

Introduction to Research Writing

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Introduction to Research Writing

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Introduction

This guide is intended to help university level students through the core steps of writing a research paper, from choosing a topic to the last proofreading stage. With the adoption of a process-driven learning strategy, this hand book is designed to teach the student practical tools, illustrations, and exercises that will assist in the research and writing process of learning.

Objective	Description
Construct a structured and achievable research paper plan.	Students will create a structured outline, clearly stating the aim, field of study, and method of their work to build a framework for writing.
Compile a literature review relevant to their research themes.	Students will collect, examine, and integrate existing literature on their selected topics to position their research within the wider academic conversation.
Write and revise drafts with clarity and precision.	Emphasis will be placed on the iterative writing process, guiding students through multiple drafts and revisions to enhance readability and coherence.
Incorporate data effectively in various formats (tables, graphs, etc.).	Students will learn how to present data in appealing and informative formats that best support their evidence and results.
Develop a well-structured abstract and conclusion.	Instructions will cover the essential elements of writing an abstract and conclusion that summarize the study and highlight its relevance for future research.
Understand and address ethical issues such as plagiarism.	Students will explore the ethical aspects of research and writing, emphasizing originality and proper acknowledgment of sources to maintain academic integrity.
Use proper citation and referencing style.	Students will be taught to correctly use citation and referencing styles appropriate to their field of study.

This section sets the foundational framework for students, outlining the critical skills and knowledge to be gained throughout the course, ultimately guiding them toward becoming proficient and ethical researchers and writers.

LESSON 1

Definition to the Research Paper: Academic Research Writing

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aims	<ul style="list-style-type: none">• To familiarize students with the concept of a research paper, encompassing its definition, structural components, and importance within the realm of academic writing.• To guide students through the essential steps of writing a research paper, focusing on the process from topic selection to final editing.
Subsidiary Aims	<ul style="list-style-type: none">• To enhance students' capacity for critical analysis of research papers.• To improve students' skill in organizing and structuring academic content.• To enhance students' knowledge of citation practices and the importance of avoiding plagiarism.
Learner Outcomes	<ul style="list-style-type: none">• Students will be able to articulate the definition of a research paper and recognize its fundamental components.• Students will understand the steps involved in writing a research paper, including topic selection, thesis development, and proper citation.• Students will produce a basic outline for a research paper on a chosen topic.
Assumptions	<ul style="list-style-type: none">• Students possess a foundational understanding of academic writing and are acquainted with the structure of essays.• Students are aware of the importance of original work and the need for citations in academic writing.

Category	Details
Anticipated Problems & Solutions	<p>Problem:</p> <ul style="list-style-type: none"> Students may encounter challenges in distinguishing between research papers and other forms of academic writing, such as essays. <p>Solution: Provide clear examples and conduct a comparison activity.</p>
	<p>Problem:</p> <ul style="list-style-type: none"> Students might find it challenging to narrow down broad topics into specific research titles. <p>Solution: Offer guided practice in refining research topics with constructive feedback.</p>
	<p>Problem:</p> <ul style="list-style-type: none"> Students may have difficulty with citation rules and formats. Solution: Use citation tools and offer a mini-lesson on common citation styles (APA, MLA).

TIMING AND PROCEDURE

Lesson Stage	Objective	Activities	Time
Engage	Capture students' interest and activate prior knowledge about academic writing.	<ul style="list-style-type: none"> - Start with a group discussion on different types of academic writing (e.g., essays, reports, dissertations). - Show a short video or presentation that introduces what a research paper is and its importance in academia (for example: https://youtu.be/mV0bUQpz468?feature=shared). - Ask students to share any experience they have with writing or reading research papers. 	15 minutes
Study	Teach students the detailed process of writing a research paper.	<p>Step 1: Definition and Structure (10 minutes)</p> <ul style="list-style-type: none"> - Provide Handout 1 or a presentation that defines a research paper and explains its components (introduction, literature review, methodology, results, discussion, conclusion). - Discuss the differences between a research paper and an essay. <p>Step 2: Research Paper Writing Process (15 minutes)</p> <ul style="list-style-type: none"> - Outline the nine stages involved in composing a research paper, spanning from comprehending the assignment to the proofreading process (refer to Handout 2). - Provide examples for each step and discuss common challenges and strategies. <p>Step 3: Citation and Plagiarism (15 minutes)</p> <ul style="list-style-type: none"> - Conduct a mini-lesson on citation formats (APA, MLA). - Discuss the importance of avoiding plagiarism and demonstrate how to use citation tools. 	40 minutes

Lesson Stage	Objective	Activities	Time
Activate	Allow students to apply what they've learned by starting their own research paper.	Task 1: Topic Selection (10 minutes) - Students brainstorm potential topics for their research paper in pairs and refine them into specific research titles with teacher guidance.	25 minutes
		Task 2: Outline Creation (15 minutes) - Students create an outline for their research paper based on their chosen topic and title. - Share and review outlines in small groups, with peer feedback.	
Wrap-Up	Summarize key points and address any remaining questions.	- Recap the main steps in writing a research paper.- Open the floor for any final questions or concerns.- Provide students with resources for further reading and research tools.	5 minutes
Conclusion	This lesson plan provides a comprehensive introduction to research paper writing, helping students build a solid foundation for future academic work.	—	—

HANDOUT 1. WHAT IS A RESEARCH PAPER?

WHAT IS A RESEARCH PAPER?

A research paper is a detailed academic essay that analyzes, evaluates, or interprets a specific topic using evidence. Unlike regular essays, research papers use statistical data and existing studies, and follow strict citation rules.

In the academic community, the research paper-writing process in universities and colleges is largely guided by general educational policies, academic standards, and ethical requirements applicable in many countries. In most cases, students follow a systemic approach that involves selecting a topic, review of literature, collection and analysis of data, and actual writing of the paper. Following are a number of key factors and universally acknowledged requirements that govern such a process:

General Frameworks and Rules:

Educational Policies: National educational frameworks form the basis for universities and colleges, defining institution roles in developing research and academic integrity.

Research and Innovation Guidelines: Many universities and colleges have specific mandates for scientific inquiry and innovation, often culminating in creating research institutes and infusing academic curriculums with research output.

Academic Integrity Rules: Institutions provide in-depth guidance regarding maintenance of academic integrity, including proper citing, anti-plagiarism, and assurance of originality in output.

Institutional Rules:

Higher educational institutions have specific protocols for writing a research paper in most cases. These include specific format requirements, submission timelines, and evaluation requirements. Students must follow such institution requirements with utmost care.

Review Committees:

Review boards, such as thesis boards or boards of studies, have a critical role in reviewing and approving a research paper, particularly at postgraduate level. They confirm that such a work adheres to academic requirements and contributes meaningfully to a specific field.

Such frameworks and rules serve to make students produce high-quality work that not only enriches students' academic community but is in compliance with international standards.

How Long a Research Paper Should Be?

The length of a research paper varies based on the topic or assignment. Typically, research papers range from 4,000 to 6,000 words; however, it is common to encounter shorter papers around 2,000 words or longer works exceeding 10,000 words, depending on the complexity and depth of the research.

HANDOUT 2. STEP-BY-STEP GUIDE TO WRITING A RESEARCH PAPER FOR STUDENTS

1. Understand the Assignment

Start by carefully reading the assignment guidelines. Pay attention to technical details like length, formatting, and citation style. Check if you need to include an abstract or cover page.

2. Choose Your Topic

If you need to select your own topic, choose wisely - it will shape the rest of your paper. Your topic should be specific enough to allow for thorough research.

3. Gather Preliminary Research

Begin researching early to find available sources on your topic. This will help you refine your topic and prepare your thesis statement. Use credible sources like academic journals and remember to differentiate between primary (original materials) and secondary sources (analyses of primary materials).

4. Write a Thesis Statement

Create a clear thesis statement that summarizes what your research paper will focus on. This statement guides your writing and helps readers understand the purpose of your paper.

5. Determine Supporting Evidence

Now it's time to dive deeper into your research. Go through your sources and gather specific information that supports your thesis. Be selective, focusing only on relevant details, and remember to note page numbers for citations.

6. Write a Research Paper Outline

Organize your ideas into an outline. List the main categories and subtopics you want to cover. This structure will guide you through the writing process and ensure you address all necessary points.

7. Write the First Draft

With your outline ready, start writing your research paper. Begin with your thesis statement, then build your introduction, body paragraphs, and conclusion. Use transition sentences to connect your ideas smoothly.

8. Cite Your Sources Correctly

Citing sources is crucial in research papers. Follow the required citation style (MLA, APA, etc.) carefully. Accurate citations validate your research and link it to the broader academic community. Typically, academic research papers follow one of two formatting styles for citing sources:

MLA (Modern Language Association)

APA (American Psychological Association)

The links above explain the specific formatting guidelines for each style, along with an automatic citation generator to help you get started.

In addition to MLA and APA styles, you occasionally see requirements for CMOS (The Chicago Manual of Style), AMA (American Medical Association) and IEEE (Institute of Electrical and Electronics Engineers).

9. Edit and Proofread

Finally, review your paper twice. First, check for structural issues, like rearranging paragraphs or adding/removing content. Then, focus on correcting grammar, spelling, and word choice errors.

FAQS

1. What is a research paper?

A research paper is a piece of academic writing that analyzes, evaluates, or interprets a single topic with empirical evidence and statistical data.

2. When will I need to write a research paper in college (university)?

Many college (University) courses use research papers to test a student's knowledge of a particular topic or their research skills in general. While research papers depend on the course or professor, you can expect to write at least a few before graduation.

3. How do I determine a topic for my research paper?

If the topic is not assigned, try to find a topic that's general enough to provide ample evidence but specific enough that you're able to cover all the basics. If possible, choose a topic you're personally interested in - it makes the work easier.

4. Where can I conduct research for my paper?

Today most research is conducted either online or in libraries. Some topics might benefit from old periodicals like newspapers or magazines, as well as visual media like documentaries. Museums, parks, and historical monuments can also be useful.

5. How do I cite sources for a research paper?

The correct formatting for citations depends on which style you're using, so check the assignment guidelines. Most school research reports use either MLA or APA styles, although there are others.

TEST 1

1. What is a research paper?

- a) A type of fiction writing
- b) A type of academic writing that provides an in-depth analysis, evaluation, or interpretation of a single topic
- c) A simple essay without the use of empirical evidence
- d) A report on recent news events

2. What is the main difference between a research paper and an analytical essay?

- a) Research papers are shorter than analytical essays
- b) Research papers use empirical evidence and emphasize statistical data
- c) Analytical essays require citations while research papers do not
- d) Analytical essays are always written in informal language

3. Why is formal language used in research papers?

- a) To make the paper more interesting
- b) To make the writing more creative
- c) To remove any bias and present findings plainly
- d) To entertain the reader

4. How long should a typical research paper be?

- a) 500-1,000 words
- b) 2,000-3,000 words
- c) 4,000-6,000 words
- d) 7,000-10,000 words

5. What should you do first when writing a research paper?

- a) Write the thesis statement
- b) Choose a topic
- c) Understand the assignment
- d) Gather preliminary research

6. Why is choosing the right topic important when writing a research paper?

- a) It determines the length of the paper
- b) It influences how well you can use statistics
- c) It determines the amount of content and substance in the paper
- d) It affects the choice of citation style

7. What is the purpose of a thesis statement in a research paper?

- a) To introduce the topic to the reader
- b) To summarize the conclusion
- c) To list all the sources used
- d) To provide a detailed explanation of the research methods

8. What is the recommended method to organize supporting evidence?

- a) Write a summary of each source
- b) Use bibliography cards or highlight text and write notes
- c) Read through the sources without taking notes
- d) Keep all the sources in mind without writing anything down

9. Why is it important to create an outline before writing a research paper?

- a) It makes the paper longer
- b) It helps organize the information and ensures all issues are addressed
- c) It allows skipping the first draft
- d) It helps to avoid using citations

10. What is the last step in writing a research paper?

- a) Writing the first draft
- b) Choosing the topic
- c) Citing the sources
- d) Editing and proofreading

LESSON 2

Formulating a Good Research Topic (Choosing a Topic, Topics to Avoid, Narrowing a Topic)

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	<ul style="list-style-type: none">• Students will understand the research process and how to develop a clear, focused research question.
Subsidiary Aims	<ul style="list-style-type: none">• To practice identifying research topics and narrowing them down to specific questions.• To increase students' ability to work collaboratively in a research context.• To enhance students' skills in evaluating the quality and scope of potential research topics.
Learner Outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none">• Identify key steps in the research process.• Develop a focused research question from a broad topic.• Collaborate effectively to refine research questions.
Assumptions	<ul style="list-style-type: none">• Students have a basic understanding of academic writing and are familiar with broad research concepts. They may need support in narrowing down broad topics into specific research questions.
Anticipated Problems & Solutions	<p>Problem:</p> <ul style="list-style-type: none">• Students might struggle with distinguishing between a topic and a research question. <p>Solution:</p> <p>Use clear examples and guided practice. Provide scaffolding through group work and instructor feedback.</p>

TIMING AND PROCEDURES

Phase	Activity	Stage Aim	Aids & Materials	Interaction Pattern
Engage Phase (10 minutes)	<ul style="list-style-type: none"> Ask students about their previous research experiences using an icebreaker question: «<i>What was the most challenging part of writing a research paper for you?</i>» 	<ul style="list-style-type: none"> Activate prior knowledge and build interest in the lesson. 	Whiteboard, markers	Whole class discussion
Study Phase (20 minutes)	<p>Activity 1:</p> <ul style="list-style-type: none"> Brief presentation on the research process using the Research Process Diagram (Handout 1). Highlight key steps: selecting a topic, narrowing it down, developing a research question, conducting research, and writing. <p>Activity 2:</p> <ul style="list-style-type: none"> Students work in pairs to choose a broad topic and narrow it down into a specific research question. Encourage the use of the Bucknell Topic Narrowing Guide (Handout 2). 	<ul style="list-style-type: none"> Provide students with a clear understanding of the research process and the importance of a well-defined research question. Allow students to apply their understanding in a collaborative setting. 	<p>Handout 1 (diagram), whiteboard (projected or printed)</p> <p>Printed copies of the Bucknell guide, whiteboard for sharing ideas</p>	Teacher to students (lecture format)
Activate Phase (30 minutes)	<p>Activity 1:</p> <ul style="list-style-type: none"> Introduce the concept of narrowing a broad topic into a focused research question using examples (Handout 3). <p>Activity 2:</p> <ul style="list-style-type: none"> Groups present their research questions to the class. The class provides feedback on clarity, focus, and scope. 	<ul style="list-style-type: none"> Teach students how to refine a broad topic into a specific, researchable question. Reinforce learning by allowing students to critique and refine each other's research questions. 	Projector, handouts with examples	Teacher to students (guided practice)
			Whiteboard, markers	Whole class discussion

Phase	Activity	Stage Aim	Aids & Materials	Interaction Pattern
Conclusion (20 minutes)	<ul style="list-style-type: none"> Summarize the lesson by revisiting the research process diagram. Discuss how developing a research question fits into the overall process. Address final questions and provide additional examples if needed. 	<ul style="list-style-type: none"> Consolidate learning and ensure students are confident in developing research questions. 	Whiteboard, projector	Teacher to students

HANDOUT 1. RESEARCH PROCESS DIAGRAM

Choose a Topic

→ Pick a broad subject that interests you.

Refine Your Topic

→ Narrow it down to a specific focus.

Craft a Research Question

→ Develop a clear, focused, and researchable question.

Do Your Research

→ Gather, analyze, and evaluate credible sources.

Write & Revise

→ Organize findings, draft, edit, and refine your work.

HANDOUT 2. BUCKNELL TOPIC NARROWING GUIDE

Developing a Research Topic

A well-defined topic is crucial for any successful research project. Developing a topic is a process that involves refining your ideas and focusing your research efforts to find relevant information. Before starting, make sure you understand the assignment, its purpose, and requirements. Allocate enough time for research, thinking, and writing. Continuously define, revise, and refine your work.

Selecting a Topic

- Start with an idea that interests you. Ask yourself, “What do I want to learn about?”
- Discuss your idea with your instructor or seek help from a librarian.
- Do some background reading in encyclopedias or other references to gain a better understanding of your topic. This will help you get an overview, identify subtopics, and learn about key figures and vocabulary in the field.
- Explore journals and newspapers for additional ideas.

- ✓ Conduct preliminary research to assess available resources.

Narrowing Your Topic

- ◇ Choose a specific aspect of the subject, considering different viewpoints.
- ◇ Focus on a particular time period, geographic location, culture, individual, or group.
- ◇ Frame your topic as a research question or thesis statement, which will guide your research.

Considering Main Concepts

- 🔍 Identify key ideas, concepts, and theories related to your topic.
- 🔍 List important terms and phrases, and consider the key issues using questions like “Who? What? Why? Where? When? How?”

Analyzing Your Topic

- 📖 Determine the type of information you need, such as scholarly articles, primary or secondary sources, books, articles, internet sources, or interviews.
- 📖 Consider different viewpoints, including discipline-specific or multidisciplinary perspectives.

Selecting Appropriate Tools

- ✂ Use the library catalog, databases, and indexes, whether subject-specific or interdisciplinary.
- ✂ Consider additional resources like personal interviews or inter-library loan services.

First Findings and Evaluation

- 🔗 Test your topic with the resources available. Are you finding relevant and appropriate information? If you’re overwhelmed with information or finding too little, consider narrowing or broadening your topic, generating new search terms, or rethinking your topic.

Evaluating Your Information and Resources

- ✓ Check if your sources are authoritative, accurate, current, and appropriate for your assignment.

Revising and Refining

- ✍ Reevaluate the information you’ve found. Decide if you need to revise your topic, research question, search terms, strategies, or sources. Ensure the information helps answer your research question, and keep refining your work until you’re satisfied.

Formulating Your Own Ideas and Opinions

- 💡 Think critically and creatively about your research. Draw conclusions, make connections, and synthesize information from various perspectives. Consider how your ideas fit into the broader context to make your work informative and engaging.

HANDOUT 3. TRY TO NARROW DOWN FOLLOWING TOPICS AS IT IS SHOWN IN SAMPLE:

Topic Narrowing Table

General Subject	First Narrowing	Second Narrowing
Islam Karimov	Political Reforms	<ul style="list-style-type: none"> Islam Karimov's Political Reforms in Uzbekistan (1991-2016)
Coronavirus	Economic Impact	<ul style="list-style-type: none"> Economic Impact of the Coronavirus Pandemic on Small Businesses in Europe
Public Education	Education Reform	<ul style="list-style-type: none"> The Impact of Education Reform on Teacher Retention in the United States
Fast Food	Health Effects	<ul style="list-style-type: none"> The Role of Fast Food in the Rising Rates of Childhood Obesity in Urban Areas
Refugees	European Refugee Crisis	<ul style="list-style-type: none"> The Challenges Faced by Syrian Refugees in Germany During Integration
Environmental Conservation	Deforestation	
Artificial Intelligence	AI in Healthcare	
Social Media	Social Media and Mental Health	
Renewable Energy		
Climate Change		

Instructions:

- Use the table format to refine your research topic.
- Follow the pattern shown in the sample to narrow down each topic.
- Think critically and creatively when specifying the second narrowing stage.

