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DEPARTMENT OF EDUCATION

ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

Quarter 2 – Module 4:

DETERMINES THE OBJECTIVES AND STRUCTURES OF VARIOUS KINDS OF REPORTS

DEPARTMENT OF EDUCATION

REGION V BICOL

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Quarter 2 – Module 4: Determines the objectives and structures of various kinds of reports

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English for Academic and Professional Purposes

Quarter 2 – Module 4

DETERMINES THE OBJECTIVES AND STRUCTURES OF VARIOUS KINDS OF REPORTS

This instructional material was developed based from the Most Essential Learning Competencies (MELC) in English for Academic and Professional Purposes in response to the new normal scheme in learning delivery of the Department of Education. This module was collaboratively reviewed by educators and program specialists in the Regional Office V. We encourage teachers and other educational stakeholders to email their feedback, comments, and recommendations to the Department of Education at _____.

We value your feedback and recommendations.

Department of Education — **Republic of the Philippines**

I. INTRODUCTION TO THE LESSON

Congratulations, learner! You are now nearing the last part of the quarter and I am glad you are doing great!

Previously, you are in a serious process in working and understanding the basic principles of writing a position paper. By this time, you will be introduced to the next topic with greater focus on determining the objectives as well as the different structures of various kinds of report. In this module, you will be walked through the general introduction to writing reports, outlining the different structures in order for you to be guided on how to produce a clear and well-structured report anchored on research and analysis of a particular data and of issues.

ICONS USED IN THIS MODULE

Icons are those cute little drawings on the left side of the page that call out for your attention. They signal a particularly valuable piece of information. Here's a list of the icons in this module:

Remember icons call your attention to important information about a particular idea — something you shouldn't neglect or something that's out of the ordinary. Don't ignore these paragraphs.

Tip icons present time-saving information that makes the process of writing report effective. This provides steps on how a particular process in writing report is being done to make it effective.

Tip icons present short varied tasks designed to check your extent of your understanding on the course of this module. Remember to read and follow directions carefully.

II. OBJECTIVE

Determines the objectives and structures of various kinds of reports.

III. VOCABULARY LIST

- ▪ Scholar - a specialist in a particular branch of study, especially the humanities; a distinguished academic.

- ▪ Essay - a short piece of writing on a particular subject.

- ▪ Hard sciences - any of the natural or physical sciences, as chemistry, biology, physics, or astronomy, in which aspects of the universe are investigated by means of hypotheses and experiments.

IV. PRE-TEST

Here's a drafted Know-Want to Know-Learned Chart for you. K-W-L chart is a graphic organizer that will help you organize information before, during and after you have gone through the topic of this module. Hence, it has the capacity to understand your prior knowledge about the topic. Now, here's what you need to do. Carefully read and follow the instructions presented below:

Instructions: On the first column, list the things you already know about various kinds of reports, their structures and specific application. Then, on the second column, you need to list down the things you want to know about reports. Lastly, on the third column, list the things that you have learned (after you have gone through the different learning activities) about various kinds of reports, their structures and specific application. *(You may use extra sheet if necessary)*

What I know about various kinds of reports, their structures and specific application	*What I want to know about various kinds of reports, their structures and specific application*	*What I learned about various kinds of reports, their structures and specific application*

V. LEARNING CONCEPTS

In this section, you will be understanding the basic principles of writing report in detail, including what information it contains, how that information is formatted and organized. You may begin by understanding the meaning of the word, report.

Many scholars have defined report as any informational work made with an intention to relay information or recounting certain events in a presentable manner. These are often conveyed in writing, speech, television, or film. Moreover, considering report as an administrative necessity, hence, most official form of information or work are completed via report. Note that report is always written in a sequential manner in order of occurrence.

A key feature of report is that it is formally structured in sections. Hence, the use of sections makes it easy for the reader to jump straight to the information they need. Unlike an essay which is written in a single narrative style from start to finish, each section of a report has its own purpose and will need to be written in an appropriate style to suit – for example, the methods and results sections are mainly descriptive, whereas the discussion section needs to be analytical.

Reports communicate information which has been compiled as a result of research and analysis of data and of issues. Please note however that reports can cover a wide range of topics, but usually focus on transmitting information with a clear purpose, to a specific audience. It this sense, you can come up with your own definition of report as, "a systematic, articulate, and orderly presentation of research work in a written form".

