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| **THEME 9.** **THE AIMS OF THE RESEARCH PAPER. TECHNIQUES FOR EXAMINING ORGANIZATION** |

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| Learning outcomes  This lesson offers you opportunities to:   * Gain an overview about the goals of a research paper; * Acknowledge about three stages for doing a research paper; * Develop note-taking skills while watching speech; * Gain a clear sense of how you manage your assignments.   *Key-words: opinions, arguments, facts, prewriting, writing, revising, background research, methods, approaches, techniques, equipment, software.* |

The **aim of a research paper** is to gather diverse viewpoints, arguments, and factual information on a certain issue from several sources, including publications, articles, and interviews, and then evaluate and articulate the facts in one's own words. It is essential to evaluate your engagements with other authors, your teacher, and your audience. The length of your research report will be dictated by the precise criteria established by your instructor. It is essential to see the instructor as your audience while writing. The completion of a research report entails three stages: Prewriting, Composing, and Editing.

**Prewriting** includes itself:

* ***Thinking about a topic*** Select a subject of mutual interest between you and your instructor.
* ***Narrowing down your topic*** Consider creating an idea map and compiling lists of potential thesis statements and inquiries to refine your subject.
* ***Discovery/Reading about your topic*** It is important to collect data to substantiate your theory. This knowledge is accessible in several media, such as books, papers, interviews, and the internet.
* ***Citing sources*** When referencing sources, you may use one of the three methodologies outlined below with the guidance of your instructor: the Modern Language Association (MLA), the American Psychological Association (APA), or the Chicago/Turabian style.
* ***Organizing information*** Utilize an outline or idea map to strategize the presentation of information to your audience. The lucidity of your map or outline will enhance your capacity to compose the report.

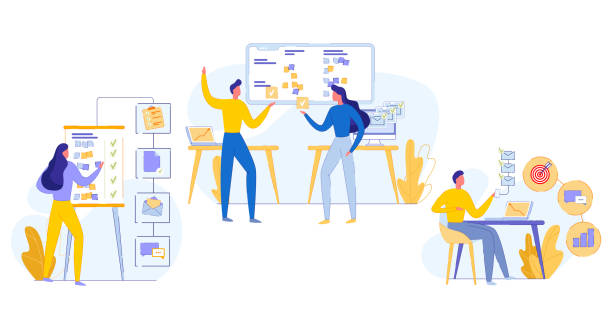
**Writing.** A research paper conforms to the format of an essay-style writing. A document comprises many components, including a title, an introduction, a body, and a conclusion. Commence by formulating your thesis statement using the free-writing method. Maintain concentration on your strategy and consult your subject notecards. Envision composing a correspondence to a buddy, imparting your knowledge on the topic.

**Revising.** Conduct a comprehensive evaluation of your work throughout the revision phase and rectify any aspects requiring enhancement. Kindly examine the following aspects for any possible inaccuracies: substance (verifying the adequacy of material), organization/structure (the coherent progression of information about your subject), grammar, punctuation, capitalization, diction, and citations.

**Conducting research.** Successfully completing assignments and projects is essential for persons in many academic and professional domains. It enables them to demonstrate their proficiency and perform efficiently. In higher education, it is widely acknowledged that research is an essential element of all tasks, irrespective of their magnitude. Final year projects, comprehensive case studies, extensive articles, and dissertations exemplify significant tasks.

**Defining the task.** To properly address jobs, it is essential to comprehend their objective, the rationale for their assignment, and fundamental facts about them. Furthermore, it is essential to reflect on your existing knowledge about the job and your intended methodology for addressing it. Your instructor or supervisor will provide you with all the essential information for your work. This includes details on the subject matter, a range of titles for selection, a specified word limit, evaluation criteria, useful reference sources for initiation, any mandated methodologies, strategies, techniques, tools, or software, directives for presenting your work, and submission dates. Upon attaining a comprehensive grasp of the assignment or project, you may begin your work on it.

**Characteristics of projects.** According to Stella Cottrell (2019), projects share the following characteristics:

* ***Unique*** – Each has a specific purpose, brief or angle;
* ***Informed*** – They are based on research;
* ***Focused*** – They focus on one topic in depth;
* ***Set apart, yet relevant*** – They are usually outside of the usual patterns of study or work;
* ***Time-bound*** – They must be completed within a given time frame;
* ***Managed*** – They require excellent organization, preparation, planning and scheduling.

