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Techniques of University Work:
A Series of Lessons for 1st year LMD Students of English

Course: Techniques of University Work
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Preface

Compared to the classical system, as the old tertiary system was to be called after the adoption of LMD, the latter requires new modules that are added for the purpose of reaching the objectives of the new system that is based on self-learning, learner-centered instruction and the development of specific competencies in the learner. *Techniques of University Work* basically teaches students how to study and do research.

We were students and we had the experience of studying and doing research. Nonetheless, one should not think of these two tasks as being easy or accessible to everyone without some effort being made. Studying, learning and researching turn around how to do things. You might have access to a huge number of books and articles whether print or electronic, but you still have great difficulty using these references and taking from them the data you need. Students, therefore, need considerable help and guidance in order to be able to study and research without wasting time and for the sake of exploiting the sources they have the maximum. For these reasons, the decision was taken to write these lectures for 1st year LMD students of English. A variety of lessons in *Techniques of University Work* is attentively compiled and organized in order to enable our students to search and study more methodologically.

First-year LMD students of English are, then, guided by these lectures for a more organized, fruitful and successful study. This is the reason why, the subjects of the lectures range from the simplest thing a student has to do to more complicated techniques of using different materials from various sources when they do research.

General Objectives

This course is a series of lectures directed to freshmen who generally come to university with zero experience on study skills. First, introducing university along with general guidelines on how to initiate study is an unavoidable step with the aim of guiding the student to better situate himself in this relatively new environment. Being an omnibus task, university study requires the mastery (knowledge and practice) of a plethora of skills and competencies that would alleviate the job for both the teacher and student.

Ranging from how to study and how to revise to how to do research, the content of the present course basically paves the way to first-year LMD students of English and enables them to study and research more methodologically.

University study, being rather intricate and more student-dependent, involves diligence and hard work on the student's part. This is the reason why, these lessons address university work both inside and outside the classroom with the aim of polishing the quality of study skills in the student.

Course Content

This course is designed on the basis of various topics that are directly related to students' needs at this level. The topics covered in the whole course are divided into five sections each comprising a number of lessons followed by a point to remember the gist of the preceding topics, and a space to practice in order to reinforce what is acquired.

1 Section One: Getting Started Studying



Introduction

Generally, freshmen start studying at university with no previously and strongly built studying foundation; they do not know where and how to begin. This can make them stuck at a given corner, and possibly, their study will not be so productive. In what follows, an attempt is made to help new students initiate university study successfully. This section contains three lessons. Those lessons turn around university study with all its requirements from basic skills to learning and studying techniques such as time management and technology use. A solid basis on which to put their feet is extremely necessary for freshmen; therefore, they would be able to carry out their studies without any obstacles.

Lesson One

Objective(s): at the end of the lesson, students should be able to:

- Understand what university work is.
- Understand the basic steps to get started.

Content

1.1. Initiating University Study

1.1.1. Setting clear goals from the beginning

1.1.2. Managing time

1.1.3. Learning how to concentrate

1.1.4. Managing anxiety and handling stress

1.1.5. Learning how to refine basic skills (reading, writing, listening, speaking)

1.1.6. Using university resources effectively (library and internet)

1.1.7. Exploiting technology

1. 1. Initiating University Study

University life requires serious and demanding preparation on the part of students. This preparation is usually intricate as it includes and covers many aspects and skills which are entirely indispensable not only for college but also for life in general. From study habits to doing assignments, you may find yourself striving to come up with the most appropriate ways of studying in order to succeed. In what follows are some of the essential and unavoidable tips on how to initiate university study:

1.1.1. Setting clear goals from the beginning. Having (a) clear goal(s) in mind from the beginning can greatly assist students to successfully engage in learning, and achieve what they long for. Leider (1997) spotlights the importance of setting purposes in life stating that:

We cannot have deep and enduring satisfaction unless we have self-worth. We cannot have self-worth unless our lives are an earnest attempt to express the finest and most

enduring qualities that we are aware of. Purpose is an important condition for an enduring satisfaction with life. (p.35)

Leider's quotation calls attention to the upraised position of *defining goals* in one's life, and university career is no exception. On that premise, before starting university life, students should ask themselves these questions:

- *Why am I here?*
- *What do I expect from college?*

Answering these questions appropriately guides the student in setting his goals, and acting accordingly through drawing a map for his plans and putting them into practice.

1.1.2. Managing time. Using time effectively is by all means something positive; it is a skill that aids students to organize their study both at home and in class. Moreover, this gainsthem effort, and facilitates many tasks. Various areas of time management may include:

- ***Using schedules(planning).*** Drawing up a schedule and following it is no easy thing. Students may not be familiar with that, and it can be a source of anxiety to them. Students are advised to put a plan for their work, and try to stick to it unless they really find it necessary to make a change or modification. Pauk and Owens (2011) claim that schedules have many benefits. According to them:

A schedule provides greater control.

A schedule encourages relaxation.

A schedule saves time.

A schedule provides freedom.

A schedule increases flexibility.(pp. 30-31)

- ***Fighting procrastination.*** Doing tasks and homework on time is a key tip in the whole process of university study. It is very important to make a list of all tasks and get them done through recording the due dates of all activities and

assignments. Because of postponing tasks, students would most probably lose desire for learning and fail.

- ***Giving each task the amount of time it potentially requires.*** Getting involved in the various tasks that the teacher gives through asking questions and participating in discussions is highly beneficial. Students can perform tasks more effectively if they break them into small tasks and give a sufficient amount of time. This aids the student to improve his self-esteem and retain more information.

1.1.3. Managing anxiety and handling stress. Excessive stress reduces the quality of learning and achievement level. This is the reason why, students need to follow some tips in order to defeat the learning difficulties and facilitate the whole process. Moreover, adding up one success to the other helps in strengthening their desire for doing more, and boosts their self-esteem and lowers their stress and anxiety.

- ***Sleeping enough.*** Retaining healthy sleeping habits is very crucial to successful university life. Sleep has many benefits for studying. It improves the students' capacity for learning new information, boosts memory, and maintains physical health.
- ***Eating healthy.*** This tip is two-fold. First, it involves the quality of food itself. Students are advised to follow a balanced diet, i.e. include many components such as: protein, fats, vitamins, carbohydrates and water, of course. Second, the food taken should be distributed between breakfast, lunch and snacks. This guarantees the provision of the body with energy.
- ***Avoiding cramming.*** It is common among university students to delay the preparation for exams until the few days preceding these exams. The result is intensive revision and processing of large amount of information in a short period

of time. Cramming is a negative phenomenon and would affect both the quality and productivity of learning.

- ***Taking breaks and relaxing.*** Students should rest after studying and relax their minds from time to time. This helps them to preserve the rhythm of study and remain motivated. Physical activity is considered as an extremely effective way of getting rid of stress and pressure.

1.1.4. Learning how to refine basic skills (reading, writing, listening and speaking). It almost goes without saying that the four skills: reading, writing, listening and speaking are basic to language learning. Add to this, the four skills empower learners to use the language more talentedly and freely. Nonetheless, they need to be fine-tuned in order to achieve the best results.

- ***Listening.*** In language learning, listening is dramatically considered as the main channel through which input is received. This is chiefly because we spend more time listening than reading. The place of listening and its interconnection with language learning is predominantly unique, and research foregrounds the listening skill being the basis for it. Renukadevi(2014) writes: “listening awakens awareness of the language as it is a receptive skill that first develops in a human being” (p.59). It stands to reason that listening gets going before we actually start speaking, reading or writing. As a result of this, it needs to be reconsidered.
- ***Speaking.*** It is commonly known that speech is prior to writing: historically, biologically, structurally and functionally. Language is mainly intended for communication; it is used in almost every situation in life, and speech is predominantly the chief channel through which most messages are communicated. Certainly, speaking with clarity enormously meditates on the learner’s linguistic capacity as well as organized ideas.

- **Reading.** According to Wood (2000), “to get the most out of what you read, you have to get actively involved in the material. Your mind should be working before, while, and after you read” (p. 76). Good and effective reading requires the involvement of many senses, not only vision. A large number of students tend to use only their eyes during reading tasks. For one reason or another, they fail in most of their reading assignments just because they do not know *how to read*. Reading is a highly complex process the mastery of which extends to before, during and after the task (wood, 2000).
- **Writing.** This productive skill is dependent to a large extent on reading. When we read, we receive, and when we write, we produce. In this regard, another viewpoint vis-à-vis the place of writing in learning is that “writing papers can be a most absorbing way to learn about a subject” (Pauk & Owens, 2011, p. 362). Regardless of whether students like to write or not, writing is a real challenge that they actually face in one course or another. Learning the writing skill mainly involves knowing and mastering other sub-skills including: summarizing, paraphrasing, quoting and note-taking. The ability to write is sometimes a gift, but on the whole, learning this skill should be accompanied with some materials like: the dictionary, writing styles’ guides, the thesaurus, and other basic aids (Mundsack, Deese & Deese, 2003).

1.1.5. Using university resources effectively (library and internet). In every university institution, the library represents one of the focal points of research. Students go there to find and benefit from various resources; they have the opportunity to study individually or with their buddies. The library provides students with extra materials that they can even photocopy for later use. Nowadays, the computerized retrieval systems facilitate the

browsing process and make access to the various resources easy. Moreover, the internet enables its users to find sources online.

1.1.6. Exploiting technology.The 21st century has by and large transformed this generation into a digital one. Technology can be used for a wide range of purposes in multiple tasks. According to O'Hara (2005), computers have multiple uses including: "writing, doing research, communicating with other students, calculating numeric data, creating charts or graphs, taking digital pictures, shooting videos, and getting extra help" (p.148). In reality, our students are fond of technology. Nonetheless, its use for educational purposes is still limited, and the teacher's guide is highly recommended.



- *Making the best of these tips enable you to easily get involved in university study and succeed with good grades.*



Lesson Two

Objective(s): at the end of the lesson, students will be able to:

- Understand the importance of the listening skill.
- Learn how to improve the listening skill.
- Learn how to concentrate.

Content

1.2. Listening and Concentration

1.2.1. Importance of listening skill

1.2.2. Stages of listening

1.2.3. Learning to listen

1.2.4. Factors influencing listening

1.2.5. Concentration

1.2.5.1. Learning how to concentrate

1.2.5.2. Hints on concentration

1.2. Listening and Concentration

Listening is absolutely a basic skill in language learning. Its effects are very much conspicuous on the other skills whether oral or written. Listening is not simply hearing. This skill involves using the ears (hearing) as well as the mind (processing) as it requires paying attention to the speaker and keenly following him. This skill has a special position among the other skills because it is the first to be used by humans, and without it no messages are received or interpreted. Wood (2000) states that “the sooner your ear becomes familiar with the sound and rhythms of that language, the easier it will be for you to use that language, both in speaking and writing” (p.22).

1.2.1. Importance of the listening skill. There are innumerable benefits of this skill.

It:

- Helps in learning;

- Widens the sphere of receiving information;
- Enables the listener to communicate effectively and interact appropriately;
- Helps in uncovering certain ambiguous issues;
- Prevents misunderstandings;
- Enables the listener to provide feedback whenever necessary.

1.2.2. Stages of listening.

Most research about the listening skill (e.g. Tyagi, 2013) report that there are five stages the listener goes through as illustrated in the figure below:

- **Receiving.** The listener hears what is being said and interprets sounds;
- **Understanding.** the listener deciphers meanings of words and links them together;
- **Remembering.** The listener stores the information in his mind for later use;
- **Evaluating.** The listener assesses, classifies information, and forms his own opinion about the content of the speech or message;
- **Responding.** The listener makes various reactions such as asking and answering questions.

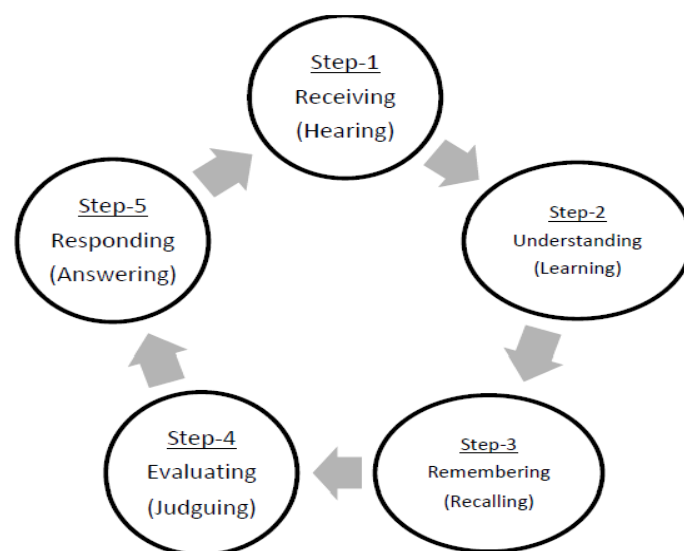


Figure 1: The Listening Process (Tyagi, 2013, p.2)

1.2.3. Learning to listen.

In foreign language learning, the ears play a major role. Whatever your learning style is, and whether you are an auditory learner or not, your ears are

always working in class. You listen to lectures using your ears. However, using the ears only is not sufficient. In order to become an active listener, it is highly essential to stick to some tips on effective listening. A variety of procedures help students to learn how to listen and to improve this skill. These include:

- Being silent during the session;
- Dispose of all distractions;
- Paying attention to the speaker;
- Participating and asking questions: Mundsack, Deese and Deese (2003) put it clearly that “to be a good listener, you must participate in an active way” (p.44);
- Taking notes.

