fact (you can add more facts as you find them)			
		(you can add more facts as yo	ou find them)
		In conclusion	says
			about the topic.
. Another idea, by(author/sour	ce)(date) is		
List facts from the source tha	t support this idea		
6. Fact			
7. Fact			
8. Fact			
9. Fact			
10.Fact			
(you can add more facts as yo	ou find them)		
In conclusion	says		
	about the topic.		

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Unit 5

Avoiding plagiarism

Discussthe following questions:

- Have you ever written an article? If yes, how did you do it?
- What steps are included in article writing?
- What problems do you face in the process of writing articles?
- What is plagiarism and how can it be avoided?

Quiz.

Read the questions below and check your knowledge on Plagiarism.

- 1. Copying and pasting from the Internet can be done without citing the Internet page, because everything on the Internet is common knowledge and can be used without citation.
 - a) True b) False
- 2. No need to use quotation mark when you quote an author as long as you cite the author's name at the end of the paragraph.
 - a) True b) False
- 3. We don't have to cite famous proverbs because they are common knowledge.
 - a) True b) False
- 4. Using a few phrases from an article and mixing them in with your own words is not plagiarism.
 - a) True b) False
- 5. No need to cite the source in which you found the information on common knowledge.
 - a) True b) False

Task I.

There are several ways to avoid plagiarism. One of them is paraphrasing original source. Look at the given examples. What are the methods to paraphrase the text?

1.Original "If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult."

Paraphrased"Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important."

Method_____

2. Original" Writing essays can be a challenging task."

Paraphrased "Writing essays can be a task which is challenging."

Method

3.Original "The most effective way to build your English skill is to study regularly."

Paraphrased "The most effective way of building your English skill is to do studying on a regular basis."

Method____

4. Original "To improve English, you should learn new vocabulary on a daily basis."

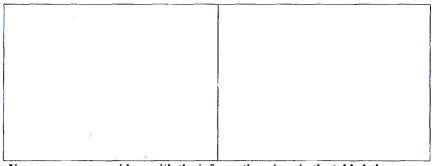
Paraphrased "To improve English, new vocabulary should be learned on a daily basis."

Method

Task II.

The next way of avoiding plagiarism is summarizing. Summary is a short and concise paragraph that contains the main information of a piece of writing. The process of writing a summary can be divided into two parts- preparation stage and the actual process. Discuss in groups what should be done in each stage and fill in the table with your ideas.

Preparation	Process



Now, compare your ideas with the information given in the table below.

Preparation	Process
 Finding the main background details (title, topic, publication year, author, etc.) basic notions and key words thesis statement and topic sentences supporting details 	 group the ideas always start with author's name(s) at the beginning of the summary-give own thesis statement provide each main idea in a separate paragraph there is no need to use specific details, such as dates or statistics

Task III.

Work in pairs. Read the article given below. Following the tips discussed in the previous exercise, write a summary.

Key Issues in English for Specific Purposes (ESP) Curriculum Development

Based on insights gained from developing the curriculum for Language Preparation for Employment in the Health Sciences and a review of the literature on ESP, this paper is intended to offer theoretical support for ESL instructors developing ESP curricula for ESL contexts.

Background Information and Statement of Purpose

In late 1999, I was asked to develop a content-based curriculum for a ten-week course for a select group of immigrants living in Ottawa, Canada. The course was held at Algonquin College of Applied Arts and Technology and was funded

by the Language for Employment Related Needs Project (LERN). The curriculum consisted of two distinct phases: language delivery and employment awareness. Although the employment awareness phase (independently developed and delivered by Local Agencies Serving Immigrants) was an integral component of the program, the focus of this paper is on insights gained from the language-delivery phase.

Dudley Evans and St. John (1998) identify five key roles for the ESP practitioner:

- teacher
- coursedesignerandmaterialsprovider
- collaborator
- researcher
- evaluator.

It is the role of ESP practitioner as course designer and materials provider that this paper addresses. The premise of this paper is based on David Nunan's observations about the teacher as a curriculum developer.

It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and guidelines \cdot and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum (Nunan, 1987, p. 75).

Nunan recognized that issues of time, skills and support are key for teachers faced with the very real task of developing curricula. The intent of this paper is to provide the ESL instructor as ESP course designer and materials provider with theoretical support. This paper begins with a discussion of the origins of ESP. Somekeynotionsabout ESP arethenaddressed:

- absoluteandvariablecharacteristics
- typesof ESP
- characteristics of ESP courses
- the meaning of the word 'special' in ESP

Key issues in ESP curriculum design are suggested: a) abilities required for successful communication in occupational settings; b)content language aquisition versus general language aquisition; c) heterogeneous versus homogenous learner group; and d) materials development.

