

Academic Skills

A Guide to Academic Writing

Valentina Bošković Marković
Belgrade, 2022



Singidunum University
Belgrade

Valentina Bošković Marković

ACADEMIC SKILLS A GUIDE TO ACADEMIC WRITING

1st edition

Belgrade, 2022

ACADEMIC SKILLS - A Guide to Academic Writing

Author:

Valentina Bošković Marković, PhD, assistant professor, Singidunum University

Reviewers:

Valentina Gavranović, PhD, assistant professor, Singidunum University

Ana Kuzmanović Jovanović, PhD, full professor, Faculty of Philology, University of Belgrade

Proofreading:

Nina Pantelić, English language teacher, Singidunum University

Publisher:

SINGIDUNUM UNIVERSITY
32 Danijelova Street, Belgrade
www.singidunum.ac.rs

For the publisher:

Milovan Stanišić, PhD

Prepress:

Miloš Višnjić

Design:

Aleksandar Mihajlović, MA

Year:

2022

Circulation:

450

Printed by:

BiroGraf, Belgrade

ISBN: 978-86-7912-783-9

Copyright © 2022 Singidunum University, Belgrade

All rights reserved. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, without the prior written permission of the publisher.

Images and Videos on Pixabay are released under Creative Commons CC0. To the extent possible under law, uploaders of Pixabay have waived their copyright and related or neighboring rights to these Images and Videos. You are free to adapt and use them for commercial purposes without attributing the original author or source. Although not required, a link back to Pixabay is appreciated.

Contents

PREFACE	VII
----------------	------------

CHAPTER 1

1. INTRODUCTION	3
1.1. The differences between academic writing and general writing	3
1.2. The differences between formal and informal language. Examples	5
1.3. Formal writing	7
1.4. Rules and expressions in formal writing	8
1.5. Punctuation. Spelling. British and American English	10
1.6. Chapter 1: Exercises	12

CHAPTER 2

2. ABSTRACT	25
2.1. Elements of an abstract (keywords, paragraph etc.). Types of abstracts in English. Examples of abstracts	25
2.2. Writing an abstract. Why is an