TEST 2

Research Topic Narrowing & Question Development

1. What is the main benefit of framing your research topic as a question?

- a) It simplifies the writing process
- b) It guarantees a high grade
- c) It allows you to skip the research phase
- d) It helps you identify the points to include in your assignment

2. Which of the following is a characteristic of a good research question?

- a) It should be broad and general
- b) It should be clear and narrow
- c) It should be vague to allow flexibility
- d) It should be based on opinions rather than facts

3. Why should a good research question be open-ended?

- a) To encourage debate without supporting evidence
- b) To allow for discussion and provide supporting information from sources
- c) To make the research easier
- d) To ensure the research is short and concise

4. What does it mean for a research question to be researchable?

- a) It can be easily answered without research
- b) It requires a lot of background knowledge
- c) It allows for effective searching and finding of relevant sources
- d) It has a definitive and simple answer

5. What should you keep a list of before starting your research?

- a) Personal preferences
- b) Key words, names, and events related to your subject
- c) Potential arguments against your topic
- d) Quotes from non-academic sources

6. Why is it important to know how long your subject has existed?

- a) To determine if it's worth studying
- b) To understand whether the topic is new and undiscovered or well-researched
- c) To avoid using outdated sources
- d) To ensure the topic is popular

7. What does the term “discipline” refer to in research?

- a) The set of rules for writing a research paper
- b) The area of study or branch of learning to which your topic belongs
- c) The method of gathering data
- d) The level of difficulty of your research

8. Why should you consider the discipline your topic falls into?

- a) To avoid using too many sources
- b) To find the best starting points for your research
- c) To limit the length of your paper
- d) To choose a topic that fits your personal interests

9. Which type of research topic should be avoided?

- a) Topics that are clear and well-defined
- b) Topics that are too broad, too narrow, or too obscure
- c) Topics that are related to current events
- d) Topics that have been extensively researched

10. Why is it important to consider the timing of your research project?

- a) It helps determine the length and depth of your research
- b) It ensures you can avoid using citations
- c) It allows you to write the paper in one sitting
- d) It guarantees a better understanding of the topic

LESSON 3

Avoiding Plagiarism

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	To educate students about plagiarism, its consequences, and how to avoid it in academic writing.
Subsidiary Aims	<ul style="list-style-type: none">• To develop students' critical thinking skills by analyzing different types of plagiarism.• To enhance group collaboration by discussing and presenting information on plagiarism.• To familiarize students with tools and techniques used to detect plagiarism.
Learner Outcomes	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none">1. Identify what constitutes plagiarism.2. Differentiate between types of plagiarism.3. Explain the importance of citing sources correctly.4. Utilize strategies to avoid plagiarism in their own work.5. Recognize the tools available for detecting plagiarism.
Assumptions	<ul style="list-style-type: none">• Students have basic knowledge of academic writing.• Students are aware of the importance of originality in their work.• Students have access to the internet and plagiarism detection tools.
Anticipated Problems	<ul style="list-style-type: none">• Students might struggle to differentiate between similar concepts related to plagiarism.• Some students may find it difficult to understand the importance of citations.
Possible Solutions	<ul style="list-style-type: none">• Provide clear examples and explanations for each concept.• Offer additional support and clarification during group discussions.• Use visual aids to help students better understand citation rules.

TIMING AND PROCEDURE

Stage	Objective	Activity	Task	Purpose
Engage (10 inutes)	<ul style="list-style-type: none"> To introduce the topic of plagiarism and engage students in thinking about its importance. 	<p>Start with a brief discussion: “What do you know about plagiarism?”</p> <p>Present a short video or slideshow explaining plagiarism and its consequences (***) .</p>	Students share their initial thoughts or experiences related to plagiarism.	To activate prior knowledge and set the context for the lesson.
Study (40 minutes)	<ul style="list-style-type: none"> To provide detailed information about plagiarism, its types, and how to avoid it. 	<p>Activity 1: Card Analysis (20 inutes)</p> <ul style="list-style-type: none"> - Divide students into small groups and distribute question cards (Handout 1). - Each group analyzes their card, discusses the question, and prepares a short presentation. <p>Activity 2: Group Presentation (20 minutes)</p> <ul style="list-style-type: none"> - Each group presents their analysis to the class. - Other groups can ask questions or provide additional input. 	<ul style="list-style-type: none"> - Groups analyze question cards and prepare presentations. - Groups present their findings and discuss with the class. 	<ul style="list-style-type: none"> - To deepen students’ understanding of plagiarism through active discussion and peer learning.

Stage	Objective	Activity	Task	Purpose
Activate (30 minutes)	- To apply the knowledge gained by practicing how to avoid plagiarism.	Role-Playing Scenarios (30 minutes) Each group is given a scenario where plagiarism might occur (e.g., writing a research paper, preparing a group project). Distribute Handout 2. - Groups identify potential plagiarism issues and suggest ways to avoid them.	- Groups present their scenarios and solutions to the class.	- To reinforce learning by --- -applying it to practical, real-world situations.
Assessment	- Students' understanding will be assessed through their participation in group discussions, the accuracy of their presentations, and their ability to identify plagiarism in role-playing scenarios.			
Materials Needed	- Question cards with plagiarism scenarios - Access to plagiarism detection tools (Turnitin, Grammarly, etc.) - Projector or screen for video/slideshow presentation			

HANDOUT 1. QUESTION CARDS

CARD 1

Question: Which of the following is not used for plagiarism detection?

1. Turnitin
2. Latex
3. iThenticate
4. Urkund **Answer:** Latex

Explanation: Plagiarism occurs when someone uses another person's words or ideas without proper citation. In academic writing, it involves using someone else's ideas, phrases, or data without giving credit, falsely presenting them as your own work. Plagiarism can lead to legal consequences related to copyright violations, moral rights, or other legal issues similar to counterfeiting. Common tools for detecting plagiarism include Turnitin, Urkund, iThenticate, Dupli Checker, and Grammarly. However, Latex is not used for plagiarism detection.

Additional Information:

- **Turnitin:** A widely used plagiarism detection tool that accesses various content databases and utilizes advanced technology for detecting plagiarism.
- **iThenticate:** A tool primarily used by faculty and graduate students to check papers and proposals before submission, offering free access to certain academic groups.
- **Urkund:** A plagiarism detection tool developed by the Ministry of Education in collaboration with INFLIBNET for universities and institutions.

HANDOUT 2. SCENARIO WHERE PLAGIARISM MIGHT OCCUR

Academic Integrity Scenarios

1. **Scenario 1: Misunderstanding Paraphrasing**
2. A student finds an insightful paragraph in an online journal that aligns with their research topic. The student paraphrases the paragraph in their own words but does not include a citation because they believe that the changes they made were sufficient to make the content their own.
3. **Scenario 2: Common Knowledge Misconception**
4. While writing a history paper, a student discovers a timeline of events in multiple sources, including textbooks and scholarly articles. The student compiles the timeline in their paper but does not cite any of the sources, thinking that the timeline is common knowledge.
5. **Scenario 3: Unintentional Plagiarism**
6. A student receives a paper from a classmate who took the same course last year. The student rewrites the paper using synonyms and changes the sentence structure but retains the original ideas and arguments without citation.
7. **Scenario 4: Misinterpreting Interview Information**
8. A student conducts an interview with a professional in their field of study. They use the insights from the interview in their paper but do not provide any citation, assuming that since they conducted the interview, no citation is needed.
9. **Scenario 5: Ignoring Table Citation Rules**
10. While researching, a student finds a table with statistical data that perfectly supports their argument. They copy the table into their paper without modifying it but do not include a citation because they assume tables are not subject to the same citation rules as text.

Scenario 6: Overlooking Non-Academic Sources

11. A student finds a blog post that offers a unique perspective on a literary work they are analyzing. They incorporate the perspective into their paper but do not cite the blog because it is not an academic source.

Scenario 7: Image Citation Oversights

A student creates a PowerPoint presentation and uses several images found online to enhance their slides. They do not cite the sources of the images, believing that images freely available on the internet do not require citation.

Scenario 8: Assumption of Common Quotes

A student writes a research paper and includes a famous quote from a well-known philosopher. The student believes that because the quote is widely recognized, no citation is necessary.

Scenario 9: Self-Plagiarism

A student uses their previous paper as a basis for a new assignment in a different class. They incorporate large portions of the original paper without making any changes or citing it as a previous work.

Scenario 10: Translating without Citation

A student reads an article in a foreign language and translates parts of it to include in their research paper. They do not cite the original article because they believe that since they translated it themselves, it is now their own work.

ANSWERS AND DISCUSSION.

IDENTIFYING PLAGIARISM

1. Answer: This is plagiarism. Even though the student paraphrased the paragraph, the original idea still belongs to the author of the journal article. Proper citation is required to give credit to the original source.
2. Answer: This could be considered plagiarism if the timeline is not widely recognized as common knowledge or if the sequence of events was specifically crafted by an author. The student should cite the sources to avoid plagiarism.
3. Answer: This is plagiarism. The ideas and structure of the original paper are still being used without proper acknowledgment. Rewriting content without citing the original source is not acceptable.
4. Answer: This is a form of plagiarism. Even though the student conducted the interview, they must still cite the interviewee as the source of the information to give credit to their original ideas and insights.
5. Answer: This is plagiarism. Tables, figures, and any other visual aids created by others must be cited just like written content. The student must include a citation to the original source of the table.
6. Answer: This is plagiarism. Regardless of the source's academic status, if the idea or perspective is not the student's original work, it must be cited to avoid plagiarism.
7. Answer: This is plagiarism. Images, like any other content, must be cited if they are not the student's original work. The source of each image should be properly credited.
8. Answer: This is plagiarism. Even famous quotes require proper citation to acknowledge the original author and avoid presenting the quote as the student's original words.
9. Answer: This is self-plagiarism. Even when using their own previous work, students must cite it if it is reused in a new context or assignment.
10. Answer: This is plagiarism. Translating someone else's work does not make it original. The original source must still be cited to give proper credit to the author.

FAQs

1. What is plagiarism, and why is it considered a serious issue?

Plagiarism is the act of using someone else's words, ideas, or work without properly crediting the original author. It is considered serious because it violates ethical standards, undermines academic integrity, and can result in legal consequences, loss of reputation, and academic penalties. Plagiarism is essentially a form of intellectual theft.

2. How can I avoid plagiarism when writing a research paper?

To avoid plagiarism, always cite your sources correctly whenever you use someone else's ideas, data, or direct quotes. Use quotation marks for direct quotes and paraphrase ideas in your own words while still providing credit to the original author. Additionally, familiarize yourself with the citation style (APA, MLA, etc.) required for your paper and double-check your work using plagiarism detection tools like Turnitin.

3. Is it considered plagiarism if I paraphrase someone else's work?

Paraphrasing is not plagiarism as long as you put the original ideas into your own words and still credit the original source. However, if you paraphrase too closely to the original text without proper citation, it can be considered plagiarism. To avoid this, ensure your paraphrase is sufficiently different from the original text and always include a citation.

4. What are the consequences of being caught plagiarizing in an academic setting?

The consequences of plagiarism in an academic setting can vary depending on the institution's policies, but they often include receiving a failing grade on the assignment, failing the course, academic probation, suspension, or even expulsion. Additionally, a record of plagiarism can damage your academic and professional reputation, making it difficult to gain admission to other institutions or find employment.

5. Are there any tools that can help me check for plagiarism before submitting my work?

Yes, there are several tools available to check for plagiarism before you submit your work. Popular tools include Turnitin, Grammarly, and iThenticate. These tools compare your work against a vast database of academic papers, websites, and other sources to identify any text that matches existing content. Using these tools can help you ensure your work is original and properly cited.

TEST 3

1. What is plagiarism in academic writing?

- a) The use of one's own ideas
- b) The creation of original content
- c) The use of ideas, phrases, or data from a source without proper attribution
- d) The review of someone else's work

2. Which of the following is a form of plagiarism?

- a) Properly citing a source
- b) Paraphrasing closely to the original text without citation
- c) Using common knowledge in writing
- d) Quoting a source with correct attribution

3. What is intra-carpal plagiarism?

- a) Copying from a book or journal without citing it
- b) Copying from another person in the same submission
- c) Reusing one's own previous work without citation
- d) Copying from the internet without permission

4. Which of the following is considered unintentional plagiarism?

- a) Deliberately copying an entire text and claiming it as original
- b) Copying data knowingly from another source
- c) Misquoting an author due to negligence
- d) Submitting someone else's work as one's own

5. What is mosaic or patch writing?

- a) Rewriting another author's work with slight changes without acknowledgment
- b) Quoting another author directly with proper citation
- c) Writing completely original content
- d) Using multiple sources with proper citations

6. Which of the following describes self-plagiarism?

- a) Quoting another author's work without citation
- b) Reusing one's previously published material without acknowledgment
- c) Copying someone else's research
- d) Paraphrasing someone else's work too closely

7. When does plagiarism not count according to the provided information?

- a) When the information is drawn from an obscure source
- b) When using common knowledge or universal truths
- c) When copying a large amount of content
- d) When paraphrasing with acknowledgment

8. How can plagiarism be avoided in academic writing?

- a) By making sure not to cite any sources
- b) By providing a note for any idea borrowed from another source
- c) By quoting large sections without citation
- d) By using only paraphrases and no direct quotes

9. What happens if a researcher submits the same article to multiple journals without acknowledgment?

- a) It is considered acceptable in academic writing
- b) It is considered self-plagiarism
- c) It enhances the chances of publication without any issues
- d) It is encouraged to get more exposure

10. Which type of information does not require documentation to avoid plagiarism?

- a) Direct quotations from a source
- b) Summaries of another's ideas
- c) Personal comments or thoughts
- d) Paraphrasing with close similarity to the original text

Selecting Key Points: Primary and Secondary Sources

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	To enable students to understand and distinguish between primary, secondary, and tertiary sources of information, and identify documentary and non-documentary sources.
Subsidiary Aims	<ul style="list-style-type: none"> To familiarize students with reference books and their differences from other books. To help students identify and categorize different reference sources such as dictionaries, encyclopedias, and indexes.
Learner Outcomes	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> Identify and distinguish between primary, secondary, and tertiary sources of information. Understand the role and use of reference books in research. Differentiate between documentary and non-documentary sources.
Assumptions	<ul style="list-style-type: none"> Students have a basic understanding of research and reference materials. Students may already be familiar with some examples of primary, secondary, and tertiary sources.
Anticipated Problems & Solutions	<p>Problem: Students might confuse the definitions of primary, secondary, and tertiary sources.</p> <p>Solution: Provide clear examples and visual aids to illustrate the differences.</p> <p>Problem: Students might struggle to differentiate between documentary and non-documentary sources.</p> <p>Solution: Use group discussions and activities to reinforce understanding.</p>

TIMING AND PROCEDURE

Stage	Objective	Activity & Procedure	Materials
Engage (10 minutes)	To activate students' prior knowledge and spark interest in the topic.	<p>Activity:</p> <ul style="list-style-type: none"> • KWL Chart: Begin the lesson by asking students to fill in the KWL chart: <ul style="list-style-type: none"> - K (Know): What do you already know about primary, secondary, and tertiary sources? - W (Want to know): What do you want to know about reference books and their uses? - L (Learned): This will be filled out at the end of the lesson. <p>Procedure:</p> <ul style="list-style-type: none"> • Students individually fill in the K and W columns of the KWL chart. • Conduct a brief class discussion based on students' responses. 	KWL Chart template (Handout 1)
Study (45 minutes)	To provide students with a clear understanding of primary, secondary, and tertiary sources, as well as documentary and non-documentary sources.	<p>Warm-Up Activity (10 minutes):</p> <ul style="list-style-type: none"> • Quiz Card Activity: Select one volunteer to come to the front of the class. Show the quiz cards (with terms like "Primary Source," "Secondary Source," etc.) to the class, but not to the volunteer. The class describes the term without naming it, and the volunteer guesses. <p>Procedure:</p> <p>1. Primary, Secondary, and Tertiary Sources (15 minutes): - Explain the distinctions between primary, secondary, and tertiary sources (use Handout 2).</p> <ul style="list-style-type: none"> - Provide examples of each category. <p>- Interactive Task: Students work in pairs to classify a list of sources as primary, secondary, or tertiary.</p>	Quiz cards, handouts with definitions and examples, list of sources for classification.

Stage	Objective	Activity & Procedure	Materials
Study (45 minutes)	To provide students with a clear understanding of primary, secondary, and tertiary sources, as well as documentary and non-documentary sources.	<p>2. What is a Reference Book? (10 minutes):</p> <ul style="list-style-type: none"> - Discuss the definition and purpose of reference books (use Handout 2). - Explain how reference books differ from other books. 	Quiz cards, handouts with definitions and examples, list of sources for classification.
		<p>3. Documentary vs. Non-Documentary Sources (10 minutes):</p> <ul style="list-style-type: none"> - Introduce and explain the differences between documentary and non-documentary sources (use Handout 3). - Group Task: Divide students into small groups and provide them with a list of sources. Students categorize each source as either documentary or non-documentary. 	
Activate (25 minutes)	To apply the knowledge gained during the study phase through interactive activities.	<p>Activity: Group Presentations (15 minutes):</p> <ul style="list-style-type: none"> - Divide students into small groups. Each group is assigned a category (primary, secondary, tertiary, documentary, or non-documentary sources). - Each group creates a brief presentation explaining their category and provides examples. Class Discussion (10 minutes): - Groups present their findings to the class. - Conclude with a discussion, encouraging students to fill in the «L» column of their KWL chart. 	Presentation materials (posters, markers), KWL chart.

Stage	Objective	Activity & Procedure	Materials
Conclusion and Homework (5 minutes)	To reinforce learning and provide further practice.	<p>Activity:</p> <ul style="list-style-type: none"> Review the KWL Chart: <p>Check students' understanding by reviewing what they've written in the "L" column.</p> <p>Homework Assignment:</p> <ul style="list-style-type: none"> Watch the video "5 Reasons to Use Reference Sources." Prepare a 2-minute speech summarizing the video content. 	N/A

HANDOUT 1. KWL CHAT

	Know	Want to know	Learnt
1. Do you know what are PRIMARY, SECONDARY, AND TERTIARY SOURCES?			
2. What is a REFERENCE BOOK? And how is it different from other books?			
3. Do you know what are types of reference sources: DOCUMENTARY AND NON-DOCUMENTARY SOURCES?			

HANDOUT 2. PRIMARY, SECONDARY, AND TERTIARY SOURCES. REFERENCE BOOK

Primary, Secondary, and Tertiary Sources: What's the Difference?

Information sources are commonly categorized as primary, secondary, or tertiary based on their originality and the distance from the original source. This classification helps readers understand whether the author is providing firsthand information or relaying someone else's experiences and interpretations. Deciding whether a source is primary, secondary, or tertiary can sometimes be challenging. Below is an explanation of each category, along with examples to assist in distinguishing between them.

Primary Sources

Primary sources are original records of events or direct evidence that is presented without any interpretation. They are firsthand accounts or original materials upon which further research is based. These sources showcase original ideas, report on new findings, or provide new information.

Examples of Primary Sources:

- Theses and dissertations
- Research-based scholarly journal articles
- Some government reports
- Conference proceedings and symposia
- Original artwork, poems, and photographs
- Speeches, letters, and memos
- Personal narratives, diaries, and autobiographies
- Interviews and correspondence

Secondary Sources

Secondary sources provide analysis or interpretation of primary sources. They often seek to explain, summarize, or add value to primary sources by offering additional insights.