**Dissertations and final year research projects (Stella Cottrell, 2019)**

* **Scale** – Dissertations and final year projects are extensive assignments grounded on comprehensive reading and research, culminating in a substantial written work.
* **Timing** – These are often scheduled towards the conclusion of your degree, serving as the climax of your studies, at which point you will have acquired the requisite abilities from prior assignments.
* **Independence and personal involvement** – You possess more authority on the kind and extent of your duties. They need substantial dedication. Students often exhibit significant engagement in exploring their specialized subject and show delight in the final outcome. Given the time-consuming nature of these tasks, selecting a subject that really captivates you is essential.
* **Time** – This significant writing assignment may need all of your study time for management, research, and composition.
* **Background research** – You will examine specialized materials and use actual papers or data. You will discover that you engage in much more reading than for previous projects. This underscores the need of maintaining precise, systematically ordered records to facilitate information retrieval when required.
* **Self-management and motivation** – Independent study of this kind might result in students feeling lonely or unmoored. Formulate techniques to maintain motivation and adhere to a plan while doing solitary, in-depth study on a unique issue.
* **Skills** – Extensive assignments provide opportunity to enhance and broaden several abilities, including information collection, analysis, communication, decision-making, project management, and problem-solving.
* **Similarities between dissertations/final year projects and earlier assignments**

***Essays – Like an essay, a dissertation or final year project:***

* conforms to the fundamental process for composing assignments;
* complies with academic norms and incorporates research skills;
* features continuous prose in the majority of portions;
* necessitates analytical and critical reading and writing abilities.

***Project work – As with other projects, a dissertation or final year project:***

* necessitates strategic management and a systematic methodology;
* employs data that you have personally gathered;
* is distinctive—no one else will have addressed precisely the same issues or utilized the same data;
* constitutes a singular, time-constrained endeavor that incorporates novel materials or approaches you have developed to evaluate theories, hypotheses, or methodologies from your field of study.

***Reports – As with other project reports, a dissertation or final year project report:***

* includes an abstract and has many of the features of a report;
* is structured in sections.

**Projects and dissertations: clarifying your process.** Due to the need of meticulous preparation, a crucial first step is to visualize your process by outlining it from inception to completion. This technique has 11 steps, detailed as follows:

* Organization and planning;
* Prepare the groundwork to help select a topic;
* Decide on a topic, title and research strategy;
* Draw up and agree your proposal;
* Undertake a literature review;
* Implement your research design;
* Present and discuss results (for experimental research);
* Discuss your findings and draw conclusions;
* Rework your drafts;
* Write the abstract and references;
* Prepare for handing in.

**Projects and dissertations: managing the process**

***Manage the scale.*** Before beginning the project, it is essential to meticulously examine all components, including the timetable, word count, and assignment guidelines. Selecting a subject and title that are both challenging and attainable is crucial. Subsequently, optimize your reading by concentrating just on the essential content. Upon completion of your reading, it is essential to choose efficient communication strategies for your project and ensure that each segment of the report or dissertation adheres to its designated word limit. This will facilitate the attainment of substantial outcomes.

***Manage the focus.*** Selecting a subject and title that conform to the assignment's requirements and criteria is essential. This will allow you to precisely articulate your aims and envision the anticipated results or conclusions.

***Manage your time.*** Effective time management and an early start are essential for achievement. After selecting a subject, it is crucial to remain focused and maintain a coherent strategy. Ensure the efficient use of your time to facilitate comprehensive research. It is essential to develop a job list and follow your timetable promptly, but simultaneously avoiding the quest for perfection.

**Utilize the expertise you have already gained.** Possessing robust research skills is crucial for the proper investigation of your selected issue. Ensure the appropriate utilization of this expertise, and should you need enhancement, contemplate doing research to maintain motivation. Moreover, it is essential to meticulously analyze your content and excel in managing references.

**Take control of your supervision.** Considering the constraints on your supervisors' time, it is essential to approach meetings with them in a deliberate and structured manner. Considering your schedule's limits, it is essential to devise a strategy for optimizing your time effectively. Maintaining consistent contact with your supervisor is essential. Before the meeting, it is advisable to meticulously examine the materials and prepare a list of questions you want to ask. Should you encounter any difficulties, contemplate contacting your peers or reliable folks who possess expertise with analogous circumstances. Here is a potential solution to your issue that you may consider before seeing your supervisor.