1.2.4. Factors influencing listening. In a study carried out by Nichols (1948), he concluded that many factors influence listening comprehension including:

Intelligence

Reading comprehension

Recognition of correct English usage

Size of the listener's vocabulary

Ability to make inferences

Ability to structuralize a speech...

Listening for main ideas as opposed to specific facts

Use of special techniques while listening to improve concentration

Real interest in the subject discussed

Emotional adjustment to the speaker's thesis

Ability to see significance in the subject discussed

Curiosity about the subject discussed

Physical fatigue of the listener

Audibility of the speaker. (pp.161-162)



- ***Being an active listener requires the involvement and combination of all senses not just hearing.***

1.2.5. Concentration. Concentration is a skill that students need to master. Pauk and Owens (2011) define concentration as “focused thinking” (p.58). In other words, students need to direct their attention towards the topic of the lecture and eliminate all extra factors that might hinder the listening process. Pauk and Owens (2011) further add that concentration “can focus the power of your thoughts, enabling you to think with greater precision and penetrate difficult ideas” (p.58).

1.2.5.1. Learning how to concentrate. Concentration is the key to better achievement. Learning how to concentrate is notably something indispensable as it helps the student to remember better; consequently, he enhances his achievement. Pauk and Owens (2011) suggest three strategies to cultivate concentration:

- *Making lists.* This helps in organizing all your thoughts and information, and reminding you of important tasks and appointments.
- *Taking breaks.* Breaks are beneficial because they enable you to leave distractions behind and resume concentration.
- *Maintaining a balance.* A misbalance between the skill level and challenge may result in the loss of concentration.

1.2.5.2. Hints on concentration. Have you ever asked yourself: “how can I improve my concentration?” In fact, good listening and good concentration are two sides of the same coin. Again, the following tips can help in improving concentration in the classroom:

- Sleeping enough and taking a healthy breakfast;

- Choosing the appropriate seat;
- Looking at and focusing on the teacher;
- Paying attention;
- Avoiding noise;
- Keeping track of the speaker;
- Taking notes on important ideas;
- Organizing tasks.



➤ *Staying alert and well concentrated in class is one of the most successful ways of doing great in any course.*

Lesson Three

Objective(s): at the end of the lesson, students will be able to:


- Understand what *leaning style* is.
- Identify their learning styles.





Content

1.3. Getting to Know your Learning Style

1.3. Getting to Know your Learning Style

Learning styles are “best thought of as a blend or profile that resides within every student” (Grasha 2002, p.170). Knowing how to learn or the learning style (learning mode) is of paramount importance to the learners and teachers alike. The literature review shows that there are many learning styles: *visual, auditory, sequential, global (spatial), and kinesthetic*. Other classifications include *intrapersonal* and *interpersonal learners*. Wood (2000) uses a different terminology to refer to these styles: *eyes, ears, order, images and doing*. He maintains that people have one style of learning which is dominant, but they tend to combine two or more styles in use. Some students use only one sense in order to get the main points from a lecture, for instance. Others, however, rely on more than one sense with varying degrees. Understanding one’s own learning mode is widely significant. This can alleviate some of the burdens of learning, and minimize the learners’ struggle to get the maximum from a given lecture. It equally aids the student through enabling him to take notes from a lecture more effectively relying on his style of learning. Learners are classified according to their learning styles as:

-  *Visual learners*: they rely more on vision i.e. they learn better if the material is presented through pictures, tables, diagrams, etc.

-  **Auditory learners:** they tend to use their ears more to receive information; they are active listeners.
-  **Sequential learners:** they learn information in an organized way which is based on logical steps and a particular order.
-  **Global learners:** they prefer to treat things wholly i.e. without making connections between the constituent parts.
-  **Kinesthetic learners:** involving the hands or the whole body is a characteristic of this type of learners. They rely more on touch and movement.

Other classifications of learning styles and types of learners may include: *Intrapersonal learners* who prefer to study individually and *interpersonal learners* who learn better through pair and group work.



- *Your learning style influences and guides you during the learning process.*

1.4. Practice



Since this course aims at developing study skills in university students, it is of paramount importance to know their studying habits and orientations.

1.4.1. Answer the following questions and discover who you are.

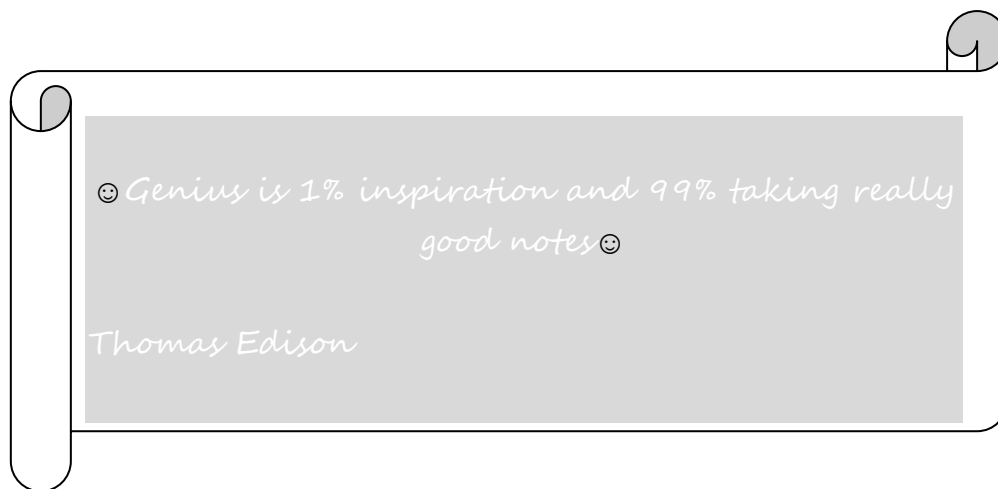
1. Do you try to do your best in work, or do you just let it go?
2. What are the things that distract your attention from the lecture in class?
3. What are your favored places for studying?
4. Do you prefer to plan what you are going to do during the day?
5. Do you know how to use a textbook?

6. How do you take notes in class?
7. When you take notes, do you write every single word, or do you use some other techniques?
8. Do you usually feel uneasy in situations which necessitate taking notes?
9. In reading, do you use such techniques as summarizing, paraphrasing and quoting?
10. Do you prepare for exams before, or do you study the night before?
11. Do you rely on memorization, or do you use other techniques to retain information?
12. Do you ever forget what you memorize?
13. Do you rely on the dictionary to find the meanings of words that you do not know?
14. Are you interested in identifying your strengths and weaknesses in your subjects?
15. Do you usually read with a purpose?
16. In reading for different purposes, do you rely on such techniques as: skimming and scanning?
17. Before you read a book, do you look at headings, summary, index?
18. Where do you like to study most: at home, in the library, with others?
19. After doing a difficult task, do you usually reward yourself?
20. Do you usually tend to put your plans off?

1.4.2. This activity is taken from Wood (2000, p.11); it helps learners get to know their learning styles:

- Write in your notebook a list of things you like to do, and things you're good at. Include the kinds of jobs you enjoy, clubs you belong to or to which you'd like to belong, and things you haven't done but wish you could.
- Make five columns, one for each general learning style: eyes, ears, order, images, and doing.
- Now take each item from your list and put it in the appropriate column. Some things might appear in more than one column. For instance, playing the clarinet could be both *doing* (the fingers are doing the walking) and *ears* (listening).
- Add the number of items in each column. Which columns have the most? These are the ones that most likely represent your strongest learning styles.

2 Section Two: Taking Notes



Introduction

Trying to keep up with the teacher, while lecturing, is not always an easy task, and arriving to get the most out of a lecture is not easily accessed either. This is the reason why, one of the core skills at university is to learn how to take notes. Though the latter can be personal, there are always strategies and techniques that are common among students, and can best aid them to take a good record of their lectures. While taking notes, students usually tend to write down every word the teacher says rather than just picking up the main ideas and points, because they think that this is the right way of note taking. Unfortunately, this wastes time and energy, and can even render the whole lecture boring. The lesson included in this section presents the most common and successful techniques of taking notes.

Lesson Four

Objective(s): at the end of the lesson, students will be able to:

- Take notes effectively.

Content**2.1. Advantages of Taking Notes****2.2. Techniques of Taking Notes****2.2.1. Streamlining (using symbols and abbreviations)****2.2.2. Outlining****2.2.3. The Cornell method****2.2.4. The mapping method****2.2.5. The charting method****2.1. Advantages of Taking Notes**

Taking notes effectively helps the student to:

- Become an active listener;
- Remember the important ideas easily;
- Study more methodologically;
- Better understand the topic of the lecture;
- Be less anxious;
- Be more attentive in class;
- Think about what is written;
- Revise for tests and exams more easily;
- Think critically.

2.2. Techniques of Taking Notes

Good notes are those which are simple. In fact, many options are available; this section provides some of the most commonly used methods of taking notes. Effective note taking is one of the basic and valuable skills that freshmen need to master for a successful

career. This is the reason why, it was found necessary to explain the most widely used techniques for taking notes.

2.2.1. Streamlining (using symbols and abbreviations). In order to take notes effectively, students need to be familiar with some abbreviations and symbols that would make the draft short but crammed with information. What is more, converting words to shortcuts and symbols helps the student to remember them more quickly. In fact, there are no specific symbols and abbreviations that students should rely on. On the one hand, some of them are personal; that is, the student himself invents the abbreviation or symbol that better fits the context. On the other hand, a big number of symbols and abbreviations are used in English, but many of them are mathematical.

The following table contains the most widely used symbols and abbreviations used for taking notes and other purposes:

Symbol	Meaning	Abbreviation	Word
&	And	etc.	Et cetera, and so on
@	At	cf.	Compare
/	Per	viz.	Namely
=	Is	N.B.	Take special note
≠	is not	S/T	Something
∴	Because	S/O	Someone
∴	Therefore	e.g.	For example
>	Greater than	vs.	Versus, against
<	Less than	i.e.	That is
2	To, two, too	C	Century
4	For, four	p./pp.	Page/pages
-	Minus	w/	With
+	Plus	w/o	Without

Δ	Change		
F	Frequency		
#	Number		
∅	Null		
≈	Approximately, similar to		
→	Cause, lead to		
←	Come from		
↓	Fall, decrease		
↑	Rise, increase		
x	Incorrect		
%	Percentage		
¶	Paragraph		
§	Section		
√	Correct		
*	Important		

Students can equally use their own abbreviations by using some techniques. These include:

- Write only the first letters of a word; those which are enough for remembering the whole word.
 - inst = instrument
 - dev = development
 - info = information
 - comb = combination
 - ling = linguistics
- Leave out all vowels from a word; keep only significant consonants for recognizing the word.
 - gvmnt = government

sgfct = significant

stdt = student

- Add “s” to form the plural of symbols and abbreviations.

¶s = paragraphs

Cs = centuries

Langs = languages

- Represent “ing” ending with “g”.

Explg= exploring

Wrtg= writing

Tkg= taking

2.2.2. Outlining. It is the process of dividing and subdividing the ideas that mark the content of a lecture, an excerpt, a speech or other materials. Generally speaking, an outline is the structure of what one reads or listens to. It helps in organizing the content and distinguishing between the main ideas, sub-ideas and details.

The main ideas, major points, sub-points and details are organized in a given way as is shown in the outline form below which is taken from Coman and Heavers (1998, p.29):

I. Main idea or topic sentence

A. Major points providing information about the topic

1. Sub-points that describe the major point

a. Supporting details for the sub-points

Every level of sub-ideas takes a specific number or letter and is indented so as to be distinguished from the preceding and following levels.

In the topic outline, the writer relies on phrases and words to express the ideas to be discussed in a given material. In the sentence outline, full sentences are used and more details are included.

Outline Sample

In listening to a lecture about *the effects of video games on children*, the items below should be included in the outline.

Positive effects, negative effects, foster cognitive abilities, increase thinking speed, addiction, increase aggression, decrease empathy,

Step 1: Examine the items carefully and classify them as follows:

- Main ideas:
- Major points :
- Sub-ideas :
- Supporting details :

Step 2: Arrange the items in the appropriate way, i.e. mark each item with the corresponding numeral (Roman or Arabic) or letter (lower-case or upper-case), and indent correctly. Moreover, you should follow logic in the division. That is, if you have a I, you need a II. If you put an A, you must include a B, etc.