Examples of Secondary Sources:

- Textbooks
- Edited works
- Books and articles that interpret or review research
- Histories and biographies
- Literary criticism and interpretation
- Reviews of law, legislation, and political analyses

Tertiary Sources

Tertiary sources compile, organize, or digest information from primary and secondary sources. These sources often summarize or repackage existing information and are usually not attributed to a specific author.

Examples of Tertiary Sources:

- Dictionaries and encyclopedias (may also be secondary)
- Almanacs and fact books
- Wikipedia
- Bibliographies (may also be secondary)
- Directories, guidebooks, and manuals
- Handbooks and indexing/abstracting sources

What is a Reference Book?

A reference book is a resource that provides specific facts or pieces of information. These books are intended for consultation rather than continuous reading, making them useful for quickly obtaining key information about a topic. Reference books can be general (e.g., *Encyclopedia Britannica*) or focused on a specific subject (e.g., *Encyclopedia of Women and Baseball*). Typically, reference books are organized alphabetically, but the index at the back of the book can be used to find information quickly.

In our library, reference books are found on the first eleven movable shelves, marked with a red sign indicating «reference collection.» These books are non-circulating, meaning they must be used in the library to ensure that everyone has access to them. Reference books are a great starting point for research, providing general background information, important dates, key terms, and notable figures related to a topic.

HANDOUT 3. THE DIFFERENCES BETWEEN DOCUMENTARY AND NON-DOCUMENTARY SOURCES

Types of Reference Sources: Documentary and Non-Documentary Sources

In the past, it was easy to identify library sources because most materials were printed. Printed books have been part of libraries since the 16th century, and newspapers and magazines appeared in the late 18th century. It wasn't until the late 20th century that we began to distinguish between documentary and non-documentary sources.

Documentary Sources include all forms of recorded information, whether traditional or modern. These sources can be published or unpublished, in print or electronic format. Examples of documentary sources include:

- **Dictionaries**
- **Encyclopedias**
- **Bibliographies**
- **Biographical Sources**
- **Geographical Sources**
- **Ready Reference Sources**
- **Government Publications**

- **Indexing and Abstracting Sources**
- **Patents and Standards**
- **Sources for Current Events**

Non-Documentary Sources refer to information that isn't recorded in documents. These sources can be formal, like research organizations, societies, industries, government departments, universities, and consultants, or informal, such as conversations with colleagues, experts, or through mass media. The main categories of non-documentary sources include:

Institutions or Organizations: Many maintain records, annual reports, or documents not available elsewhere.

Humans: For historical research, speaking with older individuals from a specific area can be invaluable.

Mass Media (excluding print)

Internet

FAQs

1. What are primary, secondary, and tertiary sources?

Primary sources are original records of events, secondary sources analyze or interpret primary sources, and tertiary sources summarize or compile information from primary and secondary sources.

2. How do reference books differ from other books?

Reference books provide specific information and are meant for consultation rather than continuous reading. Examples include dictionaries and encyclopedias.

3. What is the difference between documentary and non-documentary sources?

Documentary sources are recorded information, such as books or journals, while non-documentary sources are not recorded, such as conversations or institutional archives.

4. Why is it important to use primary sources in research?

Primary sources provide firsthand evidence and original information, which is crucial for accurate and in-depth research.

5. Can a source be both secondary and tertiary?

Yes, some sources like encyclopedias can function as both secondary and tertiary depending on how they are used.

TEST 4

1. What is the main characteristic of a primary source?

- a) It provides an analysis or interpretation of original materials.
- b) It summarizes and organizes other sources.
- c) It is the first-hand record of events or original materials.
- d) It is always published in print form.

2. Which of the following is an example of a secondary source?

- a) A research-based scholarly journal article
- b) A textbook explaining historical events
- c) An interview with a famous author
- d) A government report on recent statistics

3. Tertiary sources typically serve what purpose?

- a) To provide original research findings
- b) To summarize, index, or organize other sources
- c) To offer a detailed analysis of primary sources
- d) To present unfiltered eyewitness accounts

4. Which of the following would be considered a primary source?

- a) A biography of a political leader
- b) A newspaper article analyzing a recent election
- c) A personal diary from the 19th century
- d) A textbook on modern physics

5. What distinguishes secondary sources from primary sources?

- a) Secondary sources are always written by experts.
- b) Secondary sources provide a first-hand account of events.
- c) Secondary sources analyze, interpret, or review primary sources.
- d) Secondary sources are more reliable than primary sources.

6. Which of the following is an example of a tertiary source?

- a) A research paper on climate change
- b) An encyclopedia article on World War II
- c) A biography of Albert Einstein
- d) A poem written in the 18th century

7. Which type of source is most likely to be used as a starting point for research to get a general overview of a topic?

- a) Primary source
- b) Secondary source
- c) Tertiary source
- d) Documentary source

8. A researcher's analysis of historical letters would be classified as which type of source?

- a) Primary source
- b) Secondary source
- c) Tertiary source
- d) Non-documentary source

9. What is a key characteristic of reference books?

- a) They are intended to be read cover to cover.
- b) They provide original research data.
- c) They offer concise facts and background information on topics.
- d) They are always classified as secondary sources.

10. Which source would be most appropriate for finding a list of all publications on a particular subject?

- a) Almanac
- b) Bibliography
- c) Thesaurus
- d) Atlas

Note Taking. Kinds of Notes

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	To equip students with the skills needed for effective note-taking, including understanding the types of notes (summary, paraphrase, direct quotes) and selecting an appropriate note-taking method.
Subsidiary Aims	To help students avoid common errors in note-taking. To encourage critical thinking by selecting and organizing relevant information from sources.
Learner Outcomes	By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Understand the purpose and importance of note-taking in research. 2. Identify and differentiate between summary notes, paraphrased notes, and direct quotations. 3. Choose and apply a suitable note-taking method. 4. Recognize and avoid common errors in note-taking.
Assumptions	Students have some experience with taking notes but may not have been formally taught different methods or types of notes. - Students understand the basic principles of summarizing and paraphrasing.
Anticipated Problems	Students may struggle with differentiating between summary, paraphrase, and direct quotations. - Students might find it challenging to choose the best note-taking method for their needs.
Possible Solutions	Provide clear explanations and examples for each type of note. Encourage students to try different note-taking methods in class to see what works best for them.

TIMING AND PROCEDURE

Phase	Objective	Activity	Procedure	Materials
Engage (10 minutes)	To introduce the topic of note-taking and activate students' prior knowledge.	<ul style="list-style-type: none"> • Class Discussion: Begin by asking students what they already know about note-taking. Discuss why note-taking is important in research and academic writing. • KWL Chart: Have students fill in the K (Know) and W (Want to Know) columns of a KWL chart focused on note-taking. 	<ul style="list-style-type: none"> • Lead a brief discussion where students share their experiences with note-taking. • Ask students to individually fill in the KWL chart. 	KWL Chart template (Handout 1).
		<p>Activity 1: Explanation and Examples (15 minutes)</p> <ul style="list-style-type: none"> • Kinds of Notes: Introduce summary notes, paraphrased notes, and direct quotations (Handout 2). Provide clear definitions and examples of each type of note. • Example Exercise: Give students a short text and ask them to create a summary note, a paraphrased note, and a direct quote from it. 	<ul style="list-style-type: none"> • Provide clear explanations and examples for each type of note. • Students complete an example exercise using a short text. 	
Study (40 minutes)	To teach students about different kinds of notes and effective note-taking methods.	<p>Activity 2: Note-Taking Methods (15 minutes)</p> <ul style="list-style-type: none"> • Note-Taking Systems (Handout 3): Introduce different methods of note-taking (e.g., index cards, note-taking software, research notebooks, annotating sources). • Demonstration: Show students how to use each method with a practical example. • Practice Exercise: Students try out each method briefly with a given text. 	<ul style="list-style-type: none"> • Introduce different note-taking methods and demonstrate their use. • Students practice each method briefly. • Discuss common note-taking mistakes and engage students in an error-identification task. 	Handouts with definitions and examples, sample texts for practice, examples of note-taking methods, and common errors.
		<p>Activity 3: Common Errors in Note-Taking (10 minutes)</p> <ul style="list-style-type: none"> • Discussion: Highlight common errors in note-taking and how to avoid them (Handout 4). • Interactive Task: Present examples of incorrect notes and ask students to identify the mistakes and correct them. 		

Phase	Objective	Activity	Procedure	Materials
Activate (30 minutes)	To apply the knowledge gained through guided practice and to solidify students' understanding.	Activity 1: Note-Taking Practice (20 minutes) <ul style="list-style-type: none"> • Group Task: Divide students into small groups. Assign each group a different type of note (summary, paraphrase, direct quote). Provide a short article or text for them to read and take notes on. • Group Presentation: Each group shares their notes with the class, explaining their approach and method. 	<ul style="list-style-type: none"> • Assign groups different types of notes. • Provide a short article or text for note-taking practice. • Students take notes and present their work. • Students reflect on their preferred method and practice individually. • Peer review session for feedback. 	Short articles or texts, note-taking materials (index cards, notebooks, etc.).
		Activity 2: Individual Task (10 minutes) <ul style="list-style-type: none"> • Personal Reflection: Ask students to choose the note-taking method they prefer and practice taking notes on a new text individually. • Peer Review: Students exchange their notes with a partner to provide feedback. • Review the KWL Chart: Have students complete the "L" (Learned) column of their KWL chart. 		
Conclusion and Homework (5 minutes)	To review the lesson and provide further practice.	<ul style="list-style-type: none"> • Homework Assignment: Assign students a short research task where they must take notes using one of the methods learned in class. They should bring their notes to the next class for discussion and feedback. 		KWL Chart, homework instructions.

HANDOUT 1. KWL CHAT

	Know	Want to know	Learnt
1. Do you know what is Notetaking in research writing?			
2. What are Direct quotations?			

HANDOUT 2. KINDS OF NOTES

Knowing When to Summarize, Paraphrase, or Directly Quote a Source

Taking notes is crucial when writing an essay or research paper. Your notes capture information from sources that will support your writing. To avoid getting overwhelmed, it's important to carefully evaluate what you're reading and decide what is most useful for your paper. Without this, you might end up with too much information and waste time sorting through it.

Your notes will generally fall into three categories: summaries, paraphrases, and direct quotes. Effective researchers choose the type of note that best fits their needs.

Summary Notes:

These provide a brief overview of the main ideas in a source, usually in a few sentences or a short paragraph. Summaries are much shorter than the original text and focus only on the key ideas. Use summary notes when you want to capture the broad concepts without needing specific details.

Paraphrased Notes:

These rephrase a fact or idea from a source in your own words and sentence structure, making it more suitable for your purpose and audience. Paraphrasing helps tailor the information to fit the context of your paper.

Direct Quotations:

These are exact copies of the wording from a source, enclosed in quotation marks. Use direct quotes when the author's original words are particularly striking or memorable. However, avoid overusing direct quotes in your notes.

Most of your notes should be paraphrased rather than directly quoted. Paraphrasing helps you better understand the material because it requires you to think about the information and express it in your own words. This approach keeps you actively engaged with the content, rather than simply copying it. For more details, refer to the section on Summarizing, Paraphrasing, and Quoting.

HANDOUT 3. NOTE-TAKING SYSTEMS

Use a Note-Taking System That Works for You

There are various ways to take notes, and no single method is the best. The key is to choose a system that you feel comfortable with, ensuring that your notes are organized, complete, and accurate. Here are some formats to consider:

Index Cards:

This traditional method involves writing each note on a separate card. Although it takes more time than copying and pasting into a digital document, it forces you to be selective with the information you record. Organizing notes by topic later is easy with this method, and some people even color-code their cards for extra organization.

Note-Taking Software:

Many word-processing and office software packages include note-taking tools. While you may need to invest some time in learning the software, it allows for fast typing and keeps your notes organized, similar to how you would with index cards.

Research Notebook:

Instead of using cards, you might prefer keeping a notebook or an electronic folder, dedicating a few pages or files to each source. This approach makes it easy to add your thoughts and responses to the information as you go.

Annotate Your Sources:

This method involves writing notes directly in the margins of printed or photocopied sources. For electronic sources, you can add comments directly to the document. This technique is best for experienced researchers who have a clear understanding of the topic since it can be harder to organize notes later when drafting.

Choose the method that works best for you and start gathering your notes. In the next section, you'll learn how to organize and synthesize the information you've collected.

HANDOUT 4. COMMON ERRORS TO AVOID

Common Errors to Avoid

Copying Directly from Sources: A common mistake is copying the exact wording from a source with little to no changes. This prevents you from fully processing the information and increases the risk of plagiarism when these notes end up in your paper. To avoid this, try not to look at the source while writing your notes. This ensures you use your own words.

Including Too Much Detail: Notes should be concise. If you're writing too much, you're not distinguishing between important and unimportant information, which slows you down.

Overusing Direct Quotations: Only use direct quotes when necessary, and be sure to copy them accurately.

Forgetting Page Numbers: Always include page numbers in your notes. This saves you time later and reduces the chance of making mistakes when you need to reference the source.

FAQs

1.What are the different types of notes I can take?

The three main types of notes are summary notes, paraphrased notes, and direct quotations. Summary notes provide an overview, paraphrased notes restate information in your own words, and direct quotations use the exact wording from the source.

2.Which note-taking method is best?

There is no single “best” method. It depends on your personal preference and the nature of your research. Some people prefer index cards, while others use digital tools or research notebooks.

3.How can I avoid common note-taking errors?

Avoid copying text verbatim without processing it, include only relevant information, and always include page numbers and citation details. Paraphrase instead of copying whenever possible.

4.When should I use direct quotations in my notes?

Use direct quotations when the original wording is especially strong or significant. However, most of your notes should be paraphrased to ensure you fully understand the material.

5.Why is note-taking important in research?

Note-taking helps you organize and retain information, ensuring that you accurately record and reference key points from your sources in your writing. It also aids in critical thinking and understanding the material.

TEST 5

1. What is the primary purpose of notetaking in research?

- a) To gather as much information as possible
- b) To develop knowledge and comprehension of a subject
- c) To copy sources word-for-word
- d) To write the final draft of a paper

2. Which method of notetaking involves writing each note on a separate card?

- a) Annotating sources
- b) Using note-taking software
- c) Using index cards
- d) Maintaining a research notebook

3. What is a key benefit of using note-taking software?

- a) It is faster to type than to write by hand.
- b) It requires no time to learn how to use.
- c) It discourages selectivity in recording notes.
- d) It allows for handwritten annotations.

4. When should you use summary notes?

- a) When you need to quote the exact words of a source
- b) When you want to restate a fact in your own words
- c) When you want to give an overview of the main ideas in a source
- d) When the information is too complex to paraphrase

5. What is the most common error students make when taking notes?

- a) Paraphrasing too much information
- b) Forgetting to include page numbers
- c) Copying the wording of the source directly
- d) Using too many direct quotations

6. Why is paraphrasing preferred over direct quotations in notetaking?

- a) It requires less effort.
- b) It helps to avoid plagiarism.
- c) It engages you more deeply with the material.
- d) It allows for more detailed notes.

7. Which method of notetaking is best for experienced researchers?

- a) Annotating sources
- b) Using index cards
- c) Using note-taking software
- d) Maintaining a research notebook

8. What is the disadvantage of including too much detail in your notes?

- a) It may lead to plagiarism.
- b) It slows down the notetaking process.
- c) It prevents the use of direct quotations.
- d) It makes it difficult to use note-taking software.

9. What should you always include in your notes to avoid wasting time later?

- a) The entire text of the source
- b) A summary of the source
- c) Page numbers
- d) A paraphrase of the source

10. When is it appropriate to use direct quotations in your notes?

- a) When the source is difficult to understand
- b) When the author expresses an idea in a memorable way
- c) When summarizing a large section of text
- d) When paraphrasing is too time-consuming

Writing an Abstract

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Objectives	Details
Main Aim	<p>Students will be able to understand the structure and purpose of an abstract, and effectively write their own abstracts for academic papers.</p> <ul style="list-style-type: none"> • Students will enhance their skills in summarizing key points of a research paper.
Subsidiary Aims	<ul style="list-style-type: none"> • Students will learn to distinguish between the essential and non-essential information in a research paper. <p>By the end of the lesson, students will be able to:</p>
Learner Outcomes	<ol style="list-style-type: none"> 1. Identify the key components of an abstract (purpose, methodology, results, and conclusion). 2. Write a concise and clear abstract that effectively summarizes a research paper. 3. Critically evaluate their own and others' abstracts for clarity and completeness.
Assumptions	<ul style="list-style-type: none"> • Students are familiar with the basic structure of a research paper. • Students have a general understanding of academic writing and summarization techniques. <p>Problem: Students may struggle to condense information into a concise abstract.</p> <p>Solution: Provide a detailed example and a checklist to guide their writing.</p> <p>Problem: Some students may focus too much on background information rather than the key findings.</p> <p>Solution: Emphasize the importance of focusing on the results and conclusions during the lesson.</p>
Anticipated Problems and Possible Solutions	

TIMING AND PROCEDURE

Phase	Activity	Objective
Engage Phase (15 minutes)	<ul style="list-style-type: none"> • Discussion: Start with a brief discussion on what students think an abstract is and its importance in academic writing. • Brainstorming: Ask students to share what they believe should be included in an abstract. Write their ideas on the board. 	<ul style="list-style-type: none"> • Activate students' prior knowledge about abstracts and engage them in thinking about its purpose.
	Activity 1: Analyzing an Abstract (15 minutes)	
Study Phase (40 minutes)	<ul style="list-style-type: none"> • Task: Hand out an example of an abstract from a published research paper. • Group Work: Students work in pairs to identify the different components of the abstract: purpose, methodology, results, and conclusion. • Class Discussion: Go over the abstract as a class, highlighting each component and discussing its role. 	<ul style="list-style-type: none"> • Students learn to identify and apply the key components of an abstract and practice writing one.
	Activity 2: Writing an Abstract (25 minutes)	
	<ul style="list-style-type: none"> • Task: Provide students with a brief summary of a research paper. • Individual Work: Students write an abstract based on the summary provided. • Peer Review: Students exchange abstracts with a partner and provide feedback using a checklist provided by the teacher. 	
	Activity: Writing and Sharing Abstracts	
Activate Phase (25 minutes)	<ul style="list-style-type: none"> • Task: Ask students to write an abstract for a research paper they have worked on in the past (or one provided by the teacher if they do not have their own). • Group Work: In small groups, students share their abstracts and discuss the clarity and effectiveness of each one. • Feedback: Each group presents one abstract to the class, and the teacher provides feedback. 	<ul style="list-style-type: none"> • Consolidate students' understanding by allowing them to apply what they have learned to their own work.
Conclusion	This lesson plan aims to guide students through the process of writing an abstract, ensuring they understand its components and purpose, and providing ample opportunities for practice and feedback.	

HANDOUT 1: COMPONENTS OF AN ABSTRACT.

A BRIEF GUIDE OUTLINING THE PURPOSE, METHODOLOGY, RESULTS, AND CONCLUSION, WITH EXAMPLES

Purpose:

The purpose of the abstract is to summarize the main objectives or goals of the research. It should answer the question, “What is the research trying to achieve?”