Good reports are documents that are accurate, objective and complete. They should also be well-written, clearly structured and expressed in a way that holds the reader's attention and meets their expectations. Remember, that you may be required to write several different types of reports so it would be better for you to understand them well. So, here are the most common types of reports that you need to understand, it is well that you get to familiarize the different types of reports so you know particularly when and how to use them in the near future that your teacher or your college professor would require you to write one.

What are the different types of report writing? What are its purposes? Who are its target audience? How is a particular type of report being written?

[1]TECHNICAL AND BUSINESS disciplines with an applied focus such as Engineering, Information Technology, Commerce, Accounting and Finance, will set report writing assignments that simulate the process of report writing in industry. Assignments are set in the form of a problem or a case study. The students research the problem, and present the results of the research in a report format.

Technical writing is form of writing technical communication or documentation in science and technology or applied science that helps people understand a product or service. The main purpose of technical ... nform and to trigger the person into action such as purchasing a product or service. Its purpose may also be instruct persuade, but never to entertain. The content is factual and straightforward. It is expressed in formal, standard or academic language. The write-up uses a specialized vocabulary and follows a set of rules and conventions. It is also organized in a sequential or systematic pattern. Often, it is detail-oriented and require advance knowledge in the specific field. The tone of technical writing output is objective and its audience is specific uses language to evoke either an emotional or intellectual response from the audience or reader. Examples of technical writing are end user documentation like user manuals that accompany cellular phones, personal computers.

[2]FIELD REPORTS are common in disciplines such as Law, Industrial Relations, Psychology, Nursing, History and Education. These types of reports require the student to analyse his or her observations of phenomena or events in the real world in light of theories studied in the course.

The purpose of a field report in the social sciences is to describe the observation of people, places, and/or events and to analyze that observation data in order to identify

and categorize common themes in relation to the research problem underpinning the study. The content represents the researcher's interpretation of meaning found in data that has been gathered during one or more observational events.

Field reports are assigned with the intention of improving your understanding of key theoretical concepts by applying methods of careful and structured observation of, and reflection about, people, places, or phenomena existing in their natural settings. Field reports facilitate the development of data collection techniques and observation skills and they help you to understand how theory applies to real world situations. Field reports are also an opportunity to obtain evidence through methods of observing professional practice that contribute to or challenge existing theories.

We are all observers of people, their interactions, places, and events; however, your responsibility when writing a field report is to conduct research based on data generated by the act of designing a specific study, deliberate observation, synthesis of key findings, and interpretation of their meaning.

When writing a field report you need to:

● Systematically observe and accurately record the varying aspects of a situation. Always approach your field study with a detailed protocol about what you will observe, where you should conduct your observations, and the method by which you will collect and record your data.

● Continuously analyze your observations. Always look for the meaning underlying the actions you observe. Ask yourself: What's going on here? What does this observed activity mean? What else does this relate to? Note that this is an on-going process of reflection and analysis taking place for the duration of your field research.

● Keep the report's aims in mind while you are observing. Recording what you observe should not be done randomly or haphazardly; you must be focused and pay attention to details. Enter the observation site [i.e., "field"] with a clear plan about what you are intending to observe and record in relation to the research problem while, at the same time, being prepared to adapt to changing circumstances as they may arise.

● Consciously observe, record, and analyze what you hear and see in the context of a theoretical framework. This is what separates data gatherings from reporting. The theoretical framework guiding your field research should determine what, when, and

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how you observe and act as the foundation from which you interpret your findings in relation to the underlying assumptions embedded in the theoretical framework.

Techniques to record your observations:

Although there is no limit to the type of data gathering techniques you can use, these are the most frequently used methods:

Note taking

This is the most common and easiest method of recording your observations. Tips for taking notes include: organizing some shorthand symbols beforehand so that recording basic or repeated actions does not impede your ability to observe, using many small paragraphs, which reflect changes in activities, who is talking, etc., and, leaving space on the page so you can write down additional thoughts and ideas about what's being observed, any theoretical insights, and notes to yourself that are set aside for further investigation.