Topic outline

I. Positive effects

A. Cognitive

1. Promote cognitive skills
2. Increase thinking speed
3. Problem-solving techniques

B. Social

1. Interacting with others
2. Promoting collaboration and team work
3. Taking risks

II. Negative effects

A. Physical

1. Obesity
2. Laziness
3. Low activity

B. Emotional

1. Alienation
2. Aggression
3. Decreased empathy

C. Academic

Sentence outline:

I. Positive effects

A. Cognitive

1. Promote cognitive skills
2. Increase thinking speed
3. Problem-solving techniques

B. Social

1. Interacting with others
2. Promoting collaboration and team work
3. Taking risks

II. Negative effects

A. Physical

1. Obesity
2. Laziness
3. Low activity

B. Emotional

1. Alienation
2. Aggression
3. Decreased empathy

C. Academic

2.2.3. The Cornell method. The Cornell system for taking notes was developed in 1949 at Cornell University in an attempt to help students improve their ability to understand their lectures. This method basically relies on drawing:

A vertical line down the left side of each page two-and-one-half inches from the edge of the paper; end the line two inches from the bottom of the sheet. This creates the *cue column*. Next, draw a horizontal line two inches from the bottom of the page. This is

the border for your *summary area*. The large space to the right of the cue column and above the summary area is where you write your notes. (Pauk & Owens, 2011, p. 244)

The Cornell-style paper looks like what is shown in the following figure:

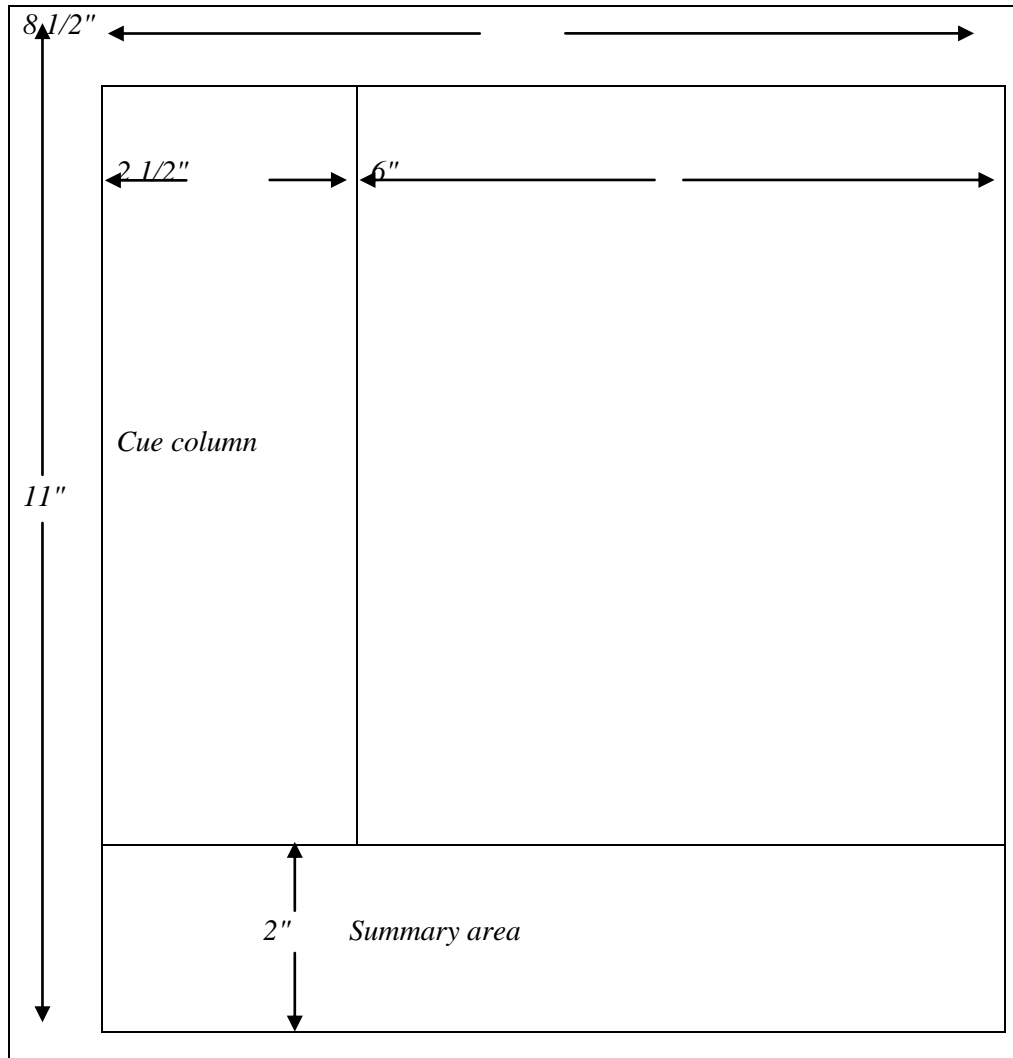


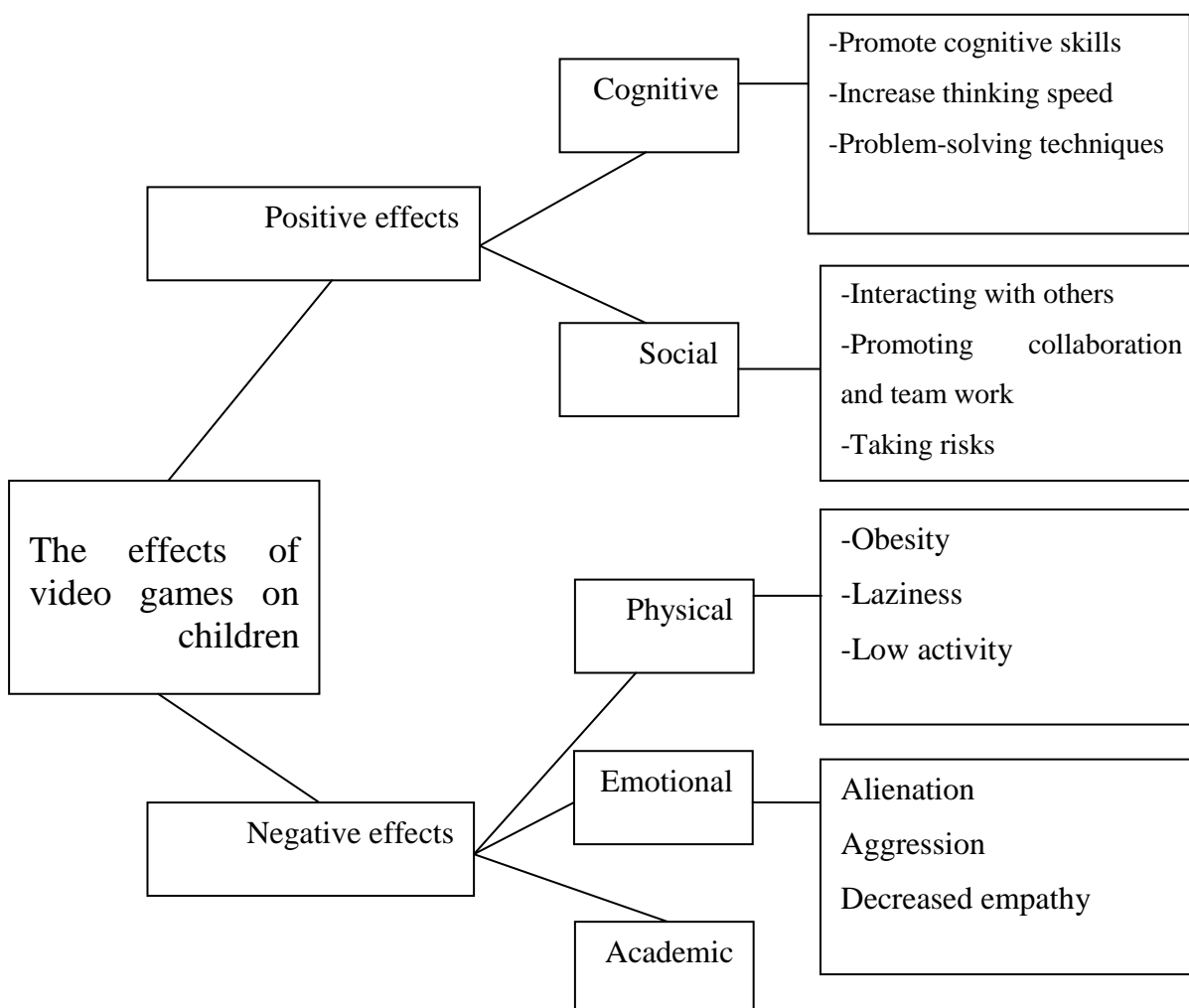
Figure 2:The Cornell Note Sheet (Pauk & Owens, 2011, p.245)

The sheet is divided into three parts:

- ***The note-taking area.*** The note taker uses this space to write down as many ideas and much information from a given lecture as possible (during class).
- ***The cue column.*** After the lecture, the notes taken are turned into key words for better retention of the content. The students can equally write some questions in order to test and deepen their understanding of the topic (after class).
- ***The summary area.*** The notes are summarized in a few sentences (after class).

This threefold method of taking notes enables the students to process the content of their lectures three times; thus, they would better comprehend and remember their notes. The Cornell method is characterized by maximum productivity in the sense that it is simple in its format, and can be easily used by students.

2.2.4. The mapping method. In this method, the information is graphically represented. Relying on different shapes (circles, arrows, lines, boxes, etc.), the note taker proceeds in demonstrating and illustrating the relationship between the various ideas and concepts which are included in a given lecture. The notes taken are organized according to different formats. Using this method, the student can easily view the way the information is organized and related to other information. Moreover, this method is particularly suitable for visual learners. Let us consider the example of the effects of video games on children:



2.2.5. The charting method. When the lesson contains a great deal of facts, details, supporting information and relationships between them, selecting the most appropriate note-taking technique is tremendously important. Sometimes, the content of the lectures is presented so quickly that the students cannot keep up with the teachers; therefore, they find themselves obliged to write less but necessary information. The charting method relies on jotting down the ideas and sub-ideas of the topic in previously drawn columns (table) that primarily contain headings for each category and supporting information.

The following chart summarizes the most remarkable technological events (in the field of computing) of the 1990's:

<i>Technological Event</i>	<i>Date</i>	<i>Related information about people and places</i>	<i>Significance</i>
The world wide web (www) came out	1991	Tim Berners-Lee	-Connect the world -Easy access to information -Easy communication between people
The first SMS text message was sent	1992	Neil Papworth wrote: "Merry Christmas"	-Less time-consuming -Inexpensive -Quick and discreet
Windows 95 came out	1995	Microsoft	-improved operating system -easier to learn and use -more efficient
Google was founded	1998	Larry Page & Sergey Brin (USA: California)	-Free -Easy and fast

2.3. Practice

- 2.3.1. Read the following encyclopaedia entry from *The Encyclopedia Britannica*(pp.251-252),and take notes using symbols and abbreviations.**

British Empire

The name now loosely given to the whole aggregate of territory, the inhabitants of which, under various forms of government, ultimately look to the British crown as the supreme head. The term "empire" is in this connexion obviously used rather for convenience than in any sense equivalent to that of the older or despotic empires of history. The land surface of the earth is estimated to extend over about 52,500,000 sq. m. Of this area the British empire occupies Extent. nearly one-quarter, extending over an area of about 12,000,000 sq. m. By far the greater portion lies within the temperate zones, and is suitable for white settlement. The notable exceptions are the southern half of India and Burma; East, West and Central Africa; the West Indian colonies; the northern portion of Australia; New Guinea, British Borneo and that portion of North America which extends into Arctic regions. The area of the territory of the empire is divided almost equally between the southern and the northern hemispheres, the great divisions of Australasia and South Africa covering between them in the **southern** hemisphere 5,308,506 sq. m., while the United Kingdom, Canada and India, including the native states, cover between them in the northern hemisphere 5,271,375 sq. m.

- 2.3.2. Read the following book section from Houghton (2004, p.29) and take notes using the mapping method.**

Carbon dioxide and the carbon cycle

Carbon dioxide provides the dominant means through which carbon is transferred in nature between a number of natural carbon reservoirs—a process known as the carbon

cycle. We contribute to this cycle every time we breathe. Using the oxygen we take in from the atmosphere, carbon from our food is burnt and turned into carbon dioxide that we then exhale; in this way we are provided with the energy we need to maintain our life. Animals contribute to atmospheric carbon dioxide in the same way; so do fires, rotting wood and decomposition of organic material in the soil and elsewhere. To offset these processes of respiration whereby carbon is turned into carbon dioxide, there are processes involving photosynthesis in plants and trees which work the opposite way; in the presence of light, they take in carbon dioxide, use the carbon for growth and return the oxygen back to the atmosphere. Both respiration and photosynthesis also occur in the ocean.