Example:

“This study aims to explore the impact of social media on the academic performance of high school students.”

Methodology:

The methodology section briefly describes the research methods used to conduct the study. It should answer the question, “How was the research conducted?”

Example:

“Data was collected through surveys distributed to 200 high school students, and the results were analyzed using statistical software.”

Results:

The results section summarizes the key findings of the research. It should answer the question, “What did the research find?”

Example:

“The study found a significant correlation between high social media usage and lower academic performance among the students surveyed.”

Conclusion:

The conclusion provides a brief summary of the implications or significance of the findings. It should answer the question, “What do the results mean?”

Example:

«These findings suggest that excessive social media use may negatively affect students’ academic achievement and highlight the need for educational interventions.»

HANDOUT 2: ABSTRACT WRITING CHECKLIST.

A CHECKLIST FOR STUDENTS TO USE DURING PEER REVIEW, FOCUSING ON CLARITY, COMPLETENESS, AND ADHERENCE TO THE ABSTRACT STRUCTURE

Use this checklist to review your abstract or a peer’s abstract:

Purpose:

Does the abstract clearly state the main objective or research question?

Is the purpose specific and concise?

Methodology:

Is the research method briefly described?

Does it explain how the research was conducted?

Results:

Are the key findings of the research summarized?

Are the results clear and directly related to the research question?

Conclusion:

Does the conclusion summarize the significance of the findings?

Does it offer a clear implication or insight from the results?

Clarity and Conciseness:

Is the abstract within the word limit (150-250 words)?

Are unnecessary details avoided?

Is the language clear and precise?

Structure:

Are the components (purpose, methodology, results, conclusion) logically organized?

Does the abstract flow well from one section to the next?

Overall Impression:

Does the abstract effectively summarize the research?

Would the abstract give a clear understanding of the research to someone unfamiliar with the topic?

HANDOUT 3: EXAMPLE ABSTRACT FOR ANALYSIS.

AN ANNOTATED EXAMPLE OF AN ABSTRACT, WITH THE KEY COMPONENTS HIGHLIGHTED AND EXPLAINED

Example Abstract:

Title: The Effects of Sleep Deprivation on Cognitive Performance in College Students

Abstract:

This study investigates the impact of sleep deprivation on the cognitive performance of college students. The research was conducted using a sample of 100 college students who were subjected to varying levels of sleep restriction. Cognitive tests measuring memory, attention, and problem-solving abilities were administered after each sleep condition. The results indicated that sleep deprivation significantly impairs cognitive functions, particularly in tasks requiring sustained attention and complex problem-solving. These findings underscore the importance of adequate sleep for maintaining cognitive performance in academic settings.

HANDOUT 4: RESEARCH PAPER SUMMARY.

A BRIEF SUMMARY OF A RESEARCH PAPER FOR STUDENTS TO USE DURING THE WRITING ACTIVITY

Title: The Influence of Diet on Physical and Mental Health in Adolescents

Summary:

The research examines the relationship between diet and both physical and mental health in adolescents aged 13-18. The study collected data from 500 adolescents through dietary surveys and health assessments, focusing on the consumption of fruits, vegetables, and processed foods. The research also included psychological evaluations to measure levels of anxiety, depression, and overall mental well-being. The findings suggest that a diet high in fruits and vegetables is associated with better physical health and lower levels of anxiety and depression, while a diet high in processed foods is linked to poorer physical health and higher levels of mental distress.

HANDOUT 5: PEER REVIEW FEEDBACK FORM.

A FORM FOR STUDENTS TO FILL OUT WHEN REVIEWING A PEER'S ABSTRACT, FOCUSING ON STRENGTHS AND AREAS FOR IMPROVEMENT

Reviewer Name: _____

Author Name: _____

Date: _____

Instructions:

Use this form to provide constructive feedback on your peer's abstract. Be specific in your comments and offer suggestions for improvement.

Purpose:

Does the abstract clearly state the main objective or research question?

Suggestions for improvement:

Methodology:

Is the research method briefly described?

Suggestions for improvement:

Results:

Are the key findings of the research summarized?

Suggestions for improvement:

Conclusion:

Does the conclusion summarize the significance of the findings?

Suggestions for improvement:

Clarity and Conciseness:

Is the abstract clear and within the word limit?

Suggestions for improvement:

Overall Impression:

Does the abstract effectively summarize the research?

What did you find most effective or clear in the abstract?

Suggestions for overall improvement:

Additional Comments:

FAQs

1. What is the purpose of an abstract?

An abstract provides a concise summary of a research paper, allowing readers to quickly understand the main points, methodology, results, and conclusion.

2. How long should an abstract be?

Typically, an abstract should be between 150-250 words, depending on the guidelines of the publication or institution.

3. What are the key components of an abstract?

The key components include the purpose of the research, the methodology used, the main results or findings, and the conclusion.

4. Can I include references in an abstract?

Generally, references are not included in an abstract. The abstract should stand alone as a summary of the research.

5. How can I make sure my abstract is clear and concise?

Focus on the essential information, avoid unnecessary details, and revise multiple times to ensure clarity and brevity.

TEST 6

1. What is an abstract?

- a) A full-length research paper
- b) A concise summary of a research paper or thesis
- c) A direct excerpt from the main body of the research
- d) A detailed bibliography

2. Where is the abstract typically placed in a research paper?

- a) At the end of the paper
- b) Before the title page
- c) Immediately following the title page
- d) In the appendix

3. What is the typical length of an abstract?

- a) One to two sentences
- b) A single paragraph of approximately 250 words
- c) A two-page summary
- d) A detailed chapter

4. Why should the abstract be the last part of the paper you write?

- a) It is the easiest part to write.
- b) It requires knowledge of the conclusions you will reach.
- c) It needs to be written before the introduction.
- d) It should not be included in the final paper.

5. Which of the following is NOT a function of an abstract?

- a) To outline briefly all parts of the paper
- b) To help in the selection process for readers
- c) To provide a full bibliography
- d) To assist in indexing for academic databases

6. What key terms should an abstract include?

- a) Terms that summarize the paper's references
- b) Terms that are irrelevant to the research
- c) Key search terms a potential researcher would use
- d) Only terms that are in the title of the paper

7. Which of the following is typically included in an abstract?

- a) The list of references used in the paper
- b) Detailed explanations of all research methods
- c) The problem the research attempts to solve
- d) A full discussion of the paper's results

8. For which of the following is an abstract usually required?

- a) Submission of articles to journals
- b) Writing a personal blog post
- c) Preparing for an oral presentation
- d) Creating a literature review

9. What section of an abstract discusses the main argument or claim?

- a) Methodology
- b) Results
- c) Problem
- d) Implications

10. Why is it important to edit an abstract carefully?

- a) It is a minor part of the research process.
- b) It promotes your work and should be precise and concise.
- c) It can be written without much thought.
- d) It is not included in the final submission.

What is a Research Paper Introduction

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Objectives	Details
Main Aim	<ul style="list-style-type: none"> - Students will understand the structure and purpose of a research paper introduction. - Students will learn to identify the key components of an effective research paper introduction.
Subsidiary Aims	<ul style="list-style-type: none"> - Students will practice writing their own research paper introductions. - Students will develop skills in analyzing and critiquing sample introductions. <p>By the end of the lesson, students will be able to:</p>
Learner Outcomes	<ul style="list-style-type: none"> - Identify the key elements of a research paper introduction: context/background, research question, thesis statement, and outline of the structure. - Write a coherent and concise introduction for a research paper. - Critically evaluate the effectiveness of different research paper introductions.
Assumptions	<ul style="list-style-type: none"> - Students have prior knowledge of basic research paper structures. - Students have experience in writing essays but may not be familiar with the specific requirements of research paper introductions.
Anticipated Problems and Possible Solutions	<p>Problem: Students might struggle with distinguishing between a general essay introduction and a research paper introduction. Solution: Provide clear examples and a comparative analysis of both types of introductions.</p> <p>Problem: Some students may find it difficult to formulate a strong thesis statement. Solution: Offer guided practice in crafting thesis statements with step-by-step support.</p>

TIMING AND PROCEDURE

Phase	Objective	Activity	Task	Procedure
Engage Phase (15 minutes)	To introduce the topic and activate students' prior knowledge about writing introductions.	Activity 1: Warm-up Discussion	- In pairs, students discuss the differences between a research paper and a general essay. They list the elements they think should be included in an introduction for each type.	- Students share their ideas with the class. - The teacher notes down key points on the board.
		Activity 2: Introduction to Research Paper Introductions	- The teacher provides a brief overview of the key components of a research paper introduction (context/background, research question, thesis statement, and structure outline).	- The teacher presents a short PowerPoint or uses the whiteboard to outline the components. - Students take notes and ask questions for clarification. - In pairs, students identify the context, research question, thesis statement, and structure outline in each sample.
Study Phase (40 minutes)	To explore the structure and purpose of a research paper introduction through analysis and guided practice.	Activity 1: Analyzing Sample Introductions (20 minutes)	- Students analyze two sample research paper introductions provided in a handout.	- They discuss which introduction they find more effective and why. - Class discussion follows, where students share their findings.

Phase	Objective	Activity	Task	Procedure
Activate Phase (25 minutes)	To apply knowledge by writing and evaluating research paper introductions.	Activity 2: Writing a Thesis Statement (10 minutes)	- Students practice writing a thesis statement for a given research topic.	- The teacher provides a research topic related to the students' field of study. - Individually, students draft a thesis statement and share it with a partner for feedback. - The teacher reviews a few examples with the whole class, offering suggestions for improvement.
		Activity 3: Guided Writing of an Intro- duction (10 minutes)	- Students begin drafting their own research paper introduction using a guided worksheet.	- The worksheet prompts students to write each component of the introduction step by step. - The teacher circulates to offer assistance and answer questions.
		Activity 1: Writing Practice (15 minutes)	- Students write a full introduction for a research paper topic of their choice or a topic provided by the teacher.	- Students work individually to complete their introductions. - The teacher provides guidance as needed.
		Activity 2: Peer Review and Feedback (10 minutes)	- In pairs, students exchange their introductions and provide constructive feedback using a checklist provided in the handout.	- The teacher explains the peer review process and distributes the checklist. - After reviewing, students discuss their feedback with their partners.

Phase	Objective	Activity	Task	Procedure
Conclusion	This lesson plan is designed to help students understand the intricacies of writing an effective research paper introduction, providing them with the necessary skills to begin their academic writing confidently.			

HANDOUT 1. COMPONENTS OF A RESEARCH PAPER INTRODUCTION.

A BREAKDOWN OF EACH COMPONENT WITH EXAMPLES

1. Context/Background:

Definition: Introduces the topic by providing background information that sets the stage for the research question.

Example: *“In recent years, the rise of social media platforms has significantly impacted the way people communicate and share information. This shift has led to a growing interest in understanding the influence of social media on mental health.”*

2. Research Question:

Definition: The central question that the research paper seeks to answer. It narrows the focus of the study.

Example: *“This paper investigates the question: How does the use of social media affect the mental health of teenagers?”*

3. Thesis Statement:

Definition: A concise statement that presents the main argument or claim of the paper.

Example: *“The study argues that excessive use of social media negatively impacts the mental health of teenagers by increasing anxiety and depression levels.”*

4. Outline of Structure:

Definition: A brief overview of the main points that will be covered in the paper.

Example: *«The paper begins by reviewing existing literature on social media and mental health, followed by a discussion of the methodology used in the study. The results are then presented and analyzed, leading to a conclusion that highlights the implications of the findings for future research.»*

HANDOUT 2. SAMPLE RESEARCH PAPER INTRODUCTIONS.

TWO EXAMPLES FOR ANALYSIS, WITH SPACE FOR STUDENTS TO IDENTIFY KEY ELEMENTS

Sample 1: *“Climate change is one of the most pressing global issues of our time. As the Earth’s temperature continues to rise, the frequency and severity of extreme weather events have increased. This paper explores the impact of climate change on coastal communities, with a focus on rising sea levels and their effect on local economies. The study argues that immediate action is required to mitigate the economic damage caused by climate change. The paper is structured into four sections: an overview of climate change effects, an analysis of economic impacts, a discussion on mitigation strategies, and a conclusion with policy recommendations.”*

Sample 2: *“Over the past decade, remote work has become increasingly popular, driven by advances in technology and the need for work-life balance. This paper examines the challenges and benefits of remote work for both employers and employees. Specifically, it seeks to answer the question: How does remote work affect productivity in different industries? The thesis of this paper is that while remote work can enhance productivity in certain sectors, it presents significant challenges in others, particularly those requiring high levels of collaboration. The paper is organized into three main sections: an overview of remote work trends, a comparative analysis of productivity across industries, and recommendations for optimizing remote work practices.”*

Instructions:

Task: In pairs, identify the context, research question, thesis statement, and structure outline in each sample introduction.

Discussion: Which introduction do you find more effective? Why?

HANDOUT 3. THESIS STATEMENT PRACTICE.

GUIDED PRACTICE WORKSHEET WITH PROMPTS TO HELP STUDENTS CRAFT A THESIS STATEMENT

Instructions:

Task: Write a thesis statement for the following research topic:

Research Topic: *“The role of artificial intelligence in modern healthcare.”*

Guidelines:

Clearly state your main argument or claim.

Ensure your thesis is concise and specific.

Example Structure: *“This paper argues that [specific aspect of AI] in healthcare [positive/negative impact], particularly [specific area of impact].”*

Space for Writing:

Example:

Topic: “The impact of social media on academic performance.”

Thesis Statement: «This paper argues that excessive use of social media negatively impacts academic performance by reducing study time and increasing distractions.»

HANDOUT 4. INTRODUCTION WRITING WORKSHEET.

STEP-BY-STEP GUIDE FOR DRAFTING A RESEARCH PAPER INTRODUCTION

Instructions:

Task: Use the prompts below to draft an introduction for a research paper on a topic of your choice or the provided topic.

Step 1: Context/Background

Prompt:

Provide background information on your topic. Why is it important or relevant?

Writing Space:

Step 2: Research Question

Prompt: What specific question will your paper answer?

Writing Space:

Step 3: Thesis Statement

Prompt: State your main argument or claim.

Writing Space:

Step 4: Outline of Structure

Prompt: Briefly outline the main points you will cover in your paper.

Writing Space:

HANDOUT 5. PEER REVIEW CHECKLIST.

A CHECKLIST FOR STUDENTS TO USE DURING THE PEER REVIEW PROCESS.

Instructions:

Task: Review your partner's introduction using the checklist below. Provide specific feedback on each point.

Checklist:

Context/Background:

Does the introduction provide relevant background information?

Is the context clearly connected to the research question?

Research Question:

Is the research question clearly stated?

Does it narrow the focus of the paper effectively?

Thesis Statement:

Is the thesis statement clear and concise?

Does it present a strong argument or claim?

Outline of Structure:

Does the introduction give an overview of the paper's structure?

Is the outline clear and logical?

Overall Coherence:

Is the introduction coherent and easy to follow?

Does it effectively set up the rest of the paper?

Feedback Space:

Suggestions for Improvement:

Strengths:

FAQs:

1. What is the main purpose of a research paper introduction?

The main purpose is to provide background information, present the research question, state the thesis, and outline the structure of the paper.

2. How is a research paper introduction different from a general essay introduction?

A research paper introduction is more focused on presenting the research question and thesis, while a general essay introduction might be broader and less specific.

3. What should be included in the thesis statement?

The thesis statement should clearly express the main argument or claim of the research paper.

4. Can I include personal opinions in the research paper introduction?

No, the introduction should be objective and based on research, not personal opinions.

5. What should I do if I'm struggling to write my introduction?

Start by outlining the key points you want to include, and then seek feedback from peers or your teacher.

TEST 7

1. What is the main purpose of the introduction in a research paper?

- a) To present a detailed conclusion
- b) To summarize the bibliography
- c) To set up the topic and approach for the reader
- d) To list all the sources used in the research

2. What should the opening hook in the introduction do?

- a) Provide a full summary of the paper
- b) List all the research questions
- c) Convey the relevance of the topic and grab the reader's attention
- d) Discuss the methods used in the research

3. In an argumentative paper, what should be included in the background section of the introduction?

- a) Detailed results of the research
- b) General background information relevant to the topic
- c) A complete literature review
- d) A summary of the conclusion

4. What is the primary focus of the "Establish your research problem" step in the introduction?

- a) To state the problem your research addresses
- b) To provide a detailed analysis of the problem
- c) To introduce your references
- d) To summarize the entire paper

5. What does the thesis statement in an argumentative paper do?

- a) It provides detailed evidence for the argument.
- b) It presents the position the paper will argue for.
- c) It lists the methods used in the research.
- d) It reviews the literature on the topic.

6. Which of the following is NOT typically included in the introduction of a research paper?

- a) Presentation of the topic
- b) Detailed discussion of the results
- c) Overview of the paper's structure
- d) Background or summary of existing research

7. Why is it important to map out your paper in the introduction?

- a) To summarize your bibliography
- b) To give the reader a brief overview of the paper's structure
- c) To list all your sources
- d) To present the full research methodology

8. How does an introduction differ for empirical research papers compared to argumentative papers?

- a) Empirical papers focus on detailed results, while argumentative papers do not.
- b) Empirical papers focus on methods and results, while argumentative papers focus on engaging with sources.
- c) Empirical papers do not include background information, while argumentative papers do.
- d) Empirical papers do not need a thesis statement, while argumentative papers do.

9. What is the purpose of the background section in an argumentative research paper introduction?

- a) To analyze the research methods
- b) To provide relevant context and narrow down the topic
- c) To list references and sources
- d) To present the paper's findings

10. What should you do after writing the introduction to your research paper?

- a) Immediately submit the paper
- b) Write the conclusion
- c) Revise the introduction to ensure it aligns with the entire paper
- d) Write the bibliography

Writing Main Parts of the Research.

BODY PARAGRAPH

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	- Students will learn how to effectively write the main parts of a research paper, specifically focusing on the structure and content of a body paragraph.
Subsidiary Aims	- Students will improve their ability to construct clear and cohesive arguments within their research papers. - Students will practice integrating evidence and analysis into their writing.
	By the end of the lesson, students will be able to:
Learner Outcomes	- Identify the components of a well-structured body paragraph. - Write a coherent body paragraph that integrates evidence and analysis. - Use transitions effectively to connect ideas within a paragraph.
Assumptions	- Students have basic knowledge of research paper structure. - Students are familiar with the concept of thesis statements and topic sentences.
Anticipated Problems and Possible Solutions	Problem: Students may struggle with integrating evidence smoothly into their writing. Solution: Provide examples and a step-by-step guide on how to incorporate evidence. Problem: Students may have difficulty with writing cohesive paragraphs. Solution: Offer sentence starters and transitional phrases to help students connect ideas.