Photography

With the advent of smart phones, an almost unlimited number of high quality photographs can be taken of the objects, events, and people observed during a field study. Photographs can help capture an important moment in time as well as document details about the space where your observation takes place. Taking a photograph can save you time in documenting the details of a space that would otherwise require extensive note taking.

Video & Audio Recordings

Video or audio recording your observations has the positive effect of giving you an unfiltered record of the observation event. It also facilitates repeated analysis of your observations. This can be particularly helpful as you gather additional information or insights during your research.

Illustrations

This does not refer to an artistic endeavor but, rather, refers to the possible need, for example, to draw a map of the observation setting or illustrating objects in relation to people's behavior.

Please note that techniques of deliberate observation and data gathering are not innate skills; they are skills that must be learned and practiced in order to achieve proficiency.

[3]SCIENTIFIC REPORTS are another kind of report. They are common in all the Sciences and Social Sciences. These reports use a standard scientific report format describing methods, results and conclusions to report upon an empirical investigation. The purpose of a science report is to clearly communicate your key message about why your scientific findings are meaningful. In order to do this, you need to explain why you are testing a hypothesis, what methodology you used, what you found, and why your findings are meaningful. This requires a clear link between your introduction and your analysis/discussion.

The scope and style of reports varies widely. It depends on three key factors: the report's **intended audience**, the **report's purpose** and the type of **information/subject to be communicated**.

Congratulations learner, you are one step closer in finishing this module as you have just completed the basic principles of writing report. Please note that you were introduced to the **most common** types of report. The next pages of this module focus on how a particular report is being written. You may now proceed.

There are a number of different assignments that may require you to write a report. Selecting a format for the report may be somewhat difficult; however, using the correct format will make the report structurally sound and help present information in a more relevant way. The type of report format being used will depend on the content and context of the report. Reports are a common academic genre in schools and universities.

Although the exact nature will vary according to the discipline you are studying, the general structure is broadly similar for all disciplines.

Now, one good example of report that you should know which is commonly used in the field of hard sciences is referred as **Research Report**. Here's why.

REMEMBER

Writing report is highly scary to neophytes in the field of research. This feeling of intimidation in preparing a research report is widespread. Overcoming this fear entails practice and application of

certain techniques. There are different parts of research reports and it takes time to familiarize oneself with the requirement of each part. Hence it necessitates frequent exposure to and practice on the techniques of research report writing. The different parts of the research report include the following:

1. Introductory Phase
2. Review of Literature
3. Research Methodology
4. Body of the Report
5. Conclusion
6. Recommendation

Introductory Phase

Introduction is as important as the main parts of a research report. It contextualizes and sets the tone and direction of research writing. It is like a road map that guides you in your research journey. According to Reidman (2001), it answers the following questions:

- What was I was studying?
- What did we know about this topic before we study?
- And, how this study advance new knowledge or new ways of understanding?

Hence, this section indicates not just the context but the significance of research. Moreover, the introduction encapsulates background information about the topic as it provides discussion on the purpose of the study, research problem with hypothesis and research questions and briefly touches on the methods to be applied in investigating the research problem, and outcomes of the study. It also covers discussion on how paper is organized.

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As suggested by Silverman (2006), research report starts with four elements including: title; abstract; list of contents, and introduction. Below is a brief description of each element.

Research Title

A research title has to get the attention of the readers. In other words, it must be "catchy." Being catchy does not mean sacrificing the main message or idea of your report. Hence, according to Silverman (2006, 339) choose "a title that catches the reader's attention while properly informing them about the main focus on your research." Siverman (2006, 206) is suggesting a "two-part title" containing a stimulating title applying a present participle signifying action and a subtitle which is more descriptive.

Example:

Stimulating title: Have you ever experience being bullied?

Descriptive title: A study on the perception of the victims of bullying in the primary schools

Research Abstract

A research abstract is a vital component of a report as it provides the readers with a snap view of what you will expect from it. The abstract gives a synopsis of the objectives and results of the report to be described in detailed from in the body of the report. Silverman (2006) identified what an abstract should contain:

1. research problem
2. significance and value of the problem
3. data and methods utilized
4. main findings
5. implication in the light of other research

A research abstract has a word limit. The most common word limit is 100. This is a challenging part of writing a report because it is difficult to write the many things that you want to impart in just a few words.