2.3.3. Write two paragraphs that contain the information shown in the outline below.

Social media

I. Advantages

A. Social

1. Contacting far relatives and friends
2. Knowing what is happening
3. Chatting
4. Posting
5. Becoming Popular

B. Educational

1. Forming discussion and study groups
2. Giving feedback

C. Economic

1. Advertising
2. Looking for jobs

II. Disadvantages

A. Social

1. Fake Relationships

- a. Friendship
- b. Love
- 2. Giving personal information
- B. Psychological
 - 1. Depression and loneliness
 - 2. Aggression
 - 3. Excessive fascination with oneself
- C. Educational
 - 1. Less concentration
 - 2. Lower grades

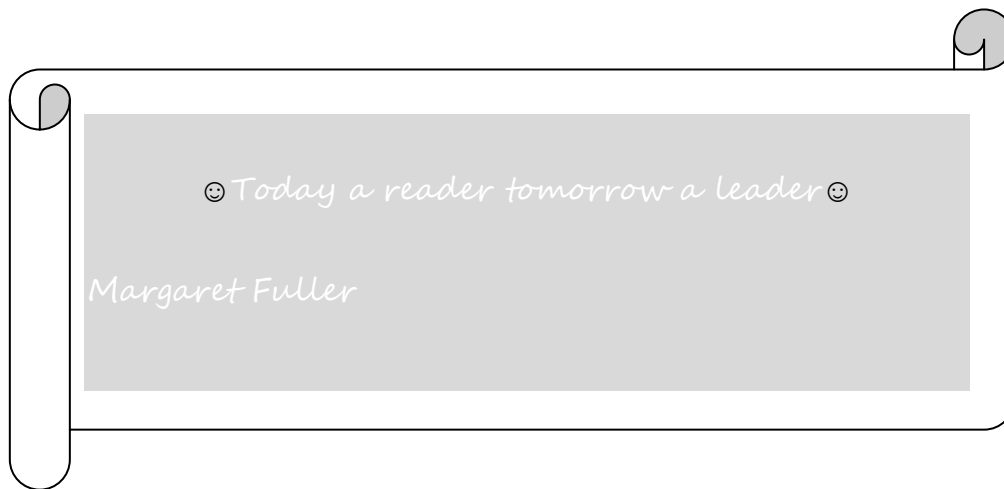
2.3.4. Read the following text from Houghton (2004, p.9), and then organize the information contained (main ideas, major points, supporting elements) in an outline form:

The problem of global warming

Human activities of all kinds whether in industry, in the field (e.g. deforestation) or concerned with transport or the home are resulting in emissions of increasing quantities of gases, in particular the gas carbon dioxide, into the atmosphere. Every year these emissions currently add to the carbon already present in atmospheric carbon dioxide a further seven thousand million tonnes, much of which is likely to remain there for a period of a hundred years or more. Because carbon dioxide is a good absorber of heat radiation coming from the Earth's surface, increased carbon dioxide acts like a blanket over the surface, keeping it warmer than it would otherwise be. With the increased temperature the amount of water vapour in the atmosphere also increases, providing more blanketing and causing it to be even warmer.

3

Section Three: Methodical Reading: Reading for Specific Purposes



Introduction

It is widely and commonly accepted in the field of language learning and teaching that reading is an essentially basic skill the mastery of which leads to the development of other sub-skills in relation to the language being learned.

Reading is a cognitive process that involves the understanding of graphic texts whether print or electronic. By turning writing to meaning, the reader gets a message. National Accessible Reading Assessment Projects or NARAP (2006, as cited in Rizkoh, Ohoiwutun& Thamrin, 2014, p.1) describes reading as: “Reading is decoding and understanding written text. Decoding requires translating the symbols of writing system (including Braille) into the spoken words that they represents. Understanding is determined by the purposes for reading, the context, the nature of the text, the reader strategies and knowledge”. Additionally, the purpose(s) of reading determine(s) the reading technique that the reader uses and which is classified under either the quick reading category or the slow reading category. The main focus of this section is to help freshmen change, or probably improve their reading habits; flawed habits which have been formed over the last years.

Lesson Five

Objective(s): at the end of the lesson, students will be able to:

- Read quickly.
- Read slowly.

Content

3.1. Advantages of Purposeful Reading

3.2. Reading Strategies

3.2.1. Quick Reading

3.2.1.1. *Skimming*

3.2.1.2. *Scanning*

3.2.1.3. *Surveying*

3.2.2. Slow reading (reading comprehension)

3.2.2.1. *Reading for the main idea*

3.2.2.2. *Revision reading*

3.1. Advantages of Purposeful Reading

Generally, students read for different purposes:

- To memorize;
- To prepare for exams;
- To look for specific information;
- To get the main idea;
- For pleasure.

Reading with a purpose has a number of benefits including:

- In a study carried out by Cheon and Ma (2014), it was shown that the reading purpose can affect both the reading comprehension and the reading difficulty.
- Reading for a specific purpose helps the readers to stay focused during the whole reading session.

- The reader's cognitive processing changes in accordance with the purpose of reading in terms of the strategies used and the amount of time spent (Linderholm, 2006).

3.2. Reading Strategies

People read various materials with different reading speeds that go hand in hand with the distinct purposes for which they are reading. Employing the right reading technique ensures reading comprehension which is “an active process that requires an intentional and thoughtful interaction between the reader and the text comprehension instruction” (National Reading Panel, 2000; as cited in Rizkoh, Ohoiwutun & Thamrin, 2014, p.2). Students rarely read study books from cover to cover. On account of that, learning how to read actively is basically a study skill in college.

3.2.1. Quick reading. This type of reading aims at saving *time* and *effort* while trying to get information from a given text or book. Moreover, reading fast is by no means something negative or indicates that the reader does not understand the content of the material. In fact, the reader avoids reading the whole material and preferably selects through employing the techniques of quick reading. Weir and Khalifa (2008) state that “expeditious reading involves quick, selective and efficient reading to access desired information in a text” (p.5). In the same vein, Wechsler and Bell (2006) maintain that speed reading helps to “achieve ... reading goals, professional and personal, in a matter of hours, not months” (p.2). In a nutshell, speed reading has many benefits and provides the reader with more opportunities for gaining more information. Reading is no longer a hard task in which the students spend hours and days reading without getting what is exactly targeted. Speed reading includes the following techniques:

3.2.1.1. Skimming. By definition, skimming is a quick reading technique by virtue of which the reader gets the overall meaning or the gist of the content of the material in a short

amount of time. The reader gets the essence of the material with the help of some key words or other visual aids in the excerpt. This technique has three types: previewing, overviewing and reviewing.

A number of steps can be followed to skim a given selection or even book:

- Reading the title(s);
- Reading the introduction;
- Reading the opening sentence or only a few words of each paragraph. However, sometimes, important ideas are left to the end. So, it is advisable to read also the last sentence if main ideas are not found at the beginning;
- Reading the sub-headings;
- Checking tables, figures, graphs, charts or pictures if any;
- Looking for any visual aids such as underlined, italicized or boldface words, sentences or passages;
- Reading the conclusion.

In addition to these guidelines, Sutz and Weverka (2009) state that “the two most important techniques to bear in mind when you skim are to move your eyes vertically as well as horizontally and to understand before you start skimming what information you’re looking for” (p.171).

Skimming, as a reading technique, has many advantages. According to Armstrong (2015), skimming can be highly beneficial during exams especially if you have not enough time to study thoroughly. Another advantage lies in some situations in which you are asked to select a number of sources which are related to the same topic for instance.

3.2.1.2. Scanning. Using this technique, the reader does not read every word. Scanning involves looking for specific information such as figures, dates, names, facts, etc. Sutz and Weverka (2009) explain:

Scanning is quickly scouring the text for specific information; unlike skimming, you're not concerned with the broader meaning of the text. Scanning involves moving your eyes quickly down the page seeking specific words or phrases. It's the same technique you use when you look up a word in a telephone book or dictionary—you already know what you're looking for, and you concentrate on finding the word that provides the answer to your search. (p.167)

Scanning relies mainly on:

- Moving the eyes or fingers very rapidly over a paragraph, passage or section;
- Skipping unrelated sections quickly;
- Searching for any visual aids that might help in locating the information in the sections where they appear;
- Catching the needed information as soon as it is found.



- *Skimming and scanning are two expeditious selective reading techniques that are particularly useful to seek out general ideas or specific information under special circumstances such as time pressure.*
- *Developing effective scanning and skimming skills requires rooting out some negative attitudes towards these types of speed reading.*

3.2.1.3. Surveying. When we survey a book or other material, we have a brief and quick look at its content, what is it about and then we decide whether we continue reading it or not. Mundsack, Deese and Deese (2003) explain the steps of surveying a textbook. These can be noted as follows:

- Looking at the whole book and reading the preface.
- Looking at the table of contents.

- Leafing through the book. (pp. 74-75)

3.2.2. Slowreading (reading comprehension). This type of reading allows the reader to have a through comprehension of the material. According to Weir and Khalifa (2008), “careful reading is intended to extract complete meanings from presented material” (p.5). This implies that this strategy relies basically on paying attention to every detail in the text in order to comprehend the whole meaning. Some techniques of careful reading include:

3.2.2.1. Reading for the main idea. This reading technique requires detailed close reading. It involves having “a good idea of the topic, what’s covered, how the information is organized, and how the information is related” (O’Hara, 2005, p.48). Moreover, according to O’Hara(2005), “the introduction, opening paragraph, and opening sentence can usually give you a good idea of the main idea. When you read, keep these ideas in the forefront and relate them to the other information you read” (p.48).

3.2.2.2. Revision reading. Using this technique, students read various texts with which they are familiar. The purpose behind this type of reading is to verify and make sure that understanding took place.



- ***Employing the right reading technique can save you time and render reading more beneficial and enjoyable.***

3.3. Practice



3.3.1. Read the first and last paragraphs of the excerpt that is written by Fred Hapgood; it is taken from: *How English works: A grammar handbook with readings*, (pp. 339-41) by Ann Raimes. What do you think the passage is about?

The Soybean

Fred Hapgood

Doufu, the Chinese name for bean curd, has been made in China, where it was invented, for about 2,000 years. It is the most important of the foods prepared in the East from the soybean, that remarkable vegetable that not only allows the Chinese to feed a quarter of the world's population on a tenth of its arable land, but is also a rock on which the Western diet is built and a major hope for averting world famine.

I had traveled to China in part because the whole story began here, at least 3,000 years ago, when farmers in the eastern half of northern China started planting the black or brown seeds of a wild recumbent vine. Why they did this is unclear; plants that lie on the ground are hard to cultivate, and the seeds of the wild soybean are tiny, hard, and, unless properly prepared, indigestible. Whatever the reason, the farmers persevered, and evidence suggests that by 1100 B.C. the soybean had been taught to grow straight up and bear larger, more useful seeds. These changes were sufficient to add the bean to the list of domesticated plants.

The new crop arrived at the right time. The bean is wonderfully abundant in protein of the highest quality, and, within limits, grows well in soils too depleted to support other crops. The soybean plant supports colonies of microorganisms that return rent in the form of soil-enriching nitrogen; this was an important point in a civilization that had been farming many of the same fields for thousands of years. The enthusiasm farmers had for their new crop is suggested by some of the names given different varieties: Great Treasure, Brings Happiness, Yellow Jewel, Heaven's Bird.

Over the next several hundred years the soybean spread from its center of domestication to become a staple of the Chinese people. As it did, the third virtue of the bean (together with high food value and ease of production) appeared—a magic versatility. Dozens of different forms of food were developed from it, of which the most important were soybean sprouts, steamed green beans, roasted soy nuts, soy milk, soy sauce, miso (a fermented

soybeanpaste), soybean oil, tempeh (a fermented soybean cake apparently invented in Indonesia), soy flour, and of course doufu, which is the basis for dozens of other soy foods.

I learned all this later, long after I had returned from amusing the people of Chao Lang. At one point during my education, a citizen of Shanghai, an English teacher named Johnny Tong, explained what had happened. "The Chinese consider doufu very common," he said. "Valued, but common. For instance, in our stories a bean curd seller is always a poor man with a good heart. We refer to a girl who is beautiful but poor as doufu-xishi, 'a bean curd beauty.' When a man is treating a woman cheaply, taking her for granted,' we say he is just 'eating her doufu.'" What amused the villagers, he suggested was that I seemed all agog over doufu, as if it were some sort of high-tech "breakthrough."

As we talked, walking through the corridors of plane trees that line the streets of Shanghai, we would pass through the outdoor markets where, under the new economic policies of China, individuals were allowed to sell products of their own manufacture. Sometimes we would see a doufu seller, back on the streets after all these years, and stop to chat. "How's business?" I would ask. "Terrible," I would hear. "I have to stand here all day. Who can compete with the state stores?" (The state stores sold a cheaper, but less tasty, version.) But Tong, after some calculations, advised me that the sellers were doing very well indeed.

In the last half of the first millennium A.D., the Japanese upper classes became slavish 'Sinophiles' and imported many aspects of Chinese culture including characters, law codes, political institutions, and perhaps most important, Buddhism. Doufu, called tofu in Japan and now elsewhere arrived as one of the things associated with the new religion. (By this time the soybean itself had been cultivated in Japan for several hundred years.)

Buddhist monks are strict vegetarians, and doufu had become an important food in Chinese monasteries. For several centuries Buddhism was an upper-class religion in Japan; these social associations pushed the development of tofu and its associated soy foods in a different direction than in China.

The Chinese have developed dozens of different ways of reprocessing doufu, most of which change the texture and/or the taste of the food radically. "They press, shred, slice and marinate, steam, smoke, deep-fry, ferment, and salt-dry it, often combining more than one process on this list.