**Stay in touch; seek assistance.** Maintain communication with peers to share experiences and get insights from many perspectives, as previously said. An good strategy is to form a support group and, if possible, attend lectures on pertinent topics. This will provide you with essential background information and stimulate your curiosity and creativity.

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| **Activity 1. Reading. Read the text and answer the following questions.** |

1. What do you understand about three stages for doing a research paper?
2. What characteristics of projects does Stella Cottrell propose?
3. What are similarities between dissertations/final year projects and earlier assignments?
4. How many stages it takes to handle your final version of your project?
5. How can you manage the process and what is the most important aspect of managing your project?

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| **Activity 2. Watch the video about “Research Design: Defining Your Research Aims and Approach”, take notes while watching.** |

You tube link: <https://www.youtube.com/watch?v=3Dd8P6IYzdE&ab_channel=Scribbr>

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| **Activity 3. Speaking. Answer the following questions.** |

1. What is crucial prior to formulating your research design?
2. What methodologies may be used for doing research?
3. What is a quantitative approach?
4. What is a qualitative approach?
5. What methods may be used to undertake quantitative research?
6. What procedures should you adhere to while doing qualitative research?
7. What measures should be taken to mitigate bias?
8. In what ways might deductive and inductive reasoning assist in articulating your objectives?
9. What is a mixed-method design?
10. What methodologies may be used for doing mixed-method research?

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| **Activity 4. Listening. Complete the notes below. Write ONE WORD ONLY for each answer.** |

**Research Design: Defining Your Research Aims and Approach**

Before you can start designing your research, you should already have a clear idea of the research problem you want to 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. There is an example.

So first, you need to figure out exactly what you aim to achieve.

**Qualitative or Quantitative?**

* Quantitative approach focuses on numbers and statistics. You might use it to describe characteristics, averages and 2 \_\_\_\_\_\_\_\_\_\_\_\_;
* This approach allows you to measure quantifiable learning outcomes, like grades and test scores.
* Qualitative approach focuses on words and ideas. You might use it to interpret and understand subjective experiences and 3 \_\_\_\_\_\_\_\_\_\_\_\_\_ ideas.

**Research process**

* Quantitative research is often associated with the 4\_\_\_\_\_\_\_\_\_\_\_ method.
* To do this, you need to carefully plan your research design and use systematic procedures to make sure your results are 5\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Qualitative research is often associated with 6\_\_\_\_\_\_\_\_\_\_\_\_ method.
* It is often more 7\_\_\_\_\_\_\_\_\_\_ and open to change as new ideas emerge.
* In reality, most research involves both deductive and inductive aspects.

**A mixed-method design**

* By combining insights, you can gain a more complete picture of the problem you’re studying and strengthen the 8\_\_\_\_\_\_\_\_\_\_\_\_ of your conclusions.

**Ways to do this**

* Use qualitative research to develop 9\_\_\_\_\_\_\_\_\_\_\_\_\_ that you will then test using quantitative data.
* Use quantitative research to test hypotheses and then collect qualitative data that helps interpret and 10\_\_\_\_\_\_\_\_\_\_\_\_\_ the results.
* Use both types to answer different sub-questions that relate to your research problem.

**Listening. Key:**

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| 1. Investigate 2. Patterns 3. Generate 4. Deductive 5. Valid | 1. Inductive 2. Flexible 3. Credibility 4. Hypothesis 5. Contextualise |

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| **Activity 5. Vocabulary. Match the words with an appropriate definition.** |

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|  | **Words** | **Definitions** |
| 1 | approach | a) to become known, especially as a result of examining something or asking questions about it |
| 2 | assumption | b) a value, discovered by measuring, that corresponds to the size, shape, quality, etc. of something |
| 3 | bias | c) based on truth or reason; able to be accepted |
| 4 | data | d) to cause something to exist |
| 5 | emerge | e) a number, amount, or situation that can change |
| 6 | generate | f) possible to measure and express as a number |
| 7 | measurement | g) information, especially facts or numbers, collected to be examined and considered and used to help with making decisions |
| 8 | quantifiable | h) a way of doing something |
| 9 | valid | i) an unfair personal opinion that influences your judgment |
| 10 | variable | j) something that you accept as true without question or proof |

**Activity 5. Vocabulary. Key:** 1.h, 2.j, 3.i, 4.g, 5.a, 6.d, 7.b, 8.f, 9.c, 10.e

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