List of Contents

A list of contents is a useful component of a report as it guides the readers to find their way through the different parts of the report. Hence, the consistency of the page numbers with the parts of the report is vital. Inconsistent page numbering would result to the reader's confusion.

Introduction

The introduction acquaints the readers with the what, why and how of the report. According to Murcott (1997, p. 1) as cited in Silverman (2006), answering the questions below would lead you to the development of the introduction:

1. What is the research all about?
2. Why have you chosen this topic rather than the other topics?
3. Why are you interested in this topic?
4. How will you undertake the research?
5. What kind of research approach will you utilize?
6. What are your research questions or problems?

Review of Literature

The Review of Related Literature (RRL) provides study background and environment. The intention of the RRL is to locate the study in its area of discipline and reveal its relevance and significance in the environment. The RRL would indicate if your topic is building on previous researchers or if it is a new area of inquiry. The RRL should make one realize that a study is worth pursuing or not.

According to Silverman (2006), RRL is not a "litany" of all studies done related to the topic. It is also not an inventory of the accomplishments of other authors on the same topic nor it is a map of projects similar to the area of study. Rather, it is an environmental or disciplinal context that leads one to locate one's study. Hence, Silverman (2008) recommends the following points:

- Focus only on studies that are vital and relevant in defining your research problem.
- Organize what you say in the form of an argument rather than a simple description of other studies.

Research Methodology

In research, the research process is as important as the research content. Thus, a research report must also contain a description of the research strategy. The readers will be interested in finding how you arrived at a particular study result. Siverman (2008) pointed out that the readers would be interested to know the following:

1. Research topic
2. Case (s) you have studied
3. Research methods you have chosen to use

4. How you have analyzed the data

This part of the research report is sensitive hence must be dealt with caution. In order for you to answer questions such as: Is your methodology appropriate for the research problem? How did you reach that conclusion? Silverman suggested that to be able to answer methodological questions, you have to be familiar with and knowledgeable about the following:

- Data you have studied
- How you obtained those data
- What claims you are making about the data
- Methods you have used to gather the data
- Why you have chosen this methods
- How you have analyzed your data

Writing Your Data

The most essential part of the report is writing about the data collected through your research. There are two important areas of consideration in the writing up of the data, namely, data analysis, and data presentation.

In the data analysis, there is no right or wrong way. Creswell (1994, 153) only requires the researcher to:

1. "be comfortable with developing categories and making comparisons and contrast"
2. "be open to possibilities and see contrary or alternative explanations for the findings"

To assist the researcher in the data analysis, attention must be given to (a) sorting information into categories, (b) formatting the information into a story or picture, (c) actual data analysis and write up.

Writing the Conclusion

How do you characterize conclusions? Conclusion are inferences, deductions, abstraction, implications, interpretations, general statements, and/or generalizations based on findings. An example of which is: "All the teachers were qualified to teach in the high school but the majority of them were not qualified to teach science. " (Khemer, 2009).

A good conclusion answers the specific questions identified at the introductory phase of the research. For example, if the question identified is, "How adequate are the needs and the facilities for teaching science? And then the findings reveal that the facilities are less than the needs of the students, the answer and the conclusion should be: The facilities for the teaching of science are inadequate. (Khreme, 2009).

Writing The Recommendation

The research recommendation is a part of the paper where you make suggestions about some resolutions as a response to the research problem. It must be consistent part of the conclusion. It proposes specific solutions connected with the findings and must be supported by relevant data and specific data from the findings.

Below are some tips from Teljlingen (2011) on how to write recommendations:

- "You should not recommend anything that you have not previously discussed in the discussion. The rule 'no new material' in your conclusion is also applicable to your 'Recommendations.'"

- "Recommendations are not the same as conclusions. Consider recommendations go one step further than conclusions as (s) 'something'; (b) 'someone; and (c) 'needs to do.'"

- There may be different levels within your set recommendations: for (a) academic (*i.e.,* research is needed into…), (b) for policy-makers (*e,g.,* data protection act needs to change to accommodate…); for (c) practitioners (*i.e.,* managers in local government need to consider the mental well-being of their staff); or recommendation for (d) training/education.