In general, Japanese cuisine preserves the simplicity of tofu, its subtle taste, custardy texture, and "dazzling white robes," in the phrase of a sixth-century monk, in dishes of awe-inspiring elegance. The Japanese do some processing: Dried-frozen tofu, spongy' and highly

flavor-absorbent, is a favorite. Tofu is simmered with meat, vegetables, and noodles in suhiyaki. Still, the difference in emphasis is unmistakable.

The first public notice of the arrival of soybeans in the West was made by the great Swedish biologist Carolus Linnaeus, who in 1737 included them in an inventory of plants grown in a garden in Holland. They were introduced to the New World by Samuel Bowen, a merchant who brought seeds back from China in 1765. For the next century the soybean was little more than a botanical curiosity. Then, in the 1880s, French scientists reported that soybeans, unlike other beans, contain virtually no starch, from which the body manufactures sugar, and recommended they be used in "diabetic" diets.

This was the first of a series of discoveries made by the new profession of nutrition as it examined and analyzed *Glycine max*, the soybean. A second came 20 years later, when the importance of proteins began to be understood: Amazingly, the soybean was found to have an even higher protein content than "lean" beef....

Forty years ago, I was told, the major crop in Lauderdale County [Tennessee] was cotton, though a lot of corn and other vegetables were grown as well. A fair "amount of live stock was raised, and there was a good lumber" industry. Soybeans were attended to only when the cash crops had been taken care of.

After the Second World War two things changed. Historically, China had been the major supplier of soybeans to the world market. However, the course of postwar politics and the difficulties experienced by the Chinese in recovering from wartime devastation prevented the restoration of prewar trade relations with the West. The world soybean market needed a new source of supply, and the American farmer successfully stepped into the position.

Second, and far more important, postwar affluence sent the developed world on a 'binge' of meat eating. By 1973 per capita consumption of chicken had increased by factors of 2, 4, and 15 in the U.S., Europe, and Japan respectively. Supplies of the traditional source of protein in livestock feed—fishmeal and scraps from meat-processing plants—were inadequate to meet these increases in demand. The high food value of the soybean made it a natural candidate. The bean was tested and with a few modifications and supplements met the need perfectly, not only for chickens and hogs, but also for animals as diverse as mink, foxes, shrimp, catfish, eels, trout, bears (in zoos), and even bees and silkworms.

Between 1945 and 1985, as the effects of these changes were felt, the U.S. soybean harvest increased in volume 11 times. The bean became the farmer's most important cash crop and the country's leading agricultural export—in 1985 the United States exported 3.7 billion dollars' worth of soybeans'

This was why it was called the Cinderella crop. A poor relation that had always been given the leftovers in land and time had become "gold from the soil."

3.3.2. Can you guess what the text is about? Use only the title. It is taken from: *How English works: A grammar handbook with readings, (p.357) by Ann Raimes.*

Portable Computers

Alexander Taffel

The first digital computer was built in 1946 at the University of Pennsylvania. It weighed 30 tons and filled a large room. It was called ENIAC. In its early days it required 18,500 vacuum tubes to store information. Obviously, a 30-ton computer had its limitations. Scientists and engineers worked to make it better. The use of transistors as small amplifiers in place of the large vacuum tubes reduced the size and cost of computers. Smaller was better.

In the early 1960's, the first minicomputers were made commercially. They were the size of a two-drawer file cabinet. The revolution was on. Less than a decade later, the microcomputer was invented. The basic unit of the microcomputer is a tiny silicon chip less than 1 cm on a side. Each chip is a miniature electronic circuit that serves the different computer functions. Amazingly, each circuit contains thousands of elements.

The great advances in microelectronics have helped achieve the moon landing, satellites, digital watches, computer games, and even computer-controlled automobile engines. Still the computer continues to evolve. One of the latest developments is bubble memory. In bubble memory, the information is stored in tiny magnetic spots or islands that look like bubbles floating on the chip. One great advantage of bubble memory is that it does not lose stored information when the power is turned off.

Portable computers, ranging from briefcase size down to hand-helds, are the latest innovation. In the smallest of the portables, the cathode ray tube has been replaced by a flat electroluminescent display and the disk drives by bubble memory chips. In these computers, information is stored on the road, in the classroom, at conferences, at the library, or elsewhere, and then transferred to print or conventional disk drive memory later.

Hand-held computers are very light in weight and sit in the palm of one's hand. These miniature computers will prove useful for some situations, but there are drawbacks. The displays are rarely more than a single short line in length, and the keyboard is so small the user has to peck rather than type.

The computer revolution moves on. In the future, look for tiny chips controlling the functions of stereos, typewriters, telephones, and other appliances, as well as additional advances in the computing industry itself.

3.3.3. Read the following excerpt carefully and state the main ideas. The text is taken from It is taken from: *How English works: A grammar handbook with readings*, (pp.365-66) by Ann Raimés.

White Lies

Ronald B. Adler, Lawrence B. Rosenfeld, and Neil Towne

Although most people would agree that lying to gain advantage over an unknowing subject is wrong, another kind of mistruth—the "white lie"—is both a popular and often acceptable type of communication. White lies are defined (at least by those who tell them) as being unmalicious, or even helpful.

Whether or not they are benign, white lies are certainly common. In one study (Turner, Edgely, and Olmstead, 1975), 130 subjects were asked to keep track of the truthfulness of their everyday conversational statements. Only 38.5 percent of these statements—slightly more than a third—proved to be totally honest. What reasons do people give for being deceitful so often?

When subjects in the study by Turner and his associates were asked to give a lie-by-lie account of their motives for concealing or distorting the truth, five major reasons emerged. The most frequent motive (occurring in 55.2 percent of the lies) was to save face. Lying of this sort is often given the approving label of "tact," and is used "when it would be unkind to be honest but dishonest to be kind" (Bavelas, 1983, p. 132). Sometimes a face-saving lie prevents embarrassment for the recipient, as when you pretend to remember someone at a party whom you really don't recall ever having seen before. In other cases a lie protects the teller from embarrassment. You might, for example, cover up your mistakes by blaming them on outside forces: "You didn't receive the check? It must have been delayed in the mail."

The second most frequent motivation for lying was to avoid tension or conflict (22.2 percent). Sometimes it seems worthwhile "to tell a little lie to prevent a large conflict. You might, for example, compliment a friend's bad work, not so much for your friend's sake but to prevent the hassle" that would result if you told the truth. Likewise, you might hide feelings of irritation to avoid a fight: "I'm not mad at you; it's just been a tough day." The motive for this

sort of lying can be charitably' described as promoting relational stability" (Camden, Motley, and Wilson, 1984).

A third motive for lying (given 9.9 percent of the time) is to guide social interaction. You might, for instance, pretend to be glad to see someone you actually dislike or fake interest in a dinner companion's boring stories to make a social event pass quickly. Children who aren't skilled or interested in these social lies are often a source of embarrassment for their parents.

Affecting interpersonal relationships was a fourth motive for lying, offered as a reason by the experimental subjects 9.6 percent of the time. Some lies in this category are attempts to expand the relationship: "I'm headed that way. Can I give you a ride?" "I like science fiction too. What have you read lately?" Lies to make yourself look good also fall into this category, such as calling yourself a "management trainee" when you really are a clerk who might 15 365 someday be promoted. Other relational lies are attempts to reduce interaction. Sometimes we lie to escape an unpleasant situation: "I really have to go. I should be studying for a test tomorrow." In other cases people lie to end an entire relationship: "You're too good for me. I don't deserve a wonderful person like you."

The fifth and last motive revealed by 3.2 percent of the subjects was to achieve personal power. Turning down a last-minute request for a date by claiming you're busy can be one way to put yourself in a one-up position, saying in effect, "Don't expect me to sit around waiting for you to call." Lying to get confidential information-even for a good cause-also falls into the category so of achieving power.

3.3.4. Take any textbook and check which items are included: *title, sub-title, list of references, author, date of publication, place of publication, publisher, list of contents, edition, preface, foreword, appendices, index, blurb on the back cover, abstract, details about author, acknowledgments, reviewers' comments.*

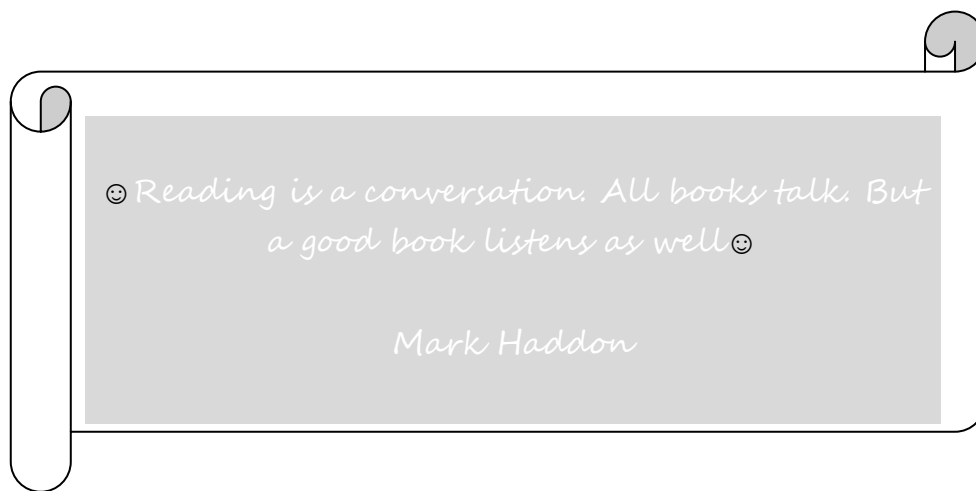
3.3.5. The index on the next page is taken from (Houghton, 2004, p.348). The subjects are alphabetically arranged (this part includes P, R, S), and the major headings are followed by page numbers and subheadings.

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4 Section Four: Finding and Using Sources



Introduction

Using sources for both study and research purposes is something of salient importance at university. It helps students to widen their knowledge and improve their academic achievement. This is especially true as teachers at university are merely guides and facilitators. That is, they merely guide their students through providing them with the necessary study tips and general guidelines on the use of materials. Finding and using sources may not always be an undemanding task. Students may look for those sources on the net or in their university's libraries, and with the great deal of the existing sources and references, it is extremely necessary to give our freshmen an overview on types of sources and how to collect what they actually need. This section contains two lessons mainly focusing on how to find, evaluate and use those sources.

Lesson Six

Objective(s): at the end of the lesson, students will be able to:

- Differentiate between various types of sources.

Content

4.1. Collecting Sources

4.1.1. Books

4.1.2. Articles in periodicals (magazines, journals and newspapers)

4.1.3. Onlinesources

4.1. Collecting Sources

The process of collecting sources is not always an easy task. The variety of materials and the absence of clear criteria of selection may make this task rather challenging and boring sometimes. This process which is called literature review “involves systematically identifying, locating, and analyzing documents containing information related to the research problem. These documents can include articles, abstracts, reviews, monographs, dissertations, books, other research reports, and electronic media” (Gay & Airasian, 2003, as cited in Robson & McCartan, 2016, p.52). The most widely used kinds of sources are the following:

4.1.1. Books. A book is a written work printed or electronic which contains information about a given subject or a collection of subjects. It is composed of many pages bound together with a front and back cover. Books, whether in the printed or electronic format, are the most commonly used sources partly because they are easy to find. A book has a *title*, *author*, *date of publication* and *publisher*. Let us consider this example:

David, Nunan. (1992). *Research methods in language learning*. Cambridge University Press.

- David Nunan: Author;
- (1992): date of publication;
- *Research methods in language learning*: title of book;

- Cambridge University Press: publisher.

4.1.2. Articles in periodicals (magazines, journals and newspapers). An article is a piece of writing about a specific topic by one or more authors which appears in a periodical together with other compositions. Articles may appear in newspapers, magazines or journals. A newspaper is a daily or weekly publication that contains news and information about diverse subjects. Journal articles differ from magazine articles in basic things. The former are written about specialized subjects and are reviewed by experts in the field (such as the field of language teaching and learning), whereas the latter can be written by journalists, for instance, about general topics. Consequently, the audience of magazine articles is broader and more general than that of journal articles. When citing articles in periodicals, both volume and issue numbers are required. The former refers to the yearly-numbered publication of the periodical i.e. if we have 10 volumes it means that the journal has been circulating for 10 years. The issue, however, designate the number of times the periodical has been released during that year for example, monthly, quarterly, etc. Let us consider the following example:

Lin, M. H., Groom, N. & Lin, C.-Y. (2013). Blog-assisted learning in the ESL writing classroom: A phenomenological analysis. *Educational Technology & Society*, 16(3), 130–139.

- Lin, M. H., Groom, N. & Lin, C.-Y: the article authors;
- (2013): date of publication;
- Blog-assisted learning in the ESL writing classroom: A phenomenological analysis: the article title;
- *Technology & Society*: the title of the periodical.
- 16, 3: volume and issue numbers.
- 130–139: page numbers.