The Origins of ESP

Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987).

Hutchinson and Waters (1987) note that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an "... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale \cdot for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p. 6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson & Waters, 1987, p.7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning

schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

Key Notions About ESP

Absolute and Variable Characteristics of ESP

Ten years later, theorists Dudley-Evans and St John (1998) modified Strevens' original definition of ESP to form their own. Let us begin with Strevens. He defined ESP by identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between four absolute and two variable characteristics:

I. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology (pp.1-2).

Anthony (1997) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

I. AbsoluteCharacteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centred on the language (grammar, lexis, register), skills, discourse

and genres appropriate to these activities.

II. VariableCharacteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

Types of ESP

David Carter (1983) identifies three types of ESP:

- Englishas a restricted language
- English for Academic and Occupational Purposes
- Englishwithspecifictopics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: "• people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. I contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills. This is examined in further detail below.

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

Task IV.

÷.

The last way of avoiding plagiarism is referencing and citing. There are several guidelines to do it. One of them is **APA style**. Look at the following examples or APA style referencing and match them with categories provided after.

1. None to claim their bones: Relics of an old Brooklyn graveyard. (1888, April 12). New York Times, pp. 3-4. Retrieved from <u>http://www.nytimes.com/</u>

2. Knowles, A. (n.d.). House of dust [Collage]. Retrieved from Oxford Art Online database.

3.Reitzes, D. C., &Mutran, E. J. (2004). The transition to retirement: Stages and factors that influence retirement adjustment. *International Journal of Aging and Human Development*. 59(1), 63-84. Retrieved from http://www.bavwood.com/journals/PreviewJournals.asp?ld=0091-4150

4. Hughes, J. C., Brestan, E. V., & Valle, L. A. (2004). Problem-solving interactions between mothers and children. *Child and Family Behavior Therapy*, 26(1), 1-16.

5. Smith, A. J. (2001). Child development. In B. Strickland (Ed.), *TheGale* encyclopedia of psychology. Retrieved from <u>http://www.gale.cengage.com/</u>

6. Jans, N. (1993). The last light breaking: Life among Alaska's Inupiat Eskimos. Anchorage, AK: Alaska Northwest Books.

7. Miller, J., & Smith, T. (Eds.). (1996). Cape Cod stories: Tales from Cape Cod, Nantucket, and Martha's Vineyard. San Francisco, CA: Chronicle Books.

8. Miller, L. (2008). Careers for nature lovers & other outdoor types. Retrievedfrom<u>http://www.ebscchost.com</u>

9. Caprette, C. L. (2005). Conquering the cold shudder: The origin and evolution of snake eyes (Doctoral dissertation). Retrieved from http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=osu111184984

A. E-source without author

- B. basic book
- C. Undated Sources
- D. on-line dissertation and thesis database
- E. edited book

- F. printed magazine article
- G. electronic magazine article
- H. electronic encyclopedia article
- 1. electronic book

Example of APA style	Categories
1	A
2	В
3	С
4	D
5	E
6	F
7	G
8	Н
9	1

Task V.

Read the following examples and by referring to the information above on avoiding plagiarism decide which is acceptable and which is plagiarism. Write the reason of plagiarism and the way used to avoid plagiarism.

Examples	Reason	Ways used to avoid plagiarism
According to Leslie Berestein (2003), the Middle Eastern water pipe known as the hookah recently "has been resurrected in youth- oriented coffeehouses, restaurants and bars, supplanting the cigar as the tobacco fad of the moment" (p.		

10).	
Men in the Mid East have used hookahs to puff smoke for centuries. The "hookah" has been resurrected today in coffeehouses, restaurants and bars "supplanting the cigar as the tobacco fad of the moment."	

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Unit 6

Working on research

This part of the research paper deals with the goal of the study, research hypothesis, research questions, research tools, participants of the study and time boundaries.

Task 1.

Research hypothesis

Hypothesis is a statement that predicts the opinion of the researcher on the experiment results.

Read the following research topics and write a hypothesis for each one, first two have been given to you as examples.

1. Using Authentic Materials to Promote Writing Skills of Lyceum Students (BI Level).

Hypothesis-Authentic materials such as newspaper articles help to improve students' writing skills.

2. Implementing ICT in Writing Classes.

Hypothesis- Using Google Chrome web browser can bring positive effect in writing classes.