Often reports are structured in a way that reflects the information finding process and the writing up of the findings: that is, summary of the contents, introduction or background, methods, results, discussion, conclusion and/or recommendations. The inclusion of recommendations is one reason why reports are a common form of writing in industry, as the informed recommendations are useful for decision making.

Remember that in writing Laboratory Reports, no student should copy data from anyone who is not his or her lab partner. You may discuss

the experiment with your lab partner and other classmates, but the lab report that you turn in must be your own work. Lab reports are subject to all the rules governing academic honesty. Photocopies of any parts of the lab report are not permissible.

Congratulations learner, you have just finished understanding the various structures of writing report! The next portion of this module focus on varied activities and assessment to strengthen the foundation of your understanding about writing reports. Please remember to understand and follow instructions. Good luck!

VI. PRACTICE TASKS

If you are reading this now, it means that you have advanced yourself from the basics of writing report. This part of the module focus on different activities that would help strengthen your understanding about the topic. Your answers from the activities will be rated based from the below listed rubrics.

CRITERIA	Beginning [1]	Developing [2]	Accomplished [3]	Exemplary [4]	Score
Completeness	The table was incompletely filled with data reflecting beginning level of performance	The table was incompletely filled with data reflecting toward mastery level of performance	The table was somewhat filled with accurate data reflecting the mastery level of performance	The table was completely filled with accurate data reflecting highest level of performance	
Knowledge	The table was incompletely filled with information reflecting beginning level of performance	The table was incompletely filled with information reflecting toward mastery level of performance	The table was somewhat filled with accurate information reflecting the mastery level of performance	The table was completely filled with accurate information reflecting highest level of performance	
Grammar	The table was completely filled with accurate information following correct grammatical structure reflecting beginning level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting toward mastery level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting the mastery level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting highest level of performance	

> *Instructions:* The key factors of writing report are identified as to the **intended audience**, report's **purpose** and type of **information/subject to be communicated**. Using the matrix drafted below, identify the concepts for technical, field and scientific reports. *(You may use extra sheet if necessary)*
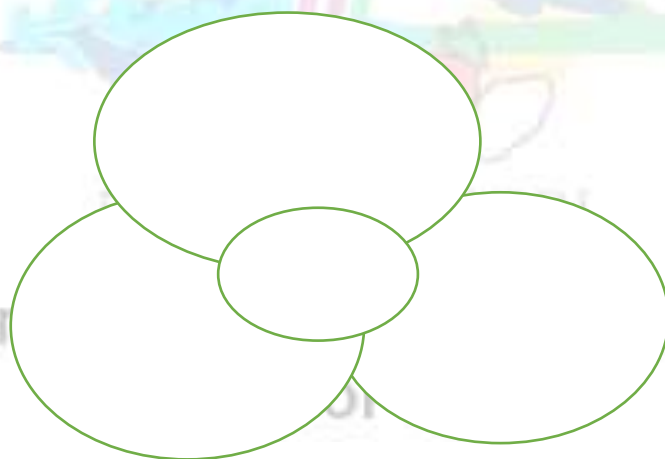
Practice Task 1

Congratulations, learner, for finishing your first task. I have prepared another activity for you to accomplish and just the same, read carefully and follow the instructions. Good luck!

Practice Task 2

Instructions: Compare and contrast the three (3) types of report using Venn diagram drafted below. *(You may use extra sheet if necessary)*

	Audience	**Purpose**	**Subject**
Technical Report			
Field Report			
Scientific Report			

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Practice Task 3

Instructions: How is research report different from laboratory report? Discuss your answer using the space provided. *(You may use extra sheet if necessary)*
You will be rated based from the given rubrics.

VII. POST-TEST

Congratulations on completing your recent activities. I am certain that you have learned a lot about the topic being delivered through the course of this module. In this stage, you will be assessed on how far you understood the discussion, remember that this portion of the assessment will be recorded and just the same, carefully read and understand the instructions.

A. TRUE OR FALSE

Instructions: Carefully read through the following statement/s. Write the word TRUE if the statement is correct, otherwise, FALSE. Write your answer on the space provided. *(You may use another sheet of paper if necessary)*

_____ 1. Report is written in a single narrative style from start to finish, each section of a report has its own purpose and will need to be written in an appropriate style to suit.