4.1.3. Online sources. Online or internet sources are used in research in parallel with print sources. An online source is any material that can be found online. The information can be taken from web pages, websites, blogs, forums, etc. There are also online periodicals and E-books. Online sources are retrieved from websites (URL), digital objects identifiers (DOI) or data bases. Online sources are cited according to the rules of the Modern Language Association (MLA), American Psychological Association (APA) or other styles. Let us consider the following examples:

Liu, J. (2020). Online teaching practice and reflection based on the perspective of learners.

International Journal of Frontiers in Sociology, 2(3), 50-60, DOI: 10.25236/IJFS.2020.020306

- Liu, J.: article's author;
- (2020): date of publication;
- Online teaching practice and reflection based on the perspective of learners: title of article;
- *International Journal of Frontiers in Sociology*: title of journal;
- 2(3): volume and issue numbers;
- 50-60: page numbers;
- DOI: 10.25236/IJFS.2020.020306: Digital Object Identifier.

Beckwith, J., & Foley, D. (2012). Music composition. In *The Canadian Encyclopedia*.

Retrieved from <http://www.thecanadianencyclopedia.com/articles/music-composition>

- Beckwith, J., & Foley, D: authors;
- 2012: date of publication;
- Music composition: entry title;
- *The Canadian Encyclopedia*: online encyclopedia;
- <http://www.thecanadianencyclopedia.com/articles/music-composition>: URL.

Landscape gardening. (2004). In K. Barber (Ed.), *The Canadian Oxford dictionary* (2nd ed.).

Retrieved from Oxford Reference Online database.

- Landscape gardening: entry title;
- (2004): date of publication;
- K. Barber: editor;
- *The Canadian Oxford dictionary*: online dictionary;
- Oxford Reference Online database: data base.

It is noteworthy to mention that there are some drawbacks associated with online resources like information overload and accuracy (O'Hara, 2005).



- *Identifying the type of the source facilitates its use.*
-

Lesson Seven

Objective(s): at the end of the lesson, students will be able to:

- Distinguish between sources and evaluate them.

Content**4.2. Types of Sources****4.2.1. Primary sources****4.2.2. Secondary sources****4.3. Evaluating Sources****4.3.1. Relevancy****4.3.2. Credibility****4.2. Types of Sources**

When we do research, we use a variety of sources. Nonetheless,

4.2.1. Primary sources. As its name indicates, in this type of sources, the reader takes first-hand the information. It is stated that “because it is in its original form, the information in primary sources has reached us from its creators without going through any filter” (Teaching & Learning, University Libraries, 2018, pp.35-36).

4.2.2. Secondary sources. According to Teaching & Learning, University Libraries (2018), “these sources are translated, repackaged, restated, analyzed, or interpreted original information that is a primary source. Thus, the information comes to us secondhand, or through at least one filter” (p.36).

Marwick (2001) further clarifies and explains:

The distinction between primary and secondary sources is absolutely explicit, and is not in the least bit treacherous and misleading.... The distinction is one of nature—primary sources were created within the period studied, secondary sources are produced *later*, by historians studying that earlier period and making use of the primary sources created within it. (p.156)

It is noteworthy herein to mention that though the classification of a given document as primary or secondary is not misleading, the absence of information on the nature of the presented content or inexperience may sometimes render it so.

4.3. Evaluating Sources

Evaluating sources is an essential step that should follow collection and precede inclusion in research papers. A number of criteria are to be taken into consideration for the purpose of determining both their relevancy and credibility.

4.3.1. Relevancy. Basically, a relevant source is one which serves the topic of research. In other words, this factor is in the first place decided by the research topics and more precisely research questions. Some techniques of quick reading like skimming and surveying are highly recommended for getting the general topic of the source in hands. Another criterion that is deemed important for evaluating the relevancy of the source is timeliness or currency (Teaching & Learning, University Libraries, 2018). This factor has to do with whether the source is new and whether the information presented is still valid. This is especially significant in the fields of science and technology where the data are constantly changing.

4.3.2. Credibility. A source is credible if it targets academic evidence and is free from bias. Evaluating sources for credibility differs between print sources and web sources.

In order to evaluate the credibility of sources in general, some factors should be cautiously taken into consideration. These include:

- ***The source's quality:*** it is of paramount importance to evaluate the quality of the source before finally deciding to include it in the research work. The quality of sources touches upon both the writer and the source itself. In relation to the former, it is basically noteworthy to check the author's credentials (qualifications, achievements,

educational background, etc.), and reputation in the field. Equally cardinal is finding out some information about the content of the source, whether it has been reviewed or not, the publisher's reputation, and who wrote endorsements in favor of the source?

- ***Bias and Objectivity***:the information presented in any source can be either subjective (biased) or objective (unbiased). This will largely depend on the content and the author himself/herself. The content can be about facts or opinions.

Due to the fact that web sources pose serious questions in relation to their reliability, and that they are different from ordinary print sources at many points most prominent of which is that they are more easily published than print sources, additional and unique criteria should be employed in order to infer the credibility of web sourcesincluding:

- The source's neighborhood on the web.
- Author and/or publisher's background.
- The degree of bias.
- Recognition from others.
- Thoroughness of the content. (Teaching & Learning, University Libraries, 2018, pp.108-109).



- ***Evaluating the source helps to decide about its appropriateness for the research.***



4.4. Practice



4.4.1. Make a list of references by writing the information about the sources below:

1. A journal article entitled "Collaborative writing: product, process, and students' reflections" by Storch, N. on pages 153-173 of the 2005 issue of *Journal of Second Language Writing*. The volume number of that issue is 14.
2. A book entitled *Educational psychology: theory and practice* by Robert Slavin published by Pearson Education, Inc. in 2003.
3. A journal article entitled "Students' developing conceptions of themselves as language learners" by Williams, M. and Burden, R. on pages 193-220 of the 1999 issue of *The Modern Language Journal*. The number of this issue is ii, and the volume number of that issue is 83.
4. A Web site entitled "Genetic Engineering of Our Food." The last update is October 12, 1999. The Internet address is <http://www.orpheusweb.co.uk/john.rose/>. The retrieval date is today's date.
5. A book entitled *Educational psychology* by Anita Woolfolk published by Pearson Education, Inc. in 2004.

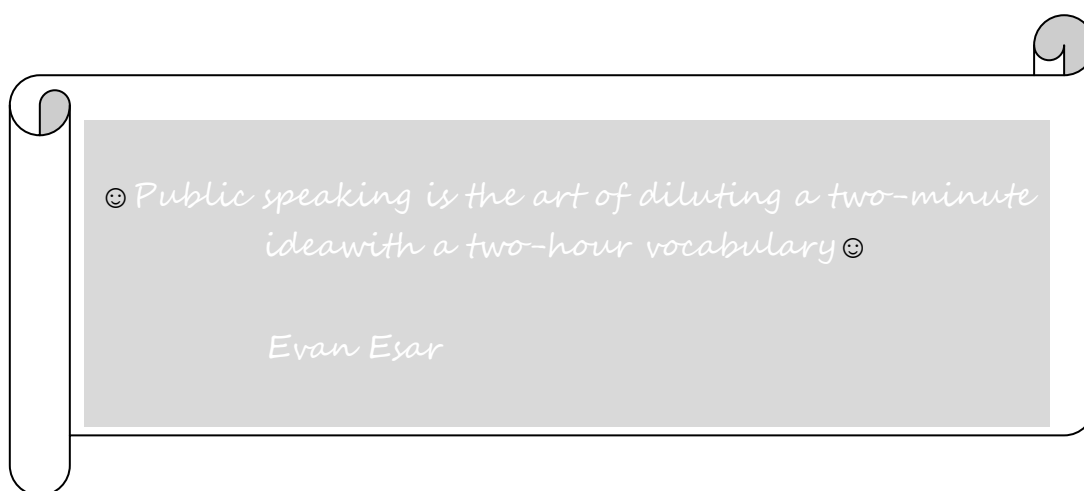
4.4.2. Put the items in each of the following groups in the right order, and then arrange the entries alphabetically.

1. (1998)/White Plains, NY: Addison Wesley Longman/ *Strategies in learning and using a second language* /Cohen, Andrew.
2. *Language learning strategies: What every teacher should know*/Oxford, Rebecca/New York: Newbury House/(1990).

3. *Boston: Heinle & Heinle/Rubin. J. and I. Thomson/How to be a more successful language learner/Second Edition/(1994).*
4. *Intercultural Press/ Marshall, T/The whole world guide to language learning/Yarmouth, ME/ (1989).*
5. *New York/Steivick, E./Success with foreign languages: Seven who achieved it and what worked for them/(1989)/Prentice-Hall.*
6. (1999).In J. Arnold (Ed.),*Affect in language learning* (pp. 226-45)/ *Cooperative language learning and affective factors/ Crandall, J.*
7. *Cambridge/Klippel, F./(1986)/Keep talking: Communicative fluency activities for language teaching/Cambridge University Press.*
8. Long, M. & Porter, P. /*TEOSOL Quarterly*, 19, 207-28/*Group work, interlanguage talk, and second language acquisition/ (1985).*
9. *Englewood cliffs, NY: Prentice Hall/ ESL teacher's activities/(1988)/Claire, E.*
10. *Cambridge University Press/ Strategic interaction: Learning languages through scenarios/ DiPietro, R/(1987)/Cambridge.*

4.4.3. Describe primary and secondary sources, and give an example of each type.

5 Section Five: Oral Presentations



Introduction

Oral presentations have always been an essential part of lesson planning for university students, especially that they are considered as a kind of learner-centered activities. Notwithstanding, they constitute a real defy, and require careful planning. Due to their importance and positive effects on the learners' oral proficiency and academic achievement, oral presentations should not be ignored nor neglected. On the contrary, training students on how to present orally in the classroom in front of the teacher and colleagues enables them to develop a basic communicative skill in language learning, and prepares them for future careers including teaching. In this lesson, students will develop the ability to speak loudly in front of an audience.

Lesson Eight

Objective(s): at the end of the lesson, students will be able to:

- Learn to speak loudly in front of a given audience.
- Develop confidence and persuade the audience.

Content**5.1. Definition****5.2. Steps of Oral Presentations****5.3. Advantages of Oral Presentations****5.4. Oral Presentation Problems****5.1. Definition**

At the tertiary level, adopting an approach in which learner-centered activities are involved has many advantages for both teachers and learners. Of these activities, “oral presentations provide teachers with a learner-centered activity that can be used in the language classroom as an effective tool for improving their students’ communicative competence” (Brooks & Wilson, 2014, p.199). In the same vein, Brooks and Wilson (2014) consider oral presentations as “communicative learning activities” (p.202).

Oral presentations are used as a form of assessing students in the classroom. They aim at checking their understanding of something or knowledge about a given topic in the course. They are also designed to check some skills including synthesizing and analyzing, convincing, arguing and communicating effectively in front of an audience. Once mastered, these special skills enable students to be successful in their future career especially in job interviews, or jobs which basically depend on oral skills.

The teacher can assign oral presentations in groups or individually, and each type has its benefits. Group presentations encourage cooperative work and enable the members to learn from each other and get feedback. Individual presentations teach students how to rely on themselves and become more confident.

5.2.Steps of Oral Presentations

Careful and adequate setting of oral presentations is the first step towards their pedagogical success. Oral presentations in the classroom constitute a real defy to teachers and students alike. This is basically due to some obstacles that confront their implementation. The steps through which they pass are essentially important for their success

Preparing effective oral presentations is no easy task for students especially freshmen. The process is rather complicated and it relies on considering a number of factors that teachers take into account when assessing those presentations. A basic oral presentation contains three steps:

A. Introduction: The earlier steps of presentations should include:

1. Preparing the audience and getting their attention
2. Stating the purpose of the presentation
3. Starting off the topic of the presentation

B. Body: Presenting the main discussion points:

1. Point one
 - a. Introducing the point
 - b. Providing supporting details and examples
2. Point two
 - a. Introducing the point
 - b. Providing supporting details and examples

3. Point three
 - a. Introducing the point
 - b. Providing supporting details and examples

C. Conclusion: Closing the presentation:

- Reviewing and summary
- Answering Questions and providing recommendations.

In assessing oral presentations, teachers rely on a number of criteria. Otoshi and Heffernan (2008) mention that “oral presentation assessment criteria consist of multi-faceted factors: language, content, delivery, and visual aids” (p.68).

5.3. Advantages of Oral Presentations

Oral presentations have many advantages including:

- “bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; helping students become active and autonomous learners” (King, 2002, p.402);
- Helping “students maximize their potential, both personally and professionally” (Živković, 2014, p.469);
- Practicing language in real situations;
- Improving language skills and namely speaking: According to Riadil(2020), “when students learn how to do a good oral presentation, they will develop the speaking ability to communicate with others. Moreover, it will be the effective way to help them develop their ability” (p. 14). He further adds, “the English classroom activities is [*sic*] important for the students’ development in speaking” (p. 14);
- Providing more opportunities for peer-assessment;

- “Improving learners’ L2 skills, and increasing their autonomy” (Brooks & Wilson, 2014, p.202);
- According to Brooks and Wilson (2014), oral presentations have five major benefits:
 - They are student-centered.
 - They require the use of all four language skills.
 - They provide students with realistic language tasks.
 - They have value outside the language classroom.
 - They improve students’ motivation. (p.203)

It is equally worthy to notice herein that oral presentations are beneficial not only for those who present but also for the audience. In other words, the latter have the opportunity to learn better and faster than in ordinary techniques of lesson presentation; they offer:

- Higher levels of understanding;
- Higher levels of participation;
- Higher levels of motivation and concentration.