TIMING AND PROCEDURE

Phase	Activity	Objective	Instructions
Engage Phase (10 minutes)	Activity 1: Brainstorming	Activate prior knowledge about body paragraphs and their role in research papers.	<ol style="list-style-type: none"> 1. Ask students, “What makes a body paragraph effective in a research paper?” 2. Students brainstorm ideas in pairs and share with the class. 3. Write their ideas on the board to create a mind map.
	Activity 2: Understanding Body Paragraph Structure	Familiarize students with the components of a body paragraph.	<ol style="list-style-type: none"> 1. Distribute Handout 1: «Anatomy of a Body Paragraph.» 2. Go through the components: Topic sentence, supporting evidence, analysis, and concluding sentence. 3. Discuss how each part contributes to the overall argument.
Study Phase (45 minutes)	Activity 3: Analyzing Example Paragraphs	Analyze examples of body paragraphs to identify effective and ineffective elements.	<ol style="list-style-type: none"> 1. Distribute Handout 2: «Body Paragraph Analysis.» 2. Students work in small groups to evaluate two example paragraphs, one strong and one weak. 3. Groups identify strengths and weaknesses in each paragraph. 4. Discuss findings as a class.
	Activity 4: Writing Practice	Practice writing a body paragraph with provided evidence and analysis.	<ol style="list-style-type: none"> 1. Distribute Handout 3: «Body Paragraph Writing Task.» 2. Students use the provided thesis statement and evidence to write their own body paragraph. 3. Encourage students to use transition phrases from the handout. 4. Monitor and provide feedback as they work.
Activate Phase (25 minutes)	Activity 5: Peer Review	Improve writing through peer feedback.	<ol style="list-style-type: none"> 1. Students exchange their written body paragraphs with a partner. 2. Using Handout 4: «Peer Review Checklist,» students evaluate each other’s work. 3. Provide constructive feedback, focusing on structure, evidence integration, and clarity. 4. Allow time for students to revise their paragraphs based on feedback.

Phase	Activity	Objective	Instructions
Conclusion		This lesson plan provides a comprehensive approach to teaching students how to write effective body paragraphs, ensuring they understand both the structure and purpose of this key component of a research paper.	

HANDOUT 1: ANATOMY OF A BODY PARAGRAPH

Topic Sentence: Introduces the main idea of the paragraph.

Supporting Evidence: Facts, quotes, or data that back up the topic sentence.

Analysis: Explains how the evidence supports the topic sentence.

Concluding Sentence: Summarizes the paragraph's main point and links to the next paragraph.

HANDOUT 2: BODY PARAGRAPH ANALYSIS

Paragraph 1 (Strong Example):

Identify the topic sentence.

Highlight the evidence used.

Note how the evidence is analyzed.

Comment on the effectiveness of the concluding sentence.

Paragraph 2 (Weak Example):

Identify the weaknesses in the topic sentence.

Highlight where evidence is lacking or not well-integrated.

Suggest improvements for the analysis and conclusion.

HANDOUT 3: BODY PARAGRAPH WRITING TASK

Thesis Statement: “The rise of social media has significantly impacted communication in modern society.”

Evidence: “A recent study shows that 72% of adults use social media platforms daily.”

Task: Write a body paragraph that supports the thesis statement using the evidence provided.

HANDOUT 4: PEER REVIEW CHECKLIST

Checklist:

Is there a clear topic sentence?

Is the evidence relevant and well-integrated?

Does the analysis explain the evidence effectively?

Are there logical transitions between ideas?

Is the concluding sentence clear and effective?

FAQs

1. What is the main purpose of a body paragraph in a research paper?

The main purpose is to develop a specific point or argument that supports the thesis statement, using evidence and analysis.

2. How do I choose which evidence to include in my body paragraph?

Choose evidence that directly supports your topic sentence and is most relevant to your argument.

3. What is the difference between a topic sentence and a thesis statement?

A thesis statement outlines the main argument of the entire paper, while a topic sentence introduces the main idea of a specific paragraph.

4. How can I make sure my paragraph flows well?

Use transitional phrases and ensure that each sentence logically follows from the previous one.

5. Can I include more than one piece of evidence in a paragraph?

Yes, but ensure that each piece of evidence is clearly linked to the paragraph’s main point and is followed by analysis.

TEST 8

1. What is the primary purpose of the introduction in an academic essay?

- a) To summarize the entire essay
- b) To provide evidence for the thesis
- c) To grab the reader's attention and present the thesis statement
- d) To explain the significance of the argument

2. Which of the following is NOT a recommended way to get a reader's attention in the introduction?

- a) Telling a story
- b) Providing a statistic
- c) Writing a lengthy, complex thesis
- d) Discussing an interesting quote

3. What is a good thesis statement characterized by?

- a) It is a fact that everyone agrees with
- b) It is a debatable point that serves as a roadmap for the essay
- c) It is a summary of the entire essay
- d) It is a long paragraph that introduces the topic

4. What does the "Main Idea" of a body paragraph do?

- a) Presents a fact that cannot be debated
- b) States the main idea and connects all sentences in the paragraph
- c) Provides evidence for the thesis
- d) Concludes the paragraph with a summary

5. Which part of a body paragraph explains the evidence provided?

- a) Transition
- b) Main Idea
- c) Analysis
- d) Conclusion

6. What role does the “Transition” play in a body paragraph?

- a) It introduces new evidence
- b) It helps connect ideas between paragraphs
- c) It restates the thesis statement
- d) It summarizes the paragraph

7. In which part of the essay is it recommended to summarize the main points?

- a) Introduction
- b) Body Paragraphs
- c) Conclusion
- d) All of the above

8. Which of the following is NOT typically included in the body paragraphs?

- a) Main Idea
- b) Evidence
- c) New thesis statement
- d) Analysis

9. What is one of the main functions of the conclusion in an academic essay?

- a) To introduce new arguments
- b) To provide a debatable thesis
- c) To summarize the argument or explain its significance
- d) To add new evidence

10. What might an instructor expect in the conclusion if they ask you to avoid restating your main points?

- a) A detailed summary of the essay
- b) An explanation of the argument’s significance
- c) A new thesis statement
- d) A list of sources used

Prepare Conclusion of Research Paper

Level of Learners/Class Profile: 15 upper-intermediate (B2) students.

Objectives

Main Aim:

- By the end of the lesson, students will be able to write a clear and effective conclusion for a research paper, summarizing the key points and providing a final perspective on the topic.

Subsidiary Aims:

- Students will review the structure and purpose of research paper conclusions.
- Students will practice synthesizing information and presenting a cohesive argument in the conclusion.

Learner Outcomes:

- Students will demonstrate an understanding of the key components of a research paper conclusion.
- Students will write a draft conclusion for their research paper, incorporating feedback from peers and the teacher.

Assumptions

- Students have completed the main body of their research papers and are familiar with the topic they are writing about.
- Students have a basic understanding of the structure of a research paper.

Anticipated Problems and Solutions

- Problem: Students may struggle with summarizing their research without simply repeating information.
 - Solution: Provide examples and guide students through the process of paraphrasing and synthesizing information.
- Problem: Students might have difficulty in making their conclusion impactful and memorable.
 - Solution: Introduce techniques such as linking back to the introduction or posing a thought-provoking question.

TIMING AND PROCEDURE

Phase	Activity	Objective	Instructions
Engage (10 minutes)	Class Discussion	Activate students' prior knowledge and get them thinking about the role of a conclusion.	<ul style="list-style-type: none"> - Start with a brief discussion about the purpose of a conclusion in a research paper. - Ask students: «What do you think makes a conclusion effective?» - Distribute Handout 1: «Purpose of a Research Paper Conclusion» (a brief overview of the functions of a conclusion in academic writing).
Study (40 minutes)	Activity 1: Analyzing Sample Conclusions (15 minutes)	Understand the structure and elements of a strong conclusion.	<ul style="list-style-type: none"> - Distribute Handout 2: «Examples of Research Paper Conclusions» with 3 different conclusions. - Students work in pairs to analyze the samples, identifying strengths and weaknesses. - Discuss the findings as a class.
	Activity 2: Conclusion Writing Workshop (25 minutes)	Apply knowledge to draft a well-structured conclusion.	<ul style="list-style-type: none"> - Students begin writing the conclusion for their own research paper. - Circulate to provide individual support and guidance. - Distribute Handout 3: «Conclusion Writing Template» to guide the writing process. - Students exchange their draft conclusions with a partner for peer feedback.
Activate (20 minutes)	Peer Review and Refinement	Refine their conclusions based on constructive feedback.	<ul style="list-style-type: none"> - Use Handout 4: «Peer Review Checklist» to guide the review process. - After receiving feedback, students revise their conclusions.
Wrap-Up (10 minutes)	Class Sharing and Reflection	Consolidate learning and reinforce the importance of a strong conclusion.	<ul style="list-style-type: none"> - A few students volunteer to read their revised conclusions aloud. - Class provides final feedback and reflections on the lesson.

Phase	Activity	Objective	Instructions
Conclusion		This lesson plan provides a comprehensive approach to teaching students how to write a research paper conclusion, balancing theory with practical application and peer feedback.	

HANDOUT 1: PURPOSE OF A RESEARCH PAPER CONCLUSION.

AN OVERVIEW OF WHY THE CONCLUSION IS IMPORTANT AND WHAT IT SHOULD ACHIEVE

Purpose of a Research Paper Conclusion

The conclusion of a research paper is a crucial part of your writing. It is the final opportunity to communicate your research findings and leave a lasting impression on your readers. Here's what a strong conclusion should do:

Summarize the Main Points:

Recap the key arguments or findings presented in the body of the paper.

Ensure that this summary is concise and doesn't introduce new information.

Restate the Thesis:

Reiterate the main argument or thesis statement of your paper, but phrase it differently than in the introduction.

Reflect on the Significance:

Discuss the broader implications of your findings.

Consider what your research contributes to the field or how it impacts the topic.

Provide Closure:

Offer a sense of completion by wrapping up your discussion logically.

Avoid leaving the reader with unanswered questions.

Leave a Lasting Impression:

End with a strong statement or thought that resonates with the reader, possibly linking back to the introduction or posing a final question.

HANDOUT 2: EXAMPLES OF RESEARCH PAPER CONCLUSIONS. THREE SAMPLE CONCLUSIONS WITH VARYING LEVELS OF EFFECTIVENESS FOR ANALYSIS

Examples of Research Paper Conclusions

Example 1:

“In conclusion, this study has shown that implementing green energy solutions not only benefits the environment but also boosts the economy by creating new jobs and reducing energy costs. While the transition to green energy presents challenges, the long-term benefits far outweigh the initial investments. Future research should focus on exploring innovative ways to make green energy more accessible to developing countries.”

Analysis: This conclusion effectively summarizes the findings, restates the thesis, reflects on the significance, and suggests future research.

Example 2:

“To sum up, our analysis of the financial crisis revealed several underlying causes that have far-reaching implications. The data suggest that regulatory reforms are necessary to prevent similar crises in the future. This paper has contributed to understanding the complex dynamics at play, though further research is needed to explore additional factors.”

Analysis: This conclusion is clear and provides a good summary, but it could be stronger by ending with a more impactful statement.

Example 3:

“In summary, this research explored various factors influencing employee satisfaction. While the study presented valuable insights, it is important to note that the findings are limited by the sample size and geographic focus. Nevertheless, the results suggest a clear trend that can inform future organizational strategies.”

Analysis: This conclusion addresses limitations, which is good, but it lacks a strong final statement that leaves a lasting impression.

HANDOUT 3: CONCLUSION WRITING TEMPLATE. A STRUCTURED TEMPLATE TO GUIDE STUDENTS IN WRITING THEIR OWN CONCLUSIONS, INCLUDING PROMPTS FOR EACH COMPONENT

Conclusion Writing Template

Use this template to help structure your research paper conclusion. Fill in each section based on your research and findings.

Restate the Thesis:

Restate your main argument or thesis statement in a new way.

Example: “This paper has demonstrated that...”

Summarize the Key Points:

Briefly summarize the main arguments or findings from your research.

Example: “The evidence shows that [main point 1], [main point 2], and [main point 3].”

Discuss the Significance:

Explain why your findings are important and what they contribute to the field.

Example: “These findings are significant because they highlight the need for...”

Suggest Future Research (optional):

If relevant, mention areas where further research could be conducted.

Example: “Further research could explore...”

Final Statement:

End with a strong closing statement that leaves a lasting impression.

Example: «Ultimately, this research underscores the importance of...»

HANDOUT 4: PEER REVIEW CHECKLIST. A CHECKLIST WITH CRITERIA FOR STUDENTS TO USE WHEN REVIEWING EACH OTHER’S CONCLUSIONS, FOCUSING ON CLARITY, COHERENCE, AND IMPACT

Peer Review Checklist

Use this checklist to provide constructive feedback on your partner’s research paper conclusion. Focus on clarity, coherence, and impact.

Clarity:

Is the conclusion easy to understand?

Does it clearly restate the thesis and main points?

Coherence:

Does the conclusion logically flow from the body of the paper?

Are the ideas connected and well-organized?

Summarization:

Does the conclusion effectively summarize the key points of the research?

Are any important details missing?

Significance:

Does the conclusion discuss the broader implications of the research?

Is the significance of the findings clearly stated?

Final Impression:

Does the conclusion leave a strong final impression?

Is there a memorable or impactful closing statement?

Suggestions for Improvement:

Offer specific suggestions for how the conclusion could be improved.

Example: «Consider rephrasing the final sentence to make it more impactful.»

FAQs

1. What is the main purpose of a conclusion in a research paper?

The conclusion provides a final summary of the research, reinforcing the main findings and leaving a lasting impression on the reader.

2. How long should a research paper conclusion be?

The conclusion should be concise, typically around 5-10% of the total word count of the paper.

3. What are some common mistakes to avoid in a conclusion?

Avoid introducing new information, repeating the introduction, or being too vague.

4. Can I include a call to action in my conclusion?

Yes, depending on the type of research paper, a call to action can be an effective way to conclude.

5. How can I make my conclusion more impactful?

Consider linking back to the introduction, highlighting the significance of your findings, or posing a thought-provoking question.

TEST 9

1. What is the first step in constructing an effective research paper conclusion?

- a) Discussing the implications
- b) Restating the problem
- c) Summarizing the paper
- d) Introducing new arguments

2. When restating the problem in the conclusion, what should you avoid?

- a) Introducing new evidence
- b) Repeating the exact wording from the introduction
- c) Summarizing the entire paper
- d) Discussing the implications

3. Which of the following is NOT recommended when beginning your conclusion?

- a) Using phrases like “In conclusion” or “To conclude”
- b) Summarizing your findings
- c) Restating the problem
- d) Discussing the broader implications

4. What is the purpose of summarizing the paper in the conclusion?

- a) To introduce new research questions
- b) To provide a detailed analysis of the data
- c) To restate the thesis and key arguments or findings
- d) To elaborate on minor points

5. In which part of the conclusion do you express the broader implications of your research?

- a) In the introduction
- b) When restating the problem
- c) When summarizing the paper
- d) At the end, after summarizing the paper

6. Why should you avoid using phrases like “In conclusion” in your research paper conclusion?

- a) They make your writing seem too formal
- b) They are too vague
- c) They can make your writing seem unsophisticated
- d) They are difficult to understand

7. What does restating the problem in the conclusion help to achieve?

- a) Introduces new topics for discussion
- b) Zooms back out to the bigger picture of the research
- c) Concludes the discussion with final evidence
- d) Provides a detailed explanation of the research methods

8. Which of the following is a suitable way to begin the discussion of implications in your conclusion?

- a) By introducing a new problem
- b) By summarizing unrelated research
- c) By providing key takeaways from your findings
- d) By critiquing other researchers' work

9. How should the discussion of implications in the conclusion be framed?

- a) As a call for action or suggestions for future research
- b) As a restatement of the introduction
- c) As an unrelated anecdote
- d) As a list of references

10. What should the conclusion of a research paper ideally NOT include?

- a) A restatement of the problem
- b) A summary of the paper
- c) An introduction to new arguments
- d) A discussion of the implications

The Role of Project Work in the Research

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim	<ul style="list-style-type: none"> • To help students understand the importance and role of project work in the research process and how it contributes to the overall structure of a research paper. • To develop students' skills in identifying the components of project work within a research paper.
Subsidiary Aims	<ul style="list-style-type: none"> • To enable students to differentiate between project work and other sections of a research paper. • To encourage collaborative learning through group discussions and activities.
Learner Outcomes	<p>By the end of the lesson, students will be able to: 1. Explain the role of project work in research papers. 2. Identify and describe the components of project work in a sample research paper. 3. Collaboratively create an outline of a project work section for a given research topic.</p>
Assumptions	<ul style="list-style-type: none"> • Students have basic knowledge of research paper structure. • Students have some experience with academic writing and research methodologies.
Anticipated Problems and Possible Solutions	<ul style="list-style-type: none"> • Problem: Students may struggle to differentiate between project work and other sections of the research paper. Solution: Provide clear definitions and examples during the lesson and use guided questions to facilitate understanding. • Problem: Students might find it challenging to collaborate effectively in group tasks. Solution: Assign clear roles within each group and provide structured guidelines for group activities.

TIMING AND PROCEDURE

Lesson Stage	Objective	Activities	Materials	Interaction	Time
Engage	Activate students' prior knowledge and generate interest in the topic.	<p>Activity 1: Discussion Starter</p> <p>Task: Begin with an open discussion asking students what they know about project work in research papers.</p> <p>Use questions like, «Have you ever been involved in a project that required a formal report or research paper?» and «What do you think is the purpose of including project work in a research paper?»</p>	Whiteboard, markers	Whole class discussion	15 minutes
		<p>Activity 2: Definition Clarification</p> <p>Task: Provide a clear definition of project work and its role in a research paper.</p> <p>Use real-life examples or case studies to illustrate the concept.</p>			
Study	Develop students' understanding of the components and importance of project work in a research paper.	<p>Activity 1: Analyzing a Sample Research Paper</p> <p>Task: Provide students with a sample research paper. Ask them to identify the project work section and analyze its components.</p> <p>Feedback: Whole class discussion on findings.</p>	Handout 2: Sample Research Paper Excerpt	Individual work followed by pair discussions	40 minutes
				Whole class discussion	

Lesson Stage	Objective	Activities	Materials	Interaction	Time
Activate	Apply knowledge by creating an outline for a project work section in a research paper.	<p>Activity 2: Components of Project Work Task: Discuss the key components of project work, such as objectives, methodology, results, and analysis. Use guided questions to help students differentiate between these elements and other parts of the research paper.</p>	Handout 3: Components of Project Work	Teacher-led discussion	25 minutes
		<p>Activity 1: Group Work – Creating a Project Work Outline Task: Divide the class into small groups. Assign each group a different research topic. Ask them to create an outline for the project work section of a research paper based on the topic.</p>	Handout 4: Outline Template for Project Work	Group work	
		<p>Feedback: Each group presents their outline to the class for feedback.</p>		Whole class feedback	
		<p>Activity 2: Reflection and Recap Task: Summarize the key points discussed in the lesson. Ask students to reflect on what they learned and how they can apply this knowledge to their own research.</p>	None	Whole class reflection	

HANDOUT 1. DEFINITION OF PROJECT WORK, ITS PURPOSE, AND EXAMPLES OF HOW IT FITS INTO A RESEARCH PAPER

Definition of Project Work:

Project work in a research paper refers to the practical application of research methodologies to explore a specific topic. It involves conducting original research, experiments, or studies to gather new data, analyze it, and present findings. Unlike theoretical or literature-based research, project work is hands-on and involves active investigation and data collection.

Role of Project Work in a Research Paper:

Demonstrates Practical Application:

Project work shows how theoretical knowledge is applied in real-world scenarios. It provides evidence to support the research paper's thesis or main argument.