_____ 2. The purpose of a scientific report is to clearly communicate your key message about why your scientific findings are meaningful.

_____ 3. Laboratory reports are assigned with the intention of improving your understanding of key theoretical concepts by applying methods of careful and structured observation of and reflection about, people, places, or phenomena existing in their natural settings.

_____ 4. Technical writing is a form of writing technical communication or documentation in science and technology or applied science that helps people understand a product or service.

_____ 5. The main purpose of technical writing is to inform and to trigger the person into action such as purchasing a product or service. Its purpose may also be instruct persuade, but never to entertain.

_____ 6. The research abstract provides study background and environment. The intention of the research abstract is to locate the study in its area of discipline and reveal its relevance and significance in the environment.

_____ 7. A research abstract is a vital component of a report as it provides the readers with a snap view of what you will expect from it.

_____ 8. Field reports facilitate the development of data collection techniques and observation skills and they help you to understand how theory applies to real world situations.

_____ 9. Field reports use a standard scientific report format describing methods, results and conclusions to report upon an empirical investigation.

_____ 10. Field reports require the student to analyze his or her observations of phenomena or events in the real world in light of theories studied in the course.

VIII. ASSIGNMENT

Below is an example of report lifted from https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/reports_LL/report.pdf. Go over the link and read through the said report and answer the given questions.

- Based from the different types of report discussed in this module, identify and briefly explain using your own words as to what particular type of report is the given example?
- Identify the key factors on the given sample report in terms of
  a. intended audience,
  b. the report's purpose and;
  c. the type of information/subject to be communicated.

Hey! You have just finished understanding the concepts in writing and various kinds of reports. If you are reading this, it only means that you have successfully gone through the course of this module.

Good job and good luck on your next.

Answer Keys

Practice Tasks 1-3

For practice tasks 1-3, the below listed rubrics will be used to assess the students' responses.

CRITERIA	Beginning [1]	Developing [2]	Accomplished [3]	Exemplary [4]	Score
Completeness	The table was incompletely filled with data reflecting beginning level of performance	The table was incompletely filled with data reflecting toward mastery level of performance	The table was somewhat filled with accurate data reflecting the mastery level of performance	The table was completely filled with accurate data reflecting highest level of performance	
Knowledge	The table was incompletely filled with information reflecting beginning level of performance	The table was incompletely filled with information reflecting toward mastery level of performance	The table was somewhat filled with accurate information reflecting the mastery level of performance	The table was completely filled with accurate information reflecting highest level of performance	
Grammar	The table was completely filled with accurate information following correct grammatical structure reflecting beginning level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting toward mastery level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting the mastery level of performance	The table was completely filled with accurate information following correct grammatical structure reflecting highest level of performance	

Post-Test
Key to Correction

1. FALSE/   Essay
2. TRUE/   Scientific Report
3. FALSE/   Field Report
4. TRUE/   Technical Writing
5. TRUE/
6. FALSE/   Review of Related Literature [RRL]
7. TRUE/
8. TRUE/   Field Report
9. FALSE/   Scientific Report
10. TRUE/   Field Reports

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https://opentextbc.ca/researchmethods/chapter/writing-a-research-report-in-american-psychological-association-apa-style/#:~:text=An%20APA%2Dstyle%20empirical%20research%20report%20consists%20of%20several%20standard,results%2C%20discussion%2C%20and%20references.

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https://www.anu.edu.au/students/academic-skills/writing-assessment/report-writing/science-reports

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https://www.google.com/search?q=report&rlz=1C1CHBD_enPH875PH875&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiwneKLwNLqAhWywosBHVuRA7YQ_AUoAXoECBIQAw#imgrc=sgR6Nb_YenwMlM

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.innovatia.net%2Fblog%2Fthe-future-of-technical-writing-from-books-to-topic-based-authoring%2F&psig=AOvVaw2pVURiFrkSV1Cb-msIhngG&ust=1595014985923000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCODe1Ja60uoCFQAAAAAdAAAAABAJ

https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.oneworldoneocean.com%2Fvideo-media&psig=AOvVaw3c_KCAeFWIUVMHIEvFovn4&ust=1595016440674000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIC4m4PA0uoCFQAAAAAdAAAAABAD