5.4. Oral Presentation Problems

Delivering good oral presentations is a task that is not always easily done. Many problems are associated with it and the following are the most prominent ones:

- Personal traits: like shyness and fear of being watched by the teacher and classmates.
- Language: vocabulary and sentence structure.
- Content: what to deliver.
- Speaking skill: ability to speak fluently.
- Body language and facial expressions that facilitate communication and understanding.
- Communicating and getting along with listeners in a successful manner.

- Use of materials and visual aids that would create a fitting environment for the presentation.
- Time constraints and pressure could negatively affect students' achievements.



- *Oral presentations help you to become fluent speakers.*

5.5. Practice

- **Below is a list of discussion topics:**

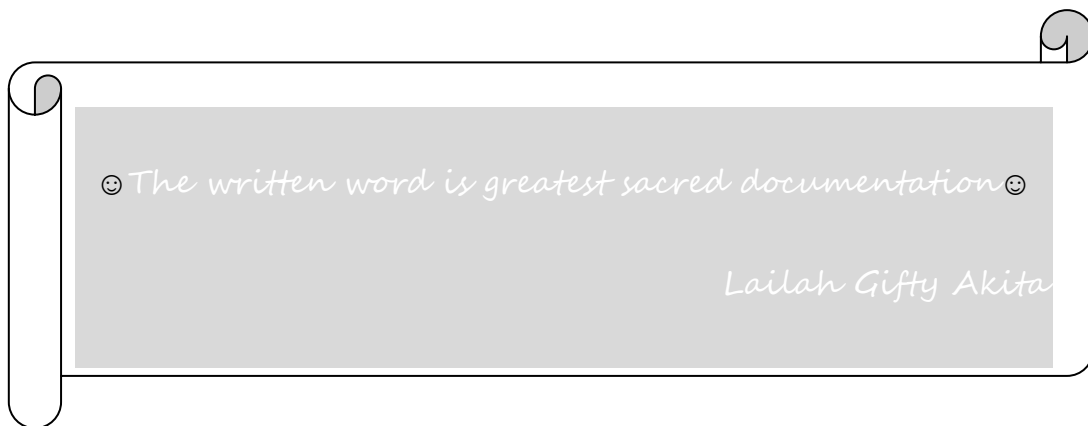
Sleeping habits, interesting hobbies, social media and creativity, corruption and society, pandemics and the future.

- **Follow the subsequent instructions to make an oral presentation:**

- Select a topic from the above list.
 - Find a place where you feel comfortable and able to speak loudly and freely.
 - Find a suitable audience.
 - Discuss the topic.
-

6

ction Six: mentary Search



Introduction

The process of generating and recording information in documents is carried out by experts in various fields and is useful at many levels. Those documents constitute the cornerstone of any research because information is used for different purposes, and data analysis is a very crucial part in any research. Both studying and doing research involve using information widely. Nonetheless, information retrieval is a complex process as it requires finding the appropriate sources; and evaluating them to check their suitability to a given topic. Documentary research is a process that is based on the use of various types of documents in research, and involves many steps including finding, using and analyzing all types of documents in order to undertake a given research in the field.

Lesson Nine

Objective(s): at the end of the lesson, students will be able to:

- Find, collect and use documents as sources in research.

Content**6.1. Definition of Documentary Sources****6.2. Types of Documents****6.3. Analyzing Documents****6.3.1. Steps of document analysis****6.4. Importance of Documentary Research****6.1. Definition of Documentary Sources**

Documentary sources are any recorded information whether printed or electronic. They are considered as an important part of information sources in general. They provide the researcher with the necessary information and data about the topic under investigation, and enable him/her to support the stated views concerning a given issue.

6.2. Types of Documents

Serving to provide background information on a given topic or field of study, documents constitute an essential pillar in university study and research. This is the reason why, it is of paramount importance to teach students how to search for and find the necessary documents.

Bowen (2009) lists types of documents that be used in research these include:

advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers (clippings/articles); press releases; program proposals, application forms, and

summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes. (pp.27-8)

Prior (2003) summarizes a number of points about documents:

- Documents form a 'field' for research in their own right, and should not be considered as mere props to human action.
- Documents need to be considered as situated products, rather than as fixed and stable 'things' in the world.
- Documents contain text, but text and documentation are not co-extensive.
- Writing is as significant as speech in social action and the medium through which writing is carried should always be attended to. In everyday life, the form, the list and the letter are, for example, as important as the verbal question, the verbal answer and the command.
- Documents are produced in social settings and are always to be regarded as collective (social) products.
- Determining how documents are consumed and used in organized settings - that is, how they function - should form an important part of any social scientific research project.
- Content is not the most important feature of a document.
- In approaching documents as a field for research we should forever keep in mind the dynamic involved in the relationships between production, consumption, and content. (p.26)

6.3. Analyzing Documents

Bowen (2009) defines document analysis as “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (p. 27). This inescapable process involves the investment of all types of reading techniques like, skimming, scanning, etc.

6.3.1. Steps of document analysis. According to Bowen (2009), document analysis involves:

- *Skimming (superficial examination):* this type of quick reading serves to get the general idea of the document in order to decide whether it should be selected for use or not.
- *Reading (thorough examination):* careful and close reading is necessary for the understanding of the whole content of the document.
- *Interpretation:* this involves examining and explaining the content of the document(s) to obtain knowledge in order to use it for different purposes.

Further stages are required like:

- Defining what is needed from the document;
- Organizing the content of the document into various themes;
- Defining the relationship between these theme or categories;

6.4. Importance of Documentary Research

Through searching for various types of documents in order to use them for different educational purposes, students acquire an essential skill of university work which is documentary research. Sharing this view, Erich and Gorghiu (2017) consider it as a pillar of the educational process which, according to them is: “based on three pillars: (a) transmitting the knowledge from teacher to student; (b) observing and performing practical experiments; (b) acquiring knowledge through consultation of written or audiovisual documents” (p.174). These documents serve as a valuable data source and make research successful.

Despite the fact that there are potential obstacles facing documentary research, the latter's importance and advantages may outweigh those obstacles. As Erich and Gorghiu (2017) note, “the documentary research formation is important for the students not

just for helping them to retrieve and structure the information, but also on finding relevant and proper information in the process of defining of their future career” (p.172).



- *Selecting, using and analyzing the appropriate documents to be used for various purposes constitute an important part of university work.*

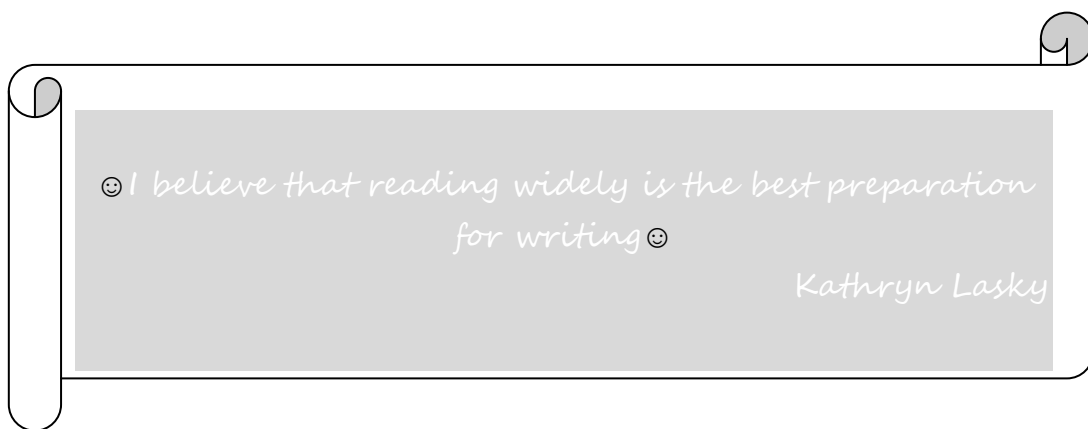
6.5. Practice

6.5.1. This exercise is taken from Prior (2003, p.27).

...Diaries are documents that can be used to function in various ways. For example, they can serve as a record or 'log' of things done. They can also serve as an aide-memoire, as a receptacle of a personal confession, as an aid to dieting (or quitting smoking), as a legal record (as might be the case with someone attempting to document a disability), and as social scientific research tools. Using suitable WWW searches using the terms 'journals+diaries' draw up an extensive list of functions for the diary/journal.

6.5.2. In the light of what has been stated in this lesson, select a number of document(s), and analyze them.

7¹ Seven: Bibliographic Search



Introduction

When doing research, researchers need to use a variety of references in order to support their ideas and points of view. They are equally required to strengthen their position through giving arguments and exposing to the reader the existing similar and opposite views on a given topic. Likewise, students need to retrieve information from a number of the available sources in the field. On this basis, initiating a bibliographic search is an inescapable step in the learning process and should be implemented via recent ways relying on technological media and databases. Bibliographic search has a plethora of advantages most of which are directly or indirectly related to scientific research. In this lesson, focus is particularly put on the nature and implementation of bibliographic search which serves to save time and provide the student with the needed references.

Lesson Ten

Objective(s): at the end of the lesson, students will be able to:

- Search for and Find a specific document.

Content**7.1. Bibliographic Search****7.1.1. What is a bibliographic database?****7.1.2. Steps of bibliographic search****7.1.3. Advantages of bibliographic databases****7.2. Importance of Bibliographic Search****7.1. Bibliographic Search**

The accumulation of literature or the large amount of writings on different subjects rendered finding a given source on a specific topic somehow difficult. This is the reason why, techniques of searching and finding documents are always changing. Literature or bibliographic search is performed to locate or find sources in a particular field. The problem is that these sources are not all available in a single place or store even those pertaining to the same area of research.

In order to optimize the quality of the searching process, researchers need to develop some skills that enable them to use the available academic databases in an appropriate way. Libraries, for instance, university libraries included, use specific systems for data retrieval. Computerized catalogs facilitate the process of literature search and make it more flexible and accurate. Databases are equally widely used for bibliographic searches.

7.1.1. What is a bibliographic database?

Databases serve many purposes in our daily life. From a grocery shop to an international company, databases are very useful and help users to access different types of

information easily and quickly. Generally speaking, “A database system is a system that stores data” (Lewis, 2016, p. 10). The following figure shows the components of a database:

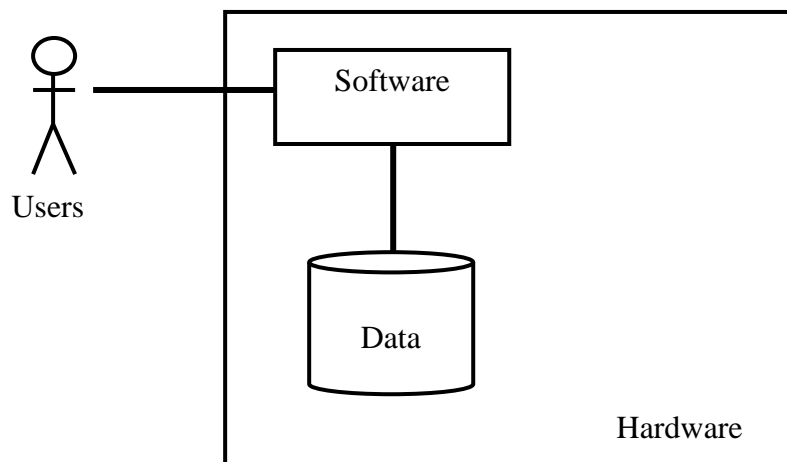


Figure 3: The Components of a Database System (Lewis, 2016, p. 10).

Using databases is not always a simple issue. The use of databases requires the development of certain skills to cope with their volume expansion and structure complexity. In this vein, it is noteworthy to mention that databases have two types: “the database using a structured thesaurus, and the database which relies on the searcher identifying keywords from the text of the reference (usually the title or abstract)” (Eyers, 1998, p.340).

A bibliographic database is a system for organizing knowledge; it is a collection of references that contain different published works or other documents organized in a given way, and it contains records from different publications along a given period of time. Page (2008, p. 177) lists some useful Databases:

- British Library <http://www.bl.uk/>
- Google www.google.com
- National Technical Information Service <http://www.ntis.gov/search/>
- Yahoo www.yahoo.com

Other examples of huge databases and information sources include:

- SCOPUS : <http://info.scopus.com/scopus-in-detail/facts/>

- **ISI Web of Knowledge:** <http://isiwebofknowledge.com>

7.1.2. Steps of bibliographic search

Performing a successful search is not always accessible. The searcher has to clearly define his objectives and what to be expected from the search. Generally speaking, the main objective of a bibliographic search is the compilation of a *bibliography* on a given subject of research. Factors like the date of the topic, the target language, the sort of the document, etc. together with the purpose of research aid in narrowing down the scope of research. Consequently, the search results will be more limited. It is noteworthy to mention herein that *abstracting* and *indexing* references is conducted on a regular basis to enrich the literature search.