Contributes to Originality:

Project work adds originality to the research paper by presenting new data, perspectives, or insights that have not been explored before.

Supports the Research Argument:

The findings from project work provide concrete evidence that supports or refutes the hypothesis or research question posed in the paper.

Showcases Research Skills:

Project work allows researchers to demonstrate their ability to design and execute research, analyze data, and present findings in a structured manner.

HANDOUT 2. SAMPLE RESEARCH PAPER EXCERPT. AN EXCERPT FROM A RESEARCH PAPER HIGHLIGHTING THE PROJECT WORK SECTION FOR ANALYSIS

Sample Excerpt:

Topic: The Impact of Technology on Student Learning

Introduction: Technology has become an integral part of education, influencing how students learn and interact with information. This study aims to explore the impact of technology on student learning outcomes by conducting a survey of high school students.

Project Work:

Objectives:

To assess students' perceptions of technology in the classroom.

To evaluate the effectiveness of specific technological tools in enhancing learning.

Methodology: A survey was conducted with 200 high school students. The survey included questions on the types of technology used in the classroom, frequency of use, and perceived impact on learning.

Results: The survey results showed that 80% of students believe that technology positively impacts their learning. Students reported that interactive tools like educational apps and online resources enhanced their understanding of complex subjects.

Analysis: The data indicates that technology plays a significant role in improving student engagement and comprehension. However, the effectiveness of technology depends on its implementation and the availability of resources.

Task:

Identify and underline the components of project work (objectives, methodology, results, and analysis) in the excerpt provided.

HANDOUT 3. COMPONENTS OF PROJECT WORK. DETAILED DESCRIPTION OF THE COMPONENTS OF PROJECT WORK, INCLUDING OBJECTIVES, METHODOLOGY, RESULTS, AND ANALYSIS

Components of Project Work in a Research Paper:

Objectives:

The goals or purposes of the project work.

Example: “To evaluate the effectiveness of online learning platforms in enhancing student performance.”

Methodology:

The methods and procedures used to conduct the research or project.

Example: “A mixed-method approach was used, combining surveys and interviews with students and teachers.”

Results:

The findings or outcomes of the project work.

Example: “Survey results indicated a 20% improvement in student grades after the introduction of online learning platforms.”

Analysis:

Interpretation and discussion of the results in relation to the research question or hypothesis.

Example: “The data suggests that online learning platforms are effective in improving student performance, particularly in STEM subjects.”

Task:

Match the following project work components with their descriptions:

Objectives:

- a. Interpretation of the findings.

Methodology:

b. Goals or purposes of the project work.

Results:

c. Findings or outcomes of the research.

Analysis:

d. Methods and procedures used in the research.

**HANDOUT 4. OUTLINE TEMPLATE FOR PROJECT WORK.
A TEMPLATE FOR STUDENTS TO USE WHEN CREATING
AN OUTLINE FOR THE PROJECT WORK SECTION OF A
RESEARCH PAPER**

Project Work Outline Template

Topic: _____

1. Objectives:

2. Methodology:

3. Results:

4. Analysis:

Task:

In your group, choose a research topic from the list below and use the template to create an outline for the project work section:

The Effects of Social Media on Adolescent Mental Health.

The Role of Renewable Energy in Combating Climate Change.

The Impact of Remote Learning on Academic Achievement.

Instructions:

Work collaboratively to fill in each section of the template.

Be prepared to present your outline to the class.

FAQs

1. What is the purpose of project work in a research paper?

Project work demonstrates the practical application of research methodologies to explore a specific topic, providing detailed insights and supporting the paper's overall argument.

2. How does project work differ from the literature review section?

The literature review summarizes existing research, while project work focuses on the student's original research or application of methods to generate new data or insights.

3. What should be included in the project work section?

The project work section should include objectives, methodology, results, and analysis, clearly explaining how the research was conducted and what findings were discovered.

4. How long should the project work section be?

The length varies depending on the scope of the research, but it should be detailed enough to clearly convey the research process and findings.

5. Can project work be collaborative?

Yes, project work can be collaborative, but the roles and contributions of each participant should be clearly defined and documented.

TEST 10

1. What is a research project for university students?

- a) A short essay on any topic
- b) An extended essay presenting a question or statement for analysis
- c) A summary of a textbook chapter
- d) A group presentation on a topic

2. Which of the following is NOT a type of primary research?

- a) Interviews
- b) Focus groups
- c) Peer-reviewed journals
- d) Surveys

3. What should you consider when developing a research question?

- a) It should be broad and general
- b) It should be specific and manageable
- c) It should be vague and open-ended
- d) It should cover multiple unrelated topics

4. Where is a great place to find credible secondary research sources?

- a) Social media
- b) Wikipedia
- c) University library and Google Scholar
- d) Blogs

5. What section of a research report includes a summary of the main points from existing research?

- a) Introduction
- b) Literature Review
- c) Methodology
- d) Conclusion

6. Which section of a research report outlines the process of data collection?

- a) Findings and Results
- b) Discussion
- c) Methodology
- d) Introduction

7. What is the primary purpose of the conclusion in a research report?

- a) To introduce new ideas
- b) To restate research aims and discuss the project's significance
- c) To present a bibliography
- d) To provide background information

8. Why is it important to include a variety of sources in your research?

- a) To increase bias in your paper
- b) To provide a balanced perspective and avoid reliance on one author
- c) To make your paper longer
- d) To impress your professor with the number of sources

9. What should you avoid when writing the discussion section of your research report?

- a) Addressing unexpected results
- b) Relating your results to the hypothesis
- c) Introducing new research aims
- d) Discussing the limitations of your research

10. Which citation practice is necessary to avoid accusations of plagiarism?

- a) Paraphrasing without citation
- b) Citing all secondary sources used in your research report
- c) Only citing direct quotes
- d) Using only one citation style

Reasons and Format of the Research Paper

Level of Learners/Class Profile: 15 upper-intermediate (B2) students.

Objectives

Main Aim(s):

- To familiarize students with the key formatting styles used in research papers (MLA, APA, and CMOS).
- To enable students to identify the differences and correctly apply formatting rules for research papers.

Subsidiary Aims:

- To develop students' reading comprehension through analysis of text about formatting styles.
- To enhance students' ability to write and format research papers according to the specified styles.

Assumptions:

- Students have basic knowledge of writing research papers but may not be familiar with specific formatting styles.
- Students can recognize the importance of proper formatting in academic writing.

Anticipated Problems:

- Students may confuse the rules of different formatting styles.
- Students may struggle to apply the formatting rules correctly in their writing.

Possible Solutions:

- Use clear examples and comparison charts to distinguish the different formatting styles.
- Provide a practice activity where students can apply formatting rules to sample texts.

TIMING AND PROCEDURE

10 Minutes - Engage

Procedure:

- Begin with a discussion question: “Why do you think formatting styles like MLA, APA, and CMOS are important in academic writing?”
- Show a short video or images of research papers formatted in different styles and ask students if they can spot any differences.
- **Stage Aims:**
- To activate students’ prior knowledge and engage them in the topic.
- **Aids and Materials:**
- Video/images of formatted papers.
- **Interaction Pattern:**
- Whole class discussion.

30 Minutes - Study

Procedure:

- Distribute a reading text (**Handout 1**) explaining the key features of MLA, APA, and CMOS styles (based on the provided information).
- Have students read the text individually and underline the main differences between the styles.
- **Stage Aims:**
- To enhance reading comprehension and highlight the differences in formatting styles.
- **Aids and Materials:**
- Reading text on formatting styles.
- **Interaction Pattern:**
- Individual work.

20 Minutes - Study

Procedure:

- Discuss the differences in formatting styles as a class. Create a comparison chart on the board (See **Handout 2**) summarizing the rules for MLA, APA, and CMOS.
- Answer any questions students have about the text and the styles.
- **Stage Aims:**
- To reinforce understanding of the differences between MLA, APA, and CMOS formatting.
- **Aids and Materials:**
- Whiteboard, markers, comparison chart.
- **Interaction Pattern:**

- Whole class discussion.

10 Minutes - Activate

Procedure:

- Provide students with a short paragraph that needs to be formatted in either MLA, APA, or CMOS style. Each student is assigned a style.
- Students work individually to apply the correct formatting to the paragraph. **Stage Aims:**
- To give students hands-on practice in applying the formatting rules. **Aids and Materials:**
- Unformatted paragraph, style guidelines. **Interaction Pattern:**
- Individual work.

10 Minutes - Activate

Procedure:

- Students exchange their formatted paragraphs with a partner who reviews it for accuracy.
- Partners provide feedback, and corrections are made as needed.
- **Stage Aims:**
- To encourage peer learning and review the application of formatting rules. **Aids and Materials:**
- Students' formatted paragraphs.
- **Interaction Pattern:**
- Pair work.

HANDOUT 1. KEY FEATURES OF MLA, APA, AND CMOS STYLES

Formatting a Research Paper: MLA, APA, and CMOS Styles

Research papers can follow different formats, with MLA (Modern Language Association) and APA (American Psychological Association) being the most common. Some papers may also use CMOS (Chicago Manual of Style), especially in specific fields. Here's a breakdown of these popular formats:

MLA Format

Commonly used in the humanities (e.g., literature, history).

Key Rules:

Double-space lines.

Indent new paragraphs by 1/2 inch.

Use title case for headings (capitalize major words).

Use one-inch margins on all sides.

Include a running head with your last name and page number in the upper right-hand corner.

Use in-text citations with the author's last name and page number (e.g., Heller 155).

List all sources alphabetically on a "Works Cited" page at the end.

APA Format

Typically used in the sciences (e.g., psychology, physics).

Key Rules:

Start with a title page.

Double-space lines and indent new paragraphs by 1/2 inch.

Include a running head with the paper's title in capital letters and the page number.

Title the citations page "References."

Use in-text citations with the author's last name, publication year, and page number (e.g., Smith, 1999, p. 50).

Use sentence case for source titles (capitalize only the first word and proper nouns).

CMOS Formatting

Often used by book publishers and in certain academic papers.

Key Rules:

Include an unnumbered title page.

Double-space lines and indent new paragraphs by 1/2 inch.

Place page numbers in the upper right-hand corner.

Use footnotes for citations, with superscript numbers in the text (e.g., Jones' theory¹).

Use full notes for the first citation and short notes for subsequent references (e.g., Pollan, *Omnivore's Dilemma*, 45).

General Guidelines for Research Paper Writing and Formatting

Initial Formatting: Focus on writing the first draft without worrying about perfect formatting. You can rearrange sections and format the paper later.

Citation Tools: Use automated tools to generate citation lists and bibliographies for MLA, APA, and CMOS styles.

Plagiarism Check: Use online plagiarism checkers to ensure your work is original.

Proofreading: Edit and proofread your paper multiple times to catch spelling, grammar, and formatting errors.

HANDOUT 2. COMPARISON CHART: MLA, APA, AND CMOS FORMATTING RULES

<i>Aspect</i>	<i>MLA</i>	<i>APA</i>	<i>CMOS</i>
Common Use	Humanities (literature, history)	Sciences (psychology, sociology)	Publishing, many academic papers
Title Page	Not required	Required	Required, unnumbered
Line Spacing	Double	Double	Double
Paragraph Indentation	1/2 inch	1/2 inch	1/2 inch
Running Head	Last name and page number (top right)	Title in all caps and page number	Page number only (top right)
Citation Format	In-text: (Author Last Name Page Number)	In-text: (Author Last Name, Year, p. #)	Footnotes with superscripts
Citations Page	«Works Cited» (alphabetical order)	«References» (alphabetical order)	Footnotes and «Bibliography» page
Headings	Title case for headings	Title case for headings	Title case for headings
Source Titles	Title case	Sentence case	Title case
Footnotes	Not used	Not used	Required for citations
Specific Rules	Arabic numerals for section numbering	Oxford comma before «and» or «or» in lists	Full notes for first citation, short notes after

Conclusion:

This lesson highlights the main features and differences between MLA, APA, and CMOS formatting styles, making it easier for students to understand and apply the correct formatting to their research papers.

FAQs

1. What are the key differences between MLA, APA, and CMOS styles?

MLA is used mainly in the humanities and uses in-text citations with a “Works Cited” page. APA is common in the sciences and social sciences, with in-text citations including publication dates. CMOS is used in publishing and includes footnotes and a bibliography.

2. Why is it important to use the correct formatting style?

Proper formatting ensures clarity, credibility, and consistency in academic writing. It also helps readers easily navigate and verify sources.

3. How do I know which formatting style to use?

The choice of style usually depends on your academic discipline. Your instructor or the assignment guidelines will typically specify the required style.

4. What if I make a mistake in formatting?

Mistakes can lead to confusion and may affect your credibility. Always proofread your paper and use tools like citation generators to help minimize errors.

5. Can I use automated tools for formatting?

Yes, there are many tools available that can help you format your paper according to MLA, APA, or CMOS guidelines. However, you should always double-check to ensure accuracy.

TEST 11

1.What is the correct spacing for a research paper in MLA format?

- a) Single-spaced
- b) 1.5 spaced
- c) Double-spaced
- d) Triple-spaced

2.In APA format, what should be included in the running head on each page?

- a) Author's last name and page number
- b) Paper's title in capital letters and page number
- c) Chapter title and page number
- d) Just the page number

3.Which format uses footnotes for citations?

- a) MLA
- b) APA
- c) CMOS
- d) None of the above

4.In MLA format, how should the sources be listed on the citations page?

- a) In the order they appear in the text
- b) Alphabetically by the author's last name
- c) Chronologically by publication date
- d) By type of source (books, articles, websites)

5.What is the correct term for the citations page in APA format?

- a) Bibliography
- b) Works Cited
- c) References
- d) Citations

6. Which of the following formats requires a title page?

- a) MLA
- b) APA
- c) CMOS
- d) All of the above

7. In APA format, how is the title of a source (like a book or article) typically written?

- a) In title case
- b) In sentence case
- c) In all capital letters
- d) In italics

8. Which formatting style uses a “Works Cited” page?

- a) MLA
- b) APA
- c) CMOS
- d) AMA

9. How are page numbers typically placed in a CMOS formatted paper?

- a) Bottom left corner
- b) Bottom center
- c) Top right corner
- d) Top left corner

10. Which format is most commonly used for papers in the humanities?

- a) APA
- b) MLA
- c) CMOS
- d) IEEE

The Report Paper and Thesis Paper

ACADEMIC WRITING AND GENERAL WRITING

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Category	Details
Main Aim(s):	Students will understand the primary differences between a thesis and a report, including the time commitment, purpose, and structure of each.
Subsidiary Aims:	<ul style="list-style-type: none"> • To develop students' ability to discuss academic options and future plans using appropriate vocabulary and structures. • To enhance reading comprehension skills with a focus on detailed information retrieval.
Assumptions:	Students are familiar with basic academic writing concepts and have some understanding of research projects.
Anticipated Problems:	<ul style="list-style-type: none"> • Students may confuse the details of a thesis and a report due to their similarities. • Students may struggle with specific academic vocabulary.
Possible Solutions:	<ul style="list-style-type: none"> • Provide clear examples and summaries. • Pre-teach key vocabulary and use visual aids for comparison.

TIMING AND PROCEDURE

Lesson Stage	Procedure	Stage Aims	Aids and Materials	Interaction Pattern
Engage Phase (10 min)	<p>1. Icebreaker Discussion: Ask students, «What do you know about academic writing in university?»</p> <p>2. Brainstorm: In small groups, students list different types of academic writing and share ideas with the class.</p>	<ul style="list-style-type: none"> • To engage students with the topic and activate prior knowledge. 	<ul style="list-style-type: none"> • Whiteboard and markers. 	<ul style="list-style-type: none"> • Pair work and whole class discussion.
Study Phase (25 min)	<p>1. Reading Task (15 min): Distribute Handout 1 on thesis vs. report differences.</p> <p>2. Comprehension Questions (10 min): Students answer 5 questions (Handout 2) and review answers as a class.</p>	<ul style="list-style-type: none"> • To introduce and clarify key differences between a thesis and a report. • To practice reading comprehension focused on specific information. 	<ul style="list-style-type: none"> • Handout 1 (reading text). • Handout 2 (comprehension questions). 	<ul style="list-style-type: none"> • Individual reading, followed by a whole class review.
Activate Phase (20 min)	<p>1. Group Discussion (10 min): Students discuss which option (thesis or report) they would choose and why.</p> <p>2. Presentation (10 min): Groups present their choices to the class.</p>	<ul style="list-style-type: none"> • To allow students to apply their understanding by discussing and making decisions. • To practice speaking and presenting in an academic context. 	<ul style="list-style-type: none"> • None required. 	<ul style="list-style-type: none"> • Small group discussion followed by whole class presentations.

Lesson Stage	Procedure	Stage Aims	Aids and Materials	Interaction Pattern
Study Phase (25 min)	<p>1. Comparison Chart Activity (15 min): Pairs complete a comparison chart (Handout 3) summarizing thesis vs. report differences.</p> <p>2. Class Review (10 min): Review charts together to ensure accuracy.</p>	<ul style="list-style-type: none"> • To reinforce understanding by summarizing key points. • To enhance collaboration and peer learning. 	<ul style="list-style-type: none"> • Blank comparison charts (Handout 4). 	<ul style="list-style-type: none"> • Pair work followed by whole class review.
Activate Phase (5 min)	<p>1. Q&A Session: Open floor for final questions on thesis and report.</p>	<ul style="list-style-type: none"> • To clarify any remaining doubts and ensure understanding. • To encourage student participation and engagement. 	<ul style="list-style-type: none"> • None required. 	<ul style="list-style-type: none"> • Whole class discussion.
Lesson Review (5 min)	<p>1. Recap key differences between thesis and report. 2. Emphasize the importance of understanding these differences for academic success.</p>		<ul style="list-style-type: none"> • Whiteboard for notes. 	<ul style="list-style-type: none"> • Teacher-led review with student participation.
Homework	<p>Students write a short paragraph (100-150 words) on their preferred option (thesis or report) and why.</p>			

HANDOUT 1. FAQ

Q1: What are the main differences between a thesis and a report?

A1: A thesis typically involves original research and is longer, often completed over two semesters.

A report is shorter, often a survey of existing literature, and is completed in one semester.

Q2: Why might a student choose to write a thesis?

A2: A student might choose a thesis if they plan to pursue a doctoral program, as it helps develop advanced research skills and produces a significant piece of work useful for applications.

Q3: What should a student do if they are unsure whether to choose a thesis or a report?

A3: The student should discuss their academic and career goals with a graduate advisor or a prospective supervisor to get advice on which option is best for them.

HANDOUT 2

The length of time invested in the project is one of the primary differences between a thesis and a report. The former is completed over two semesters in the student's final year of study. The latter is a semester-long project written in the final semester.

Students contemplating continued studies in a doctoral program should select the thesis option. Writing a thesis helps the student develop the advanced research and writing skills necessary for success in academia. It also leads to a significant piece of written work that may be useful in applying to doctoral programs.

The report is better suited to students planning to pursue careers in professional fields such as business or public service. Students are encouraged to discuss their plans with the graduate advisor or a prospective thesis/report supervisor to seek advice on which option is best for them.

There is no definitive set of criteria that distinguishes between a thesis and a report in terms of length or scope. Generally the thesis represents a work of greater depth and academic inclination. It represents an original contribution to the field, whereas a report may be a survey of existing literature. A length of 60-120 pages is typical of a thesis, while a report is roughly half as many pages.