3. Developing A2 Level Students' Oral Proficiency.

4."The effects of deductive approach on written output"

5. "Speaking from a distance: promoting oral skills out-of-class"

6. "Developing year 1 university students' autonomous learning"

7. "The effect of L1 on L2 formulaic expression production."

Task II.

1. Write several hypotheses for your research topic;

2. Look at the statements, choose the words/phrases you think suit the topic best;

3. Using the chosen words/phrases write the final version of your research hypothesis

Research questions

Research questions are connected with hypothesis. Research questions are formulated based on the proposed hypothesis.

Here are the characteristics of a good research question:

- 1. it is specific
- 2. it is clear
- 3. it is attainable
- 4. it is ethical
- 5. it is reliable

Task III

Read the following research questions. Write a hypothesis that would suit all the questions.

A. 1. Are the learners' competence and performance of progressive tenses improved when authentic materials are used to teach English progressive tenses?

2. Do male and female learners improve their competence and performance of English progressive tenses equally?

3. What are the learners' perceptions of the grammar course in which authentic materials are used to teach English progressive tenses? Hypothesis

B. 1. Is there a correlation between metacognitive and cognitive strategy use and writing performance?

2. Are the more strategies used, the higher the written text scores are?

3. Is there a correlation between metacognitive strategies and the 'task' completion, between cognitive strategies and the 'language' achievement?

4. Which of the metacognitive and cognitive strategies used lead to more successful writing performance?

Hypothesis

C. 1. Does second-year students' reading performance from 2 interventions (directed and self-directed) differ from each other?

2. To what extent do the students' attitudes towards the self-access program enhance their performance?

Hypothesis

Task IV

Based on the hypothesis you wrote in Task II make up at least 3 research questions.

Task V

Participants of the study may be students/pupils, teachers, family members or authority of an educational institution. Think about the information that can be obtained from each group of subjects. There is no need to fill in all cells.

Group	Personal information	Professional information	Other
Students/pupils	*		
Teachers			

Family members		
Authority of an		
educational		
institution		

Task VI

Choose group of subjects that you will use for your research. Write down the information you will need from them.

Group	Information

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Unit 7

Writing results of the research

In this part of the research paper all the results are presented- they can be given in a form of charts, tables and diagrams.

Task I

Steps given below describe the process of writing research results. Put the steps into logically correct order.

- 1. A systematic description of results, highlighting for the reader observations that are most relevant to the topic under investigation.
- 2. A summarized paragraph of key findings presented in a logical order that generally follows methodology section.
- 3. An introductory paragraph which restates the research goal, hypothesis and research questions.
- 4. Use of non-textual elements, such as, figures, charts, photos, maps, tables, etc. to further illustrate key findings.

Task II

Below are given results of a test done by a group of subjects. Think in what forms this information could be presented (non-textual elements).

Score
56
78
34
90
87

RESULTS OF A PRE-TEST FOR GROUP A

Henry	69
Jane	79

Task IH

Mean

In order to prove the hypothesis initial and final results of the research need to be compared. It can be done by calculating mean, mode and/or median of the results.

Mean- is the average of the numbers.

It is calculated in the following way- add up all the numbers are added and then divided by the amount of the numbers.

E.g.: (45+78+69+94+79+83):6=Mean

Calculate mean of pre and post test results of a group of subjects and tell whether the whole group and individual students had progress.

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

RESULTS OF A PRE-TEST FOR GROUP A

RESULTS OF A POST-TEST FOR GROUP B

Name	Score
14410C	30016

Anna	67	
John	74	
Sarah	50	
Claire	90	
Stephen	91	
Henry	63	
Jane	88	

Task IV

Mode

Mode is the number that occurs most often. Results of a test must be presented in order from the lowest to the highest one. The most frequent number is then identified.

E.g.: 56 63 63 74 76 88	E.g.: 56	63	63 🗠	- 74	76	88	93
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However, mode can be binomial. Look at the following example:

51 53 53 53 67 74 85 85	85	91
-------------------------	----	----

Here two numbers represent mode- 53 and 85.

Calculate mode of pre and post test results of a group of subjects and tell whether the whole group had progress.

RESULTS OF A PRE-TEST FOR GROUP A

Name	Score	e
Anna	34	
John	56	
Sarah	69	
Claire	78	
Stephen	79	

Henry	87	
Jane	90	
Alice	90	

RESULTS OF A POST-TEST FOR GROUP B

Name	Score
Anna	50
John	69
Sarah	74
Claire	88
Stephen	88
Henry	90
Jane	91
Alice	94

Task V

Median

Median is the middle results in the list of results. In order to identify median, all results must be presented in order from the lowest to the highest one. The middle number is the median.

E.g.: 45 66 6978798394

In the given example the middle number is 78 and it is the median.

What is median in the following example:

56	61	66	73	79	84	89	95
----	----	----	----	----	----	----	----

If number of results is even, in that case median will be presented by two numbers. They are added and divided into two. In the example above, median is 76=(73+79):2

Calculate median of pre and post test results of a group of subjects and tell whether the whole group had progress.

Name	Score
Anna	56
John	78
Sarah	34
Claire	90
Stephen	87
Henry	69
Jane	79

1. RESULTS OF A PRE-TEST FOR GROUP A

RESULTS OF A POST-TEST FOR GROUP B

Name	Score
Anna	67
John	74
Sarah	50
Claire	90
Stephen	91
Henry	63
Jane	88

2. RESULTS OF A PRE-TEST FOR GROUP C

Name	Score
Kate	63
Mary	89
Steve	70
Вор	45
William	59
Nancy	82
Alice	91

RESULTS OF A POST-TEST FOR GROUP D

Name	Score		
Anna	67		
John	85		
Sarah	79		
Claire	51		
Stephen	55		
Henry	85		
Jane	88		

Task VI

Range

Range is the difference between the highest and the lowest results.

Name	Score		
Anna	56		
John	78		
Sarah	34		
Claire	90		
Stephen	87		
Henry	69		
Jane	79		

RESULTS OF A PRE-TEST FOR GROUP A

In the given table the lowest result is 34, the highest result is 90. 90- 34=56. So, the range is 56. Range shows the contrast in test results. The higher the range is the more multilevel the group is. The smaller the range indicator is, the more homogeneous the group is.

Identify mean, mode, median and range in the results of a group of subjects and tell whether the whole group had progress.

Score (out of 100)		
81,5		
87		
98		
82,5		
98		
95,5		
81		
91		

Steve	93	
Bob	97	
William	85	
Nancy	85	

Name	Score (out of 100)
Anna	83
John	86
Sarah	100
Claire	89
Stephen	93
Henry	91
Kate	85
Mary	93
Steve	91
Bob	73
William	86
Nancy	92
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Unit 9

Writing scientific conclusion

The last part of the research paper is writing conclusion. It is presented after all the calculations are done. The main focus of conclusion is to answer research questions and state whether the hypothesis is proven or not.

Discuss the following questions:

- What is the difference between conclusion and summary?
- What should be included in a scientific conclusion?
- How is research conclusion connected with other parts of the research paper?

Task I.

Look at Task VI of Unit 8. Based on the calculations of mean, mode, median and range answer research questions given below.

1. Does students' vocabulary improve with implementation of role-play?

2. What is the place of role-playing in teaching EFL vocabulary?

Task II.

One more function of a conclusion is to provide recommendations for further research or teaching.

Based on the answers to the research questions in Task I, write a short paragraph with further recommendations.

_____ _____ -____

Task III

Limitations

Limitations are inevitable in any research. It is necessary to indicate them in the final part of the research work in order to present objective, reliable and valid product.

Think what limitations you had or you may have in your research. Describe the limitations, reasons, influence on the research results and possible ways how they could be avoided.

Limitation	Reason	Influence	Results	How to avoid
	24			

Task IV

In some cases, results of the research may be unexpected, different from the researcher's expectations and not prove research hypothesis.

Look at the given hypothesis and results of mean, mode, median and range of pre and post-test. Write a paragraph describing whether the hypothesis was proven or not.

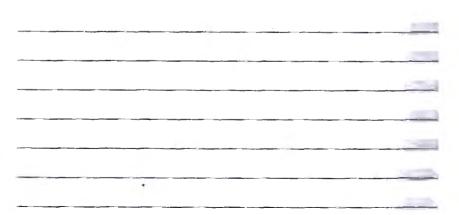
Hypothesis-Authentic materials such as newspaper articles help to improve students' writing skills.

Pre-test

Mean:	81
Median:	80
Mode:	75
Range	36

Post-test

Mean:	75
Median:	73
Mode:	66
Range	25



Task V

Make an outline of conclusion of your research paper. Think what parts it will consist of. Predict what answers you may get by the end of your research. Will your hypothesis be proven or not? What recommendations will you give?

Research question 1

Research question 2

Research question 3

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Hypothesis

6. II.	•	

Recommendations

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Unit9

Writing abstract

What is Abstract? What is the aim of Abstract? When to write the abstract? What is the length of Abstract? How many types of writing an Abstract do you know?

Task I. Read the question below and write the answers coming from your research.

1 Why do you care about the problem and the results?

2 What problem is your paper trying to solve and what is the scope of the work?

3 What was done to solve the problem?

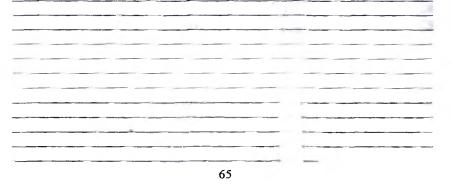
4 What is the answer to the problem?

5 What implications does the answer imply?

Abstract: Abstract is a small paragraph of about 250-300 words which summarizes your research. Include the purpose of the research, methods, and your significant findings. An abstract is typically written after a research paper is completed since you know how your research is going to end. Often, the abstract is an independent section, which comes before the Introduction.

Task II.

Write a small paragraph about 250 -300 words summarizing the answers given in the Task I.



By using the following checklist, tick the statement you have in your writing.

Does the first sentence state the objective of the experiment?	
Is there the purpose of research?	
Do sentences describe how the investigation was carried out?	
Does the last sentence describe the significance of the results and impact to the field of study?	

The abstract is typically a single paragraph. The abstract should be considered as an independent. The first sentence should clearly state the objective of the experiment. If the experiment is based upon a hypothesis, which is greatly preferred, the hypothesis should be stated and followed with statements describing its basis and evaluation. The subsequent sentences describe how the investigation was carried out. The following sentences describe, with as much precision as possible without being verbose, the results of the experiment. The final sentences describe the significance of the results and the impact of this work on the general field of study.

Task III.

Read the following samples of abstracts and analyze them by using the checklist below.

Find the answers and write them in appropriate column.

#		Abstract I	Abstract II	Abstract III	Abstract IV	Abstract V
1.	Write the sentence that states the objective of the experiment.					

2.	The purpose of research.			
3.	List the sentences that describe how the investigation was carried out.			
4.	Write the sentence that describes the significance of the results and impact to the field of study.			
5.)	

According to Day (1983), there are two basic types of abstract.

An informative abstract extracts everything relevant from the paper, such as research objectives addressed, methods employed in solving the problems, results obtained and conclusions drawn. Such abstracts may serve as a highly aggregated substitute for the full paper.

An indicative or descriptive abstract rather describes the content of the paper and may thus serve as an outline of what is presented in the paper. This kind of abstract cannot serve as a substitute for the full text.

Unit10

Revising the research paper

It is time to evaluate your own research. The following questions will guide you to evaluate your paper. Write answers to the question, thus, these answers will help you to make improvements.

#	Questions	Answers
1.	Is the appearance of the paper neat and appropriate? Can you recommend any format changes that would improve the appearance or make the paper easier to read?	
2.	Is the title appropriate? Why or why not?	
3.	Did the writer cover the subject in enough detail to give you a thorough understanding of it? Was the approach well- rounded, or did the writer take a one- sided view of the subject? Explain.	
4	What did you learn that surprised you?	
5.	What did you like about the paper? Why?	

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6.	If your partner wanted to improve the paper, what suggestions would you make?	
7.	Reread all the comments you have	
1.	made about your partner's paper. How can these	
8.	Read the introduction. Put yourself in the place of your audience. Would you want to continue reading? Try to make the introduction more engaging. (Remember, although the style of a research paper is formal, it doesn't have to be dry or boring.)	
9.	Read the rest of the paper. Try to find any examples of misplaced or unnecessary information. Identify areas in your paper where you would relocate misplaced information.	
10.	Remember that your reader doesn't have the benefit of all the background research you have done. All he or she knows is what you put into the paper. Identify any unexplained terms or hazy concepts that you need to explain more clearly.	

	Evaluate the style of your paper. Do	
	you need to vary your vocabulary or	
	sentence	
	structure? Did you use too many linking verbs and not enough action	
	verbs? Are	
	your sentences too short and choppy	
	or too long and rambling? Give examples of	
	sentences that can be improved.	
12.	Have you remembered to put in your	
12.	own words everything except direct	
	quotations	
	from your sources? Have you correctly referenced all information	
	taken from	
	your sources? Reread your paper and	
	list any sections that may need	
	additional source information.	

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G. Bakieva, R. Khodjieva, K. Muratkasimova

LANGUAGE SKILL:

WRITING 4

Ўқув-қўлланма

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