The researcher can either search for a ready-made or *published bibliography* on a given research topic, or find the sources separately. In case of the former, there are published works on published bibliographies on various subjects. Nonetheless, if the researcher prefers to compile the bibliography through searching for the documents on their own, there are specific steps to follow.

To avoid searching for nothing, it is necessary to follow these general steps:

- Defining the search objective;
- Preparing a list of terms to be used in the search; the use of related terms, synonyms and abbreviations is highly recommended;
- Deciding on some related information like the type of the document, the language of the search, the thematic scope, etc.;
- Devising the appropriate search strategy in accordance with what the used database permits;
- Checking the retrieved documents in terms of relevancy, usefulness, etc.

In case the search results are not satisfactory, it is necessary to launch the search again modifying the corresponding information.

7.1.3. Advantages of bibliographic databases

Bibliographic Databases provide information of different kinds on various items. According to Page (2008), the use of such tools “is becoming increasingly important not only for systematic reviewers but for any researcher embarking on or progressing a project needing to efficiently and accurately identify the depth and breadth of knowledge in their chosen area” (p.178). Moreover, they save time for the researcher who is striving to find as many references as possible in order to strengthen his position and find support to his findings.

7.2. Importance of Bibliographic Search

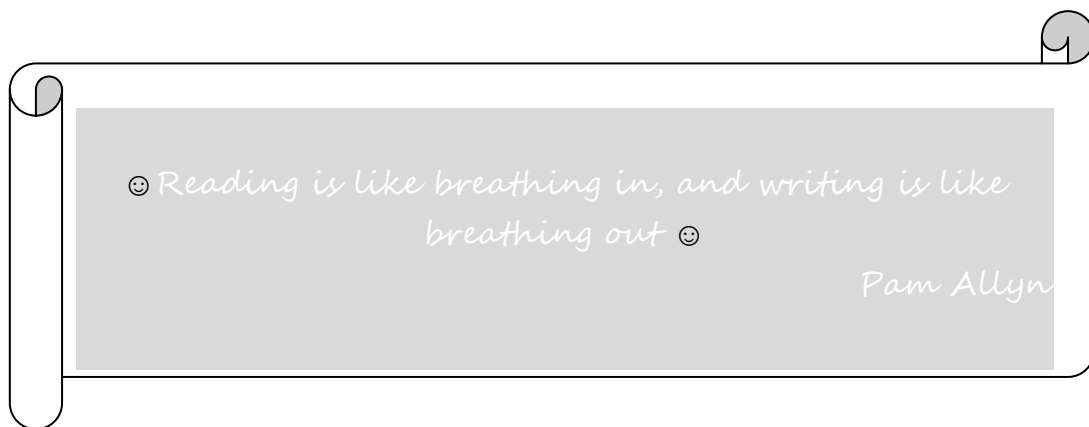
From library catalogs to databases, bibliographic search has largely evolved and opened new horizons to researchers in general. In order to implement a bibliographic search, it is of extreme necessity to find the raw data where to start the search. Subsequently, the content analysis of the obtained document follows. Bibliographic search enables the researcher to discover more and more information about a given topic, and have quick access to various resources.



- *Bibliographic search is a shortcut way that leads to finding sources more easily.*



8 n Eight: ng and Writing an Account of an Article



Introduction

During their career as university students, the latter read various types of articles for a wide range of reasons. In many cases, they are asked to present the content of these articles in the form of written summaries or oral presentations. For this reason, enabling the reviewer/student to closely and attentively examine the content of an article, and writing accounts or reports is considered as a task of paramount importance. Notwithstanding, the writing process is not easily done as it requires the employment of critical thinking skills as well as the use of a variety of references. In addition, reading and writing techniques are all involved in this type of reports. This section contains the last lesson in this handout, and concludes the series of lectures.

Lesson Eleven

Objective(s): at the end of the lesson, students will be able to:

- Write an account about the content of an article.

Content**8.1. Definition of an Account/Report****8.2. Structure of a Report****8.3. Report Writing Stages****8.1. Definition of an Account/Report**

An account is any written or spoken report that touches on and summarizes the content of anything dealing with a given topic. Whether for a simple lecture or a whole book, an account is mainly written to help someone understand the presented issue without reading all the material.

Generally, students confuse between reports and essays. These have many similarities concerning the stages of writing, as they both involve drafting, revising, editing, etc. However, there are clear-cut differences in relation to their overall structure as well as the content and the provided ideas. Reports are divided into separate and entitled sections, and present the available information explaining the problem, providing arguments and suggesting recommendations.

An article account falls within the category of *academic reports* whose purpose is to check whether students understand a given topic. In reports, the writer is expected to restate the most important facts in the article together with their supporting sub-ideas. Moreover, an interpretation to the author's ideas and how these are related to other arguments can equally be found in reports.

8.2. Structure of a Report

Reports are designed to be accurate and short. They are condensed forms of articles. This is the reason why, they should provide the reader with the main points. To achieve these characteristics, the writer should think critically about the content of the article, follow a given structure, and define the objectives of the report clearly.

After selecting a given article, students are likely to include the following sections in their reports:

- **Introduction.** The report should begin with an introduction in which the writer states the thesis, gives an overview about the content of the article, and guides the reader with some basic information and key ideas to have an idea about what to follow.
- **Summary.** The summary should contain the aim, the main ideas, the supporting details and all the relevant information of the article. It should be carefully written because most people tend to read the summary before deciding to continue reading the whole report or just skim it.
- **Analysis/Body.** The reviewer's opinion about the work appears in this part of the report. Stating arguments and criticizing the author is based on what is found in the literature, and on the writer's ability to analyze and compare arguments. This part of the report is supposed to be longer and more detailed than the other sections.
- **Conclusion.** In the conclusion, the writer piles up all the ideas in the report, and comes up with some thoughts and elucidations vis-à-vis the topic based on what is found in the literature. Other issues in relation to the topic of the article should be suggested for further consideration.

8.3. Report Writing Stages

Writing a report is a process that involves many steps, and relies on many techniques of reading, summarizing, paraphrasing, quoting and taking notes. The literature exposes a

wide range of information on the stages involved in writing reports. The following stages are adapted from the available literature and summarize the most important stages in report writing:

- **Examining the task and determining the purpose.**Initially, students need to determine the aim of the report, the audience and the points on which to focus.
- **Reading the article.**Thorough reading of the article is the first and primary step to be taken. It enables the student to deeply comprehend the content of the article, and the ideas of the author. Understanding the article facilitates the task as it helps in writing the report with meticulous care.
- **Drafting (writing the first draft).**The author's original ideas and important supporting details are carefully jotted down in the student's own words. Moreover, the student's opinions about the ideas of the author and the significance of the results are equally formed relying on other information from other published works about the same topic.
- **Proofreading and editing for inadequacies and mistakes.**In his own style, the student organizes the author's ideas, links them with his opinions, and writes the draft of the report.
- **Writing the final draft.**After removing all the mistakes, and completing what is missing, the student writes the final draft of the report.



- *Writing reports is a careful process that requires critical thinking skills, and also reinforces them.*
-

8.4. Practice

- **Select any article, and follow the instructions and stages in *lesson elevento* to make an account of it.**



Suggested Answers

This section provides answers to previous practices all over the course.

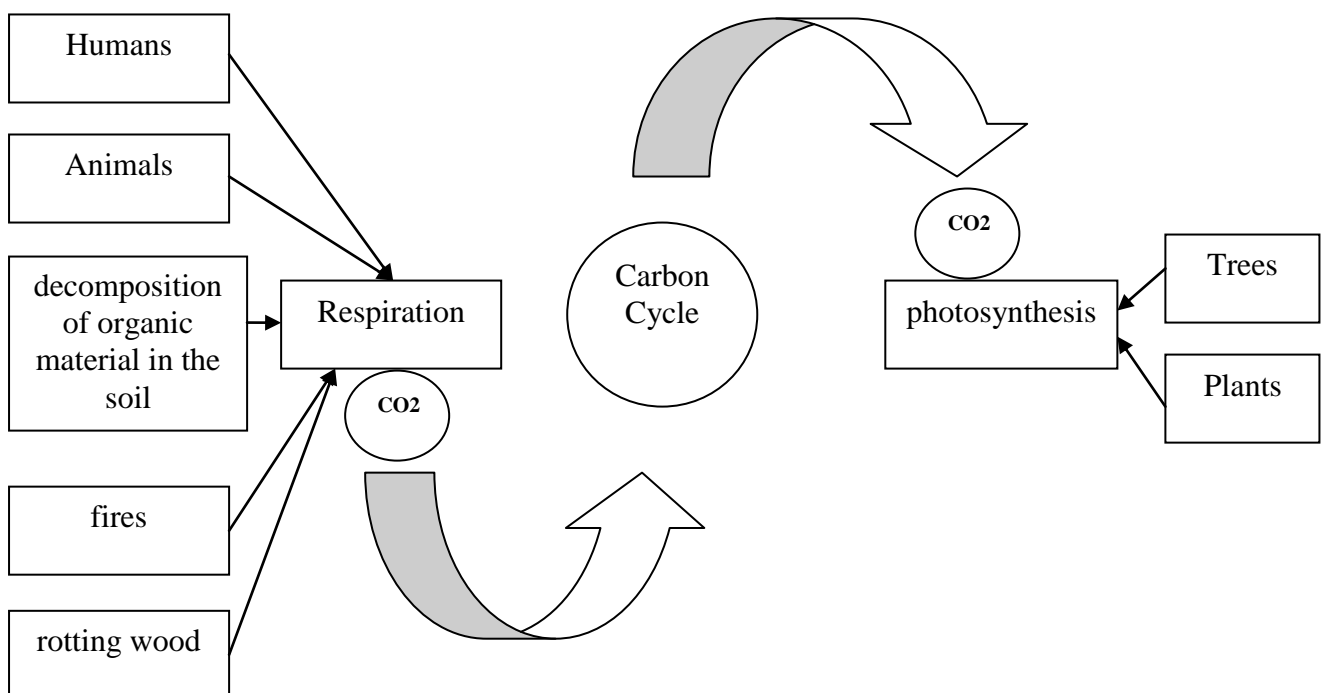
Section Two/Practice: 2.3.1

Brit. empire= inhabits under govts lookin Cwn as sprm head.

Earth surface \approx 52,500,000 sq. m. /Brit. Empire \approx 12,000,000 sq. m.

north. south. $\frac{1}{2}$ of Ind & Burma; E., W. & Cent. Afr. ; W. Ind colonies; north. Aus., New Guinea, Brit. Borneo & N. Amer. Extending in 2 Arctic regions. Empire= south. & north. hmsphrs. Austral. & S. Afr. in south. hmsphr = 5,308,506 sq. m./ UK, CA & Ind. cover in north. Hmsphr 5,271,375 sq. m.

Section Two/Practice: 2.3.2



Section Two/Practice: 2.3.3

Social media is quickly becoming an essential part of everyone's life. Like any other phenomenon, it has advantages and disadvantages. To begin with, its advantages are herein explained from three perspectives: social, educational and economic. Socially speaking, social

media enables its users to contact far relatives and friends, know what is happening in different parts of the globe, chat with others, post various materials, and it equally paves the way for people to become popular if they actually want to. From the educational perspective, we find that social media gives the opportunity to students, for instance, to form discussion and study groups, and give feedback. As far as the economic advantages are concerned, advertising and looking for jobs are the most prominent.

Socialmedia is not without disadvantages. Socially speaking, its users may be entrapped in fake relationships whether in friendship or love. Moreover, hackers may use personal information and cause troubles to their owners. At the psychological level, the disadvantages of social media can be very serious. They can cause depression, loneliness, aggression and excessive fascination with oneself. Pupils and students may equally suffer from some bad effect of social media like: less concentration and lower grades.

Section Two/Practice: 2.3.4

Emissions of gases (gas carbon dioxide)

A.Sources

- 1.Industry
- 2.Transport
3. Home

B.Disadvantages

1. More blanketing
2. Increased temperature

Section Three/ Practice: 3.3.1

The passage is about the history, importance (commercial and alimentary) and uses of soybean in china and elsewhere.

Section Three/ Practice: 3.3.2

Using the title, it seems that the text is about the history and development of portable computers.

Section Three/ Practice: 3.3.3

- The place of white lies in communication
- Reasons for deceitfulness
- Lying to save face
- Lying to avoid tension or conflict
- Lying to guide socialinteraction
- Lying Affecting interpersonal relationships
- Lying toachieve personal power

Section Three/ Practice: 3.3.5

Information to locate	Page
stages of photosynthesis	37
the dangers of pollution	176
atmospheric temperature observed by satellite	59–60B
theories of everything and scientists	207
the budget of radiation	20–1, 21
religion and the will to act	210
Who is Lewis Fry Richardson	77–8
support and financing of renewable energy	306–8
Mount Pinatubo	40B
dust from Pinatubo	8, 49, 101, 102, 139
reasons for scientificuncertainty	217B
	145

changes in sea level	
poverty and population growth	326B
Precautionary Principle in Rio Declaration	228
Roger Revelle	17-18B

Section Four/Practice: 4.4.1

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