Expectations for either project will be set by the thesis/report supervisor and reader. This, along with the lack of established parameters, makes it crucial for a student to seek explicit instructions from the supervisor regarding expectations and to ensure that they coincide with those of the reader.

HANDOUT 3. COMPARISON CHART: THESIS VS. REPORT

Aspect	Thesis	Report
Length	Typically 60-120 pages	Roughly half the length of a thesis
Purpose	Original contribution to the field	Survey of existing literature
Time Commitment	Two semesters	One semester
Academic Inclination	More academically inclined, often leads to doctoral work	More practical, suited for professional fields
Research Depth	In-depth research, original study	Less depth, often a compilation of existing research
Supervisor's Role	Provides guidance, sets expectations	Provides guidance, but typically less stringent
Structure	More rigid, follows a specific academic format	More flexible, though still structured
Suitability	Best for students considering further academic pursuits	Best for students planning professional careers
Examples of Fields	Humanities, Sciences, Social Sciences	Business, Public Service, Engineering
Final Output	Comprehensive written document, useful for doctoral apps	Practical report, useful for professional applications

This comparison chart helps to visualize the key differences between a thesis and a report, guiding students in making informed decisions based on their academic and career goals.

HANDOUT 4. BLANK COMPARISON CHARTS

Aspect	Thesis	Report
Length	Typically 60-120 pages	
Purpose	Original contribution to the field	
Time Commitment	Two semesters	
Academic Inclination	More academically inclined, often leads to doctoral work	More practical, suited for professional fields
Research Depth		Less depth, often a compilation of existing research
Supervisor's Role		

Structure		
Suitability	Best for students considering further academic pursuits	
Examples of Fields	Humanities, Sciences, Social Sciences	
Final Output		Practical report, useful for professional applications

TEST 12

1. What is the typical duration for completing a thesis?

- a) One semester
- b) Two semesters
- c) Three semesters
- d) Four semesters

2. Which type of academic work is more suited for students planning to enter a doctoral program?

- a) Thesis
- b) Report
- c) Research essay
- d) Book review

3. Which of the following is generally longer in length?

- a) Thesis
- b) Report
- c) Both are the same length
- d) Neither requires a specific length

4. Which project is more likely to involve original research?

- a) Report
- b) Essay
- c) Thesis
- d) Case study

5. What is the primary focus of a report?

- a) Original contribution to the field
- b) Survey of existing literature
- c) Developing a new theory
- d) Practical experiment

6. For which academic work is it more common to have set parameters defined by a supervisor?

- a) Thesis
- b) Report
- c) Both equally
- d) Neither, parameters are student-defined

7. Which document typically has a length of 60-120 pages?

- a) Report
- b) Thesis
- c) Article review
- d) Lab report

8. Who primarily determines the expectations for a thesis or report?

- a) The student
- b) The department chair
- c) The thesis/report supervisor
- d) A panel of professors

9. Which is generally more academically inclined and requires a deeper level of research?

- a) Report
- b) Thesis
- c) Research paper
- d) Case study

10. Which project is typically more suitable for students aiming for professional careers rather than academia?

- a) Thesis
- b) Report
- c) Dissertation
- d) Review paper

The Report Paper and Thesis Paper;

ACADEMIC WRITING AND GENERAL WRITING

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Objectives	Details
Main Aim(s):	<ul style="list-style-type: none"> • To help students distinguish between academic and nonacademic writing styles. • To improve students' ability to identify and apply appropriate writing styles for different purposes and audiences.
Subsidiary Aims:	<ul style="list-style-type: none"> • To enhance students' reading comprehension skills by analyzing examples of both academic and nonacademic texts. • To develop students' speaking and discussion skills through group activities and feedback sessions.
Assumptions:	<ul style="list-style-type: none"> • Students are familiar with basic writing conventions and have some experience with formal and informal writing. • Students may have varying levels of exposure to academic writing.
Anticipated Problems:	<ul style="list-style-type: none"> • Students may struggle with recognizing subtle differences between academic and nonacademic writing. • Some students might be more comfortable with nonacademic writing and find academic writing challenging.
Possible Solutions:	<ul style="list-style-type: none"> • Provide clear examples and explanations for each writing style. • Use guided practice activities to help students identify key features of each style.

TIMING AND PROCEDURE

Time & Phase	Procedure	Stage Aims	Aids and Materials	Interaction Pattern
Engage 5 minutes	Start with a brief discussion on different types of writing students encounter in daily life. Ask students to think about when they write formally and informally.	To activate students' background knowledge and generate interest in the topic.	Whiteboard, markers.	Whole class.
Engage 10 minutes	Show students two short paragraphs, one academic and one nonacademic. Ask them to identify differences in tone, structure, and language.	To introduce students to the key differences between academic and nonacademic writing.	Printed paragraphs or projector slides.	Pair work followed by whole class feedback.
Study 10 minutes	Provide a detailed explanation of academic writing (formal tone, evidence-based content, structured format) and nonacademic writing (informal tone, personal opinions, less formal structure). Write key points on the board.	To deepen students' understanding of the distinct features of each writing style.	Whiteboard, markers, Handout 1 (characteristics of both writing styles).	Whole class.
Study 10 minutes	Hand out examples of academic and nonacademic texts. Students work in pairs to identify specific features, highlighting or underlining examples of formal tone, structured format, or colloquial language.	To practice identifying the key features of academic and nonacademic writing.	Printed texts (Handout 2), highlighters.	Pair work.
Study 10 minutes	Review the activity by discussing the highlighted texts with the whole class. Explain why certain features are used in academic writing and others in nonacademic writing. Clarify misunderstandings.	To reinforce learning and clarify any areas of confusion.	Same texts from the previous activity, whiteboard for notes.	Whole class discussion.

Time & Phase	Procedure	Stage Aims	Aids and Materials	Interaction Pattern
Activate 10 minutes	Assign a writing task where students write a short paragraph twice—once in an academic style and once in a nonacademic style. Encourage creativity and accuracy.	To allow students to apply what they have learned by practicing both writing styles.	Paper, pens.	Individual work.
Activate 15 minutes	Students swap paragraphs with a partner and analyze the differences. They provide feedback on how well their partner adhered to the conventions of each writing style.	To encourage peer feedback and deepen understanding through analysis.	Students' written paragraphs.	Pair work followed by whole class feedback.
10 minutes – Review & Wrap-Up	Summarize key differences between academic and nonacademic writing. Address remaining questions and give additional tips. Assign homework to write a longer piece in either academic or nonacademic style.	To consolidate learning and ensure students leave with a clear understanding of the lesson's objectives.	Whiteboard, markers, Handout 3.	Whole class.

HANDOUT 1. CHARACTERISTICS OF ACADEMIC WRITING AND NONACADEMIC WRITING

Academic vs. Nonacademic Writing: Key Differences and Purposes

Academic and nonacademic writing are distinct styles, each with its own rules and purposes. Understanding these differences is crucial for effective communication with your target audience.

Academic Writing

Purpose: Used in scholarly contexts, such as research papers, theses, and journal articles.

Language: Precise and often technical, with a formal tone.

Structure: Follows a standard format, typically including sections like introduction, methodology, results, discussion, and conclusion.

Evidence: Heavily relies on research and credible sources, which are properly cited.

Style: Clear, concise, and free from jargon or unnecessary wordiness.

Citation: Adheres to specific citation styles depending on the field.

Editing: Requires thorough proofreading and editing to ensure clarity and accuracy.

Plagiarism: Must be avoided by properly citing sources and paraphrasing.

Nonacademic Writing

Purpose: Aimed at a general audience, used in formats like newspaper articles, blog posts, and creative writing.

Language: Informal, conversational, and accessible, often using slang and contractions.

Tone: Personal and sometimes emotional, with the writer's opinions and feelings included.

Structure: Less formal, with no strict format.

Evidence: Less focus on research; relies more on personal experiences and anecdotes.

Style: Engages the reader through humor and figurative language.

Citation: Rarely requires citations or references.

Simplicity: Often brief and easy to understand, designed for a broad audience.

Summary Academic writing is formal, objective, and research-based, intended for scholarly readers. Nonacademic writing is informal, personal, and emotional, aimed at a general audience. The choice of writing style depends on the intended audience and purpose.

HANDOUT 2. ASK STUDENTS TO WORK IN PAIRS TO IDENTIFY SPECIFIC FEATURES OF ACADEMIC AND NONACADEMIC WRITING.

HAVE THEM HIGHLIGHT OR UNDERLINE EXAMPLES OF FORMAL TONE, STRUCTURED FORMAT, OR COLLOQUIAL LANGUAGE

Text 1: *The Ecological and Human Impacts of Climate Change: A Call for Interdisciplinary Solutions*

In recent years, the study of climate change has become a critical area of focus within environmental science, particularly concerning its impacts on biodiversity and ecosystem services. Research indicates that rising global temperatures and changes in precipitation patterns are altering the habitats and distribution of species, leading to a phenomenon known as range shifts. According to a 2023 study published in *Nature Climate Change*, these shifts are disproportionately affecting species with limited mobility or specialized ecological niches, such as amphibians and alpine plants. Additionally, the phenomenon of phenological mismatches - where interdependent species, such as pollinators and flowering plants, become temporally misaligned - further exacerbates the challenges facing ecosystems. The implications extend beyond ecological concerns, as the degradation of ecosystem services, such as pollination, water filtration, and carbon sequestration, directly impacts human well-being. This underscores the necessity for interdisciplinary approaches that integrate ecological, sociopolitical, and technological perspectives to mitigate the effects of climate change. Furthermore, the inclusion of indigenous knowledge systems offers invaluable insights into sustainable practices, which are critical for fostering resilience in vulnerable ecosystems.

Text 2: *Why Climate Change Matters to All of Us*

Climate change is a problem we can no longer ignore, and its effects are becoming more visible every day. Have you noticed how summers feel hotter, or maybe how storms seem more intense? These aren't just random occurrences - they're part of a larger shift happening on our planet. As temperatures rise, animals and plants are being forced to adapt or relocate. Think about polar bears struggling to find ice or flowers blooming earlier than they should. These changes might seem far away, but they can impact us directly. For example, when bees can't pollinate crops because their timing is off, it affects the food we eat. And that's just one example. The good news is that there are ways we can help. Simple actions like reducing waste, conserving energy, and supporting green initiatives can make a difference. But bigger solutions, like clean energy technologies and better government policies, are just as important. This is a team effort, and every step counts in protecting our planet for future generations.

Text 3. Letter:

Dear Matthew,

I am writing to invite you to a party I'm going to have at my home on March 12.

The party I'm going to arrange is to start with a poker tournament at 3 o'clock and this should take a maximum of three hours. After that I've got some mates coming over who will play some good music and so on.

As you have visited my home before I assume you remember how to find it. However, in case you don't, I'll give you some directions. Take a bus number 13 at Central Station and go towards Mitchell's Shopping Centre. Just after you've passed the Centre, there is a bus stop before the junction on the right. Then go along the same street for about 100 metres and you should see my house at 67 Mitchell Street. As I've got plenty of free space in my house you don't need to worry about accommodation. I can keep a room for you.

Please let me know what thoughts you have regarding the party and whether it fits into your time schedule.

I look forward to your reply!

Best wishes,

John

Text 4. Essay:

There are a lot of people who have argued over whether fast food is still as bad as thought and found in the end that dining on healthy food could possibly save them from upcoming health problems. However, there is another increasing number of people who do not seem to care so much and consume fast food more often.

On the one hand, it is understood that life tends to be very busy nowadays. Due to a huge revolution in technology, it has opened up more choices for many people and time has become the most valuable resource overall. In order to save more time and rather progress with work than spending too much time on lunch, the eating time has become something when many people just want to quickly fill themselves up and get back to work. This is where fast food comes into play as a simple, fast and time-saving solution. One reason why people prefer fast food is that it is fairly easy to obtain. Moreover, it is often cheaper than a proper cooked meal and the expected level of quality is everywhere more or less the same.

On the other hand, fast food does not equal healthy food. This is a major drawback, which has made society more concerned about the future of people's health. I personally believe that keeping people more informed about the disadvantages of fast food would help to raise awareness of the problem. Therefore, advertising a healthy lifestyle could be one of the first steps for dealing with this issue. Secondly, not only should doctors be the ones who advise on balanced eating, but famous people, as good examples, may well contribute to solving this problem.

In order to save people from health problems, a good and balanced diet is the first thing to concentrate on. Even though many people still prefer fast food, a lot could be done to influence their decisions starting with advertising a healthy lifestyle and setting good examples to follow.



HANDOUT 3

Aspect	Academic Writing	Nonacademic Writing
Purpose	To present research, analysis, and scholarly work	To entertain, inform, or persuade a general audience
Tone	Formal, objective	Informal, personal
Language	Precise, technical, jargon, formal	Colloquial, conversational, accessible
Structure	Highly structured (e.g., Introduction, Methodology, Results)	Flexible structure, often narrative or essay-like
Evidence	Evidence-based, citations required	May rely on personal experience, less emphasis on evidence
Audience	Scholars, professionals, academic community	General public, non-specialists
Citations	Required, follows a uniform citation style (e.g., APA, MLA)	Rarely used, less emphasis on formal citations
Length	Often longer, detailed	Typically shorter, more concise
Use of First-Person Pronouns	Generally avoided (impersonal tone)	Often used (personal tone)
Examples	Research papers, theses, journal articles	Blog posts, magazine articles, creative writing

FAQs

1. Why is it important to distinguish between academic and nonacademic writing?

Understanding the differences ensures that your writing is appropriate for your audience and purpose, which is crucial for effective communication.

2. How can I improve my academic writing?

Focus on being clear, concise, and evidence-based. Practice structuring your writing and using a formal tone.

3. Can I mix academic and nonacademic styles in one piece?

Generally, it's best to stick to one style depending on your audience, but some forms of writing may allow for a blend, such as in some journalistic pieces.

4. What if I struggle with formal language in academic writing?

Practice by reading academic articles and writing summaries. Focus on expanding your academic vocabulary and understanding formal structures.

5. How do I know which citation style to use in academic writing?

The required citation style is often specified by your institution or the field of study. Common styles include APA, MLA, and Chicago.

TEST 13

1. Which of the following is a characteristic of academic writing?

- a) Use of colloquial language
- b) Informal tone
- c) Evidence-based content
- d) Personal opinions

2. What is the primary purpose of academic writing?

- a) To entertain
- b) To inform and persuade a general audience
- c) To present research and analysis
- d) To share personal experiences

3. Which of the following is typical of nonacademic writing?

- a) Structured format with sections like methodology and results
- b) Formal tone and precise language
- c) Use of humor and figurative language
- d) Uniform citation style

4. In academic writing, what is commonly avoided?

- a) Contractions
- b) Formal tone
- c) Evidence-based arguments
- d) Citations

5. Which of these would be considered a nonacademic writing piece?

- a) Research paper
- b) Journal article
- c) Blog post
- d) Thesis

6. Academic writing is typically aimed at which audience?

- a) General public
- b) Friends and family
- c) Scholarly and professional audiences
- d) Social media followers

7. Which is a common feature of nonacademic writing?

- a) Cited references
- b) Introduction, methodology, conclusion sections
- c) Informal language
- d) Technical jargon

8. What kind of tone is used in nonacademic writing?

- a) Formal and objective
- b) Formal and impersonal
- c) Informal and personal
- d) Technical and precise

9. Why is citation important in academic writing?

- a) To make the text longer
- b) To support claims with credible sources
- c) To make it more difficult to read
- d) To avoid informal language

10. Which type of writing typically avoids the use of first-person pronouns?

- a) Nonacademic writing
- b) Fiction writing
- c) Academic writing
- d) Blog posts

Choosing a Topic/Topics to Avoid

Level of Learners/Class Profile: Upper-intermediate (B2) students.

Main Aims

1. Develop Topic Selection Skills → Enable students to effectively select an appropriate research topic and project title.
2. Understand the Differences → Help students distinguish between a research topic and a research title.

Subsidiary Aims

1. Enhance Analytical Thinking → Improve students' ability to analyze research gaps and evaluate the relevance of different topics.
2. Promote Academic Rigor → Encourage students to consider data availability, clarity of relationships, and personal interest in their topic selection.
3. Foster Research Interest → Motivate students to align their research with personal interests and current academic trends.

Learner Outcomes By the end of the lesson, students will be able to:

1. Identify the difference between a research topic and a research title.
2. Analyze research gaps and select relevant research topics.
3. Create a concise and effective research title that aligns with their research objectives.
4. Evaluate the availability of data for their chosen topic.
5. Recognize the importance of policy relevance and clarity of relationships in research topics.

Assumptions

1. Students have a basic understanding of what a research topic and title are.
2. Students are familiar with the concept of research gaps and data availability.

Anticipated Problems and Solutions

1. **Difficulty in Distinguishing Topic and Title** → Students may struggle to distinguish between a research topic and a research title.

- **Solution:** Provide Examples → Use clear examples to illustrate the difference between a research topic and a research title.
2. **Limited Data Sources** → Students may choose topics with limited data availability, making it difficult to conduct their research.
- **Solution:** Data Availability Check → Guide students to conduct a preliminary check on data availability before finalizing their topic.

Materials Needed:

1. Whiteboard and markers
2. Printed copies of the “Research Process Diagram”
3. A projector or smartboard (optional)
4. Handouts with examples of research topics and titles

TIMING AND PROCEDURE

Section	Activity/Task	Time	Instructions & Discussion
Engage	Quick Brainstorm and Discussion	5 min	Ask students to think of a broad area of interest in their field and share their topics. Discuss what makes these topics interesting and how to narrow them down.
	Distinguishing Research Topics and Titles	10 min	Present examples of broad research topics and specific research titles. Ask students to identify the difference. Discuss the importance and characteristics of a good research title.
Study	Analyzing Research Topics and Titles	10 min	Distribute Handout 1 with research topics and titles. Students work in pairs to identify the research gap, data availability, and policy relevance. Discuss how these factors influence topic and title selection.
	Developing a Research Question	20 min	Provide a broad research topic. Students narrow it down into a specific research title and develop a related research question. In small groups, they share their work and receive feedback.
Activate	Research Topic Game	15 min	Divide students into teams. Using Handout 2, teams draw broad topics, narrow them down, and create a research title within a minute. Discuss the impact of time constraints and teamwork on creativity.
	Individual Research Topic Selection	10 min	Each student selects a research topic and develops a title. They share with the class and receive feedback on clarity, focus, and relevance.

Section	Activity/Task	Time	Instructions & Discussion
Diagram Review	Research Process Diagram	5 min	Walk students through the steps, emphasizing the importance of selecting a research topic and title that fits within the process.
FAQ Session	Open Floor for Questions	5 min	Address students' concerns or uncertainties about selecting research topics and titles.
Diagram	Research Process Steps		1. Select a Topic 2. Narrow the Topic 3. Develop a Research Question 4. Conduct Research 5. Write and Revise 6. Cite Sources
Home task	Handout 3 Analysis		Ask students to read and analyze the information in Handout 3.

HANDOUT 1. DISTRIBUTE HANDOUT 1 WITH SEVERAL EXAMPLES OF RESEARCH TOPICS AND TITLES.

HAVE STUDENTS WORK IN PAIRS TO IDENTIFY THE RESEARCH GAP, DATA AVAILABILITY, AND POLICY RELEVANCE FOR EACH EXAMPLE. THE FIRST EXAMPLE IS GIVEN.

Research Topic	Research Title	Research Gap	Data Availability	Policy Relevance
Climate Change Disclosure	The Role of Corporate Climate Change Disclosure in Enhancing Investor Confidence	Limited studies on the impact of disclosure on investor behavior in emerging markets.	Available through corporate annual reports and environmental disclosures.	Relevant to global climate policies and corporate governance.
Mental Accounting				
Corporate Governance				
Psychological Stress	Psychological Stress and Its Effects on Employee Productivity in Remote Work Settings			Significant for workplace wellness policies and remote work guidelines.

Sustainable Agriculture	Sustainable Agricultural Practices and Their Impact on Rural Economic Development			Relevant to agricultural policy, rural development, and sustainability initiatives.
Digital Education		Gap in research on the effectiveness of specific digital tools across different grade levels.	Available through educational surveys, standardized test scores, and digital tool usage data.	Crucial for shaping digital education policies and technology integration in schools.
Public Health		Limited studies on the correlation between urban green spaces and specific health metrics.		
Renewable Energy Adoption				
Elderly Care				
Digital Marketing				

Possible answers

Research Topic	Research Title	Research Gap	Data Availability	Policy Relevance
Climate Change Disclosure	The Role of Corporate Climate Change Disclosure in Enhancing Investor Confidence	Limited studies on the impact of disclosure on investor behavior in emerging markets.	Available through corporate annual reports and environmental disclosures.	Relevant to global climate policies and corporate governance.
Mental Accounting	The Impact of Mental Accounting on Personal Savings Behavior in Millennials	Insufficient research on the influence of mental accounting on savings habits in younger demographics.	Available through surveys and financial behavior studies.	Important for designing financial literacy programs and savings policies.
Corporate Governance	The Influence of Corporate Governance on Ethical Decision-Making in Tech Startups	A gap in understanding governance practices in the context of ethical dilemmas within technology startups.	Available through interviews, case studies, and existing governance frameworks.	Relevant to corporate governance reforms and ethical business practices.
Psychological Stress	Psychological Stress and Its Effects on Employee Productivity in Remote Work Settings	Lack of studies focused on stress management in remote work environments.	Available through employee surveys and productivity data from remote work settings.	Significant for workplace wellness policies and remote work guidelines.
Sustainable Agriculture	Sustainable Agricultural Practices and Their Impact on Rural Economic Development	Limited research on the long-term economic benefits of sustainable agriculture in rural areas.	Available through agricultural reports, economic data, and field studies.	Relevant to agricultural policy, rural development, and sustainability initiatives.

Digital Education	The Effectiveness of Digital Education Tools in Enhancing Learning Outcomes in K-12	Gap in research on the effectiveness of specific digital tools across different grade levels.	Available through educational surveys, standardized test scores, and digital tool usage data.	Crucial for shaping digital education policies and technology integration in schools.
Public Health	The Impact of Urban Green Spaces on Public Health Outcomes in Major Cities	Limited studies on the correlation between urban green spaces and specific health metrics.	Available through health records, environmental data, and urban planning documents.	Important for public health policies and urban planning regulations.
Renewable Energy Adoption	Barriers to Renewable Energy Adoption in Low-Income Households	Insufficient research on the socioeconomic barriers to renewable energy adoption in low-income communities.	Available through household surveys, energy usage data, and socioeconomic studies.	Relevant to energy policy, poverty reduction, and environmental sustainability.
Elderly Care	The Role of Technology in Enhancing Elderly Care Services in Assisted Living Facilities	Lack of research on the integration of advanced technologies in elderly care settings.	Available through case studies, interviews with care providers, and technology adoption data.	Significant for health policy, elder care regulations, and technology integration in healthcare.
Digital Marketing	The Impact of Influencer Marketing on Consumer Buying Behavior in the Fashion Industry	Gap in understanding the long-term effects of influencer marketing on brand loyalty in the fashion sector.	Available through social media analytics, consumer surveys, and sales data.	Important for marketing strategies, consumer protection, and digital advertising regulations.

HANDOUT 2. DIVIDE STUDENTS INTO TWO TEAMS.

PREPARE CARDS WITH BROAD TOPICS. TEAMS TAKE TURNS DRAWING A CARD, NARROWING DOWN THE TOPIC, AND CREATING A RESEARCH TITLE WITHIN A MINUTE. POINTS ARE AWARDED FOR FOCUS AND ORIGINALITY. THE FIRST ONE IS GIVEN AS AN EXAMPLE.

Broad Research Topic	Narrowed Research Title	Research Questions
Climate Change	The Impact of Urbanization on Local Climate Change Patterns in Southeast Asia	1 . How does urbanization affect local climate conditions in Southeast Asian cities? 2. What mitigation strategies are effective?
Mental Health		
Corporate Social Responsibility (CSR)		
Renewable Energy		
Education Technology		
Public Health		
Cybersecurity		
Aging Population		

Possible answers

Broad Research Topic	Narrowed Research Title	Research Questions
Climate Change	The Impact of Urbanization on Local Climate Change Patterns in Southeast Asia	1 . How does urbanization affect local climate conditions in Southeast Asian cities? 2. What mitigation strategies are effective?
Mental Health	The Role of Social Media in Adolescent Mental Health: A Case Study in Urban Schools	1. How does social media usage correlate with mental health outcomes among adolescents? 2. What are the key risk factors?
Corporate Social Responsibility (CSR)	The Effect of CSR Initiatives on Consumer Loyalty in the Retail Sector	1. How do CSR activities influence consumer loyalty in retail? 2. What specific CSR initiatives are most impactful?

Renewable Energy	Barriers to Solar Energy Adoption in Low-Income Communities in Sub-Saharan Africa	1. What are the main barriers to solar energy adoption in low-income areas? 2. How can these barriers be overcome?
Education Technology	The Effectiveness of Gamified Learning Tools in Improving Student Engagement in Primary Schools	1. How do gamified tools impact student engagement? 2. What features of these tools contribute most to learning outcomes?
Public Health	The Influence of Air Quality on Respiratory Health in Urban Centers: A Study in New Delhi	1. What is the relationship between air quality and respiratory health in New Delhi? 2. How can air quality be improved?
Cybersecurity	The Effectiveness of AI-Based Cybersecurity Solutions in Preventing Data Breaches in Financial Institutions	1. How effective are AI-based solutions in preventing data breaches? 2. What are the limitations of these solutions?
Aging Population	The Role of Technology in Enhancing Quality of Life for the Elderly in Assisted Living Facilities	1. How does technology enhance the quality of life for the elderly?

HANDOUT 3. SELF – EDUCATION.

ASK STUDENTS TO READ AND ANALYZE THE INFORMATION AT HOME

A Simple Guide to Choosing a Great Research Topic and Project Title

Picking a Research Topic:

Choosing a good research topic can be tricky for both students and new researchers. It's the first step in the research process. A good topic should be specific enough to be interesting but broad enough to find enough information.

Research Topic vs. Research Title:

Research Topic:

A broad idea or subject area you want to explore, like “climate change,” “corporate governance,” or “psychological stress.”

Research Title:

A specific, catchy phrase that clearly shows the focus of your study. For example, “The Effect of Financial Stress on the Academic Performance of University Students” combines the topic, the specific focus (academic performance), and the context (University of Ghana).

What to Consider When Choosing a Topic and Title:

Research Gaps:

Look for areas in the literature that haven't been fully explored. These gaps are good opportunities for research.

Policy Relevance: Choose topics that are important in current national or global discussions.

Data Availability: Ensure there is enough data available for your research. Lack of data can limit your study.

Clarity of Relationships: Make sure the relationships between the concepts you want to study are clear and can be tested with appropriate methods.

Personal Interest: Pick a topic you're passionate about. This will keep you motivated throughout your research.

Subject Area Focus: Make sure your topic fits within your academic field or discipline.

My Experience: When I chose my research topic and title, I considered my interests, the interests of my supervisors, available data, current trends, and research gaps. Initially, I focused on my supervisors' research areas, but after discussions, we realized these areas were too saturated and lacked data.

Conclusions and Tips: Starting a research project is often the hardest part. Choose a topic by identifying gaps in existing research. Once you know the purpose of your study, you can refine your research title to match your objectives.

Recommendations:

For Students: Attend conferences and seminars to get ideas for research topics. Build an academic network, and collaborate with supervisors and experts for guidance. Use reliable sources for your research.

For Supervisors: Guide students in choosing topics that meet degree requirements and current knowledge. Help outline the project's scope in early meetings.

Topics to Avoid in Research Papers:

Overdone Topics: Avoid common topics like abortion, gun control, or the death penalty unless you have a fresh perspective.

Personal Stories: Research papers should rely on credible sources, not just personal experiences.

No Data Topics: Don't pick topics with little or no information available.

Too Technical Topics: Avoid highly technical subjects unless you're an expert.

Too Narrow/Broad Topics: Avoid topics that are too narrow (limited sources) or too broad (too much information to cover in depth).

FAQ:

1. How do I know if my research topic is too broad?

A topic is too broad if it cannot be thoroughly covered within the scope of your research paper. Try narrowing it down by focusing on a specific aspect or population.

2. What should I do if I can't find enough data on my topic?

Consider refining your topic or choosing a related topic where data is more readily available.

3. Can I change my research topic after starting my project?

Yes, but it's important to discuss this with your supervisor to ensure that the new topic is still viable and relevant.

4. How important is my personal interest in selecting a research topic?

Personal interest is crucial as it keeps you motivated, but ensure the topic is also academically relevant and supported by data.

5. What if my research topic has already been extensively studied?

Find a new angle or aspect of the topic that hasn't been explored yet. Identifying research gaps can help you contribute something new to the field.

TEST 14

1. What is the main difference between a research topic and a research title?

- a) A research topic is specific; a research title is broad.
- b) A research topic is broad; a research title is specific.
- c) A research topic is a question; a research title is a statement.
- d) A research topic and a research title are the same.

2. Which of the following should be considered first when selecting a research topic?

- a) Personal interest
- b) Data availability
- c) Research gap
- d) Policy relevance

3. What is a common issue when selecting a topic that is too broad?

- a) Lack of interest from the audience
- b) Too much data and lack of focus
- c) Difficulty in finding sources
- d) Too few research gaps

4. Why is data availability important in selecting a research topic?

- a) It ensures that the research is relevant to policy discussions.
- b) It allows the researcher to complete the research process.
- c) It helps in formulating the research hypothesis.
- d) It provides a basis for personal experience in research.

5. Which of the following is NOT a factor to consider when choosing a research topic?

- a) Researcher's personal interest
- b) Availability of funding
- c) Policy relevance
- d) Clarity of relationships

6. What should a research title ideally include?

- a) A broad concept of the study
- b) A combination of topic, context, and contribution
- c) A list of research methods
- d) A reference to the literature review

7. What is the purpose of considering policy relevance in selecting a research topic?

- a) To ensure that the research contributes to personal interests
- b) To align the research with current societal or global issues
- c) To find easily available data sources
- d) To avoid plagiarism in the research process

8. Which of the following is a key reason to avoid overly narrow topics?

- a) They tend to lack sufficient data.
- b) They often have too many research gaps.
- c) They are too difficult for beginners.
- d) They are usually irrelevant to policy discussions.

9. Which question should students ask themselves when choosing a research topic?

- a) What are the most popular topics in my field?
- b) What topic has the most data available?
- c) What topics align with my personal interests and curiosity?
- d) What topics are easy to write about?

10. Which of the following is a recommended strategy for finding a research topic?

- a) Avoid attending conferences and seminars.
- b) Collaborate with supervisors and experts for topic ideas.
- c) Choose a topic based only on current trends.
- d) Focus solely on your personal experience.

Summary Writing

Summary writing Assessment

Writing thesis (900 - 1000 words) throughout the 7th semester. The questions below help you to formulate the writing thesis.

Sample assessment criteria:

<u>Content</u> (relevance to assigned topic, substantive development of thesis, to what extent the text is supported with details, facts, examples from readings and experience)	20
<u>Organisation</u> (how well the assignment is organised, developed logically and systematically, presents coherent overall structure which is indicated to the reader by devices such as good paragraphing and discourse markers)	20
<u>Variety of vocabulary and structure</u> (sophisticated range of vocabulary, effective word choice and usage, complex sentence constructions, agreement, tense, number, articles, pronouns and prepositions)	5
<u>Mechanics</u> (spelling, punctuation, capitalization, appropriate headings)	5

HERE ARE TEN SUMMARY WRITING ASSESSMENT QUESTIONS BASED ON THE TOPICS CONDUCTED THROUGHOUT THE SEMESTER:

1. Definition of a Research Paper: Academic Research Writing

Question:

Summarize the main differences between academic research writing and other forms of academic writing, focusing on the purpose and structure of a research paper.

2. Formulating a Good Research Topic (Choosing a Topic, Topics to Avoid, Narrowing a Topic)

Question:

Explain the steps involved in narrowing down a broad research topic into a specific, focused research question. Provide an example to illustrate this process.

3. Avoiding Plagiarism

Question:

Summarize the key strategies for avoiding plagiarism in academic research writing. Why is it important to maintain academic integrity?

4. Selecting Key Points: Primary and Secondary Sources

Question:

Describe the differences between primary and secondary sources in research. How should a researcher decide which key points to include from these sources?

5. Note Taking: Kinds of Notes

Question:

Outline the different types of notes that can be taken during the research process. What are the advantages of each type?

6. Writing an Abstract

Question:

Summarize the essential components of a well-written abstract. Why is an abstract important in a research paper?

7. What is a Research Paper Introduction?

Question:

Explain the role of the introduction in a research paper. What key elements should be included in a strong introduction?

8. Writing Main Parts of the Research/Body Paragraph

Question:

Summarize the structure and purpose of the body paragraphs in a research paper. How should the main points be organized?

9. Preparing the Conclusion of a Research Paper

Question:

Describe the key functions of a conclusion in a research paper. How should a conclusion effectively summarize the research findings?

10. The Role of Project Work in Research

Question:

Explain how project work contributes to the research process. What are the key benefits of integrating project work into research?

Glossary

A

1. **Abstract:** A brief summary of the research paper that highlights the main points, including the research question, methodology, results, and conclusions.
2. **Academic Integrity:** The ethical practice of giving credit to others' work, avoiding plagiarism, and maintaining honesty in research.
3. **Academic Research Writing:** A formal style of writing used to communicate findings from research studies, characterized by evidence-based arguments and structured formats.
4. **Avoiding Plagiarism:** The practice of correctly citing sources and paraphrasing to prevent copying someone else's work without credit.
5. **Annotated Bibliography:** A list of sources used in research with accompanying summaries and evaluations.

B

6. **Body Paragraphs:** The main part of a research paper where the core arguments, evidence, and analysis are presented.
7. **Brainstorming:** A process of generating ideas and topics through free-thinking sessions before narrowing down to a specific research question.

C

8. **Citation:** A reference to a source of information used in a research paper, typically following a specific style guide.
9. **Conclusion:** The final section of a research paper that summarizes the findings, discusses their implications, and suggests possible future research.
10. **Content Analysis:** A research method used to interpret textual data through systematic coding and pattern identification.

D

11. **Data Availability:** The accessibility and reliability of data needed to conduct research.

E

12. **Evidence-Based:** Writing or arguments that are supported by empirical data and research findings.

F

13. **Formulating a Research Topic:** The process of developing a focused and manageable topic for research that is neither too broad nor too narrow.

H

14. **Hypothesis:** A testable statement or prediction that guides the research process.

I

15. **Introduction:** The section of a research paper that introduces the topic, provides background information, and states the research question or thesis.

J

16. **Journal Article:** A scholarly article published in an academic journal, often used as a primary source in research.

K

17. **Key Points:** Essential ideas or findings that are highlighted in a research paper to support the main argument.

L

18. **Literature Review:** A comprehensive overview of existing research on a specific topic, used to identify research gaps and justify the current study.

M

19. **Methodology:** The section of a research paper that explains the research design, data collection methods, and analysis techniques.

N

20. **Narrowing a Topic:** The process of refining a broad research idea into a specific research question or title.
21. **Note Taking:** The practice of recording information from sources to help organize and remember key points during the research process.

P

22. **Paraphrasing:** Restating information from a source in one's own words while maintaining the original meaning.
23. **Plagiarism:** The act of using someone else's work or ideas without proper attribution, considered a serious violation in academic writing.
24. **Primary Source:** Original, first-hand information or data used in research, such as experiments, surveys, or interviews.
25. **Project Work:** Practical, hands-on research that contributes to the overall findings of a study, often involving the application of theoretical concepts.

R

26. **Research Gap:** An area or topic within a field of study that has not been thoroughly investigated and where further research is needed.

27. **Research Paper:** A formal academic document that presents the results of a research study, including the introduction, methodology, results, and discussion.
28. **Research Question:** A specific question that guides the research process, directing the focus and scope of the study.
29. **Research Title:** A concise and specific phrase that describes the focus and purpose of a research study.

S

30. **Secondary Source:** Information that is derived from the analysis, interpretation, or synthesis of primary sources.
31. **Structured Writing:** A clear and organized writing style that follows a defined format, such as introduction, body, and conclusion.

T

32. **Thesis:** A statement or central argument that a research paper aims to prove or discuss.
33. **Thesis Paper:** A comprehensive research paper, usually required for a master's degree, that involves original research and contributes new knowledge to the field.
34. **Topic Selection:** The process of choosing a research topic based on factors like interest, data availability, and relevance to the field.

V

35. **Validity:** The degree to which a research study accurately reflects or assesses the specific concept it is intended to measure.

Test Answers

TEST 1

1	2	3	4	5	6	7	8	9	10
b	c	b	b	b	b	b	a	c	b

TEST 2

1	2	3	4	5	6	7	8	9	10
c	c	c	a	c	c	c	c	b	c

TEST 3

1	2	3	4	5	6	7	8	9	10
b	a	a	c	b	c	b	c	b	b

TEST 4

1	2	3	4	5	6	7	8	9	10
c	b	c	b	c	b	b	a	c	b

TEST 5

1	2	3	4	5	6	7	8	9	10
b	c	b	c	b	c	b	b	c	b

TEST 6

1	2	3	4	5	6	7	8	9	10
b	b	a	c	d	c	b	c	a	c

TEST 7

1	2	3	4	5	6	7	8	9	10
c	c	b	b	c	b	c	c	c	b

TEST 8

1	2	3	4	5	6	7	8	9	10
c	c	b	a	b	b	b	b	b	c

TEST 9

1	2	3	4	5	6	7	8	9	10
b	c	b	b	c	c	c	a	c	b

TEST 10

1	2	3	4	5	6	7	8	9	10
b	c	a	c	c	c	a	b	c	b

TEST 11

1	2	3	4	5	6	7	8	9	10
c	b	b	c	c	b	c	b	c	b

TEST 12

1	2	3	4	5	6	7	8	9	10
c	b	b	c	a	b	b	b	b	c

TEST 13

1	2	3	4	5	6	7	8	9	10
d	b	b	c	b	b	b	b	b	a

TEST 14

1	2	3	4	5	6	7	8	9	10
b	b	c	c	c	c	a	b	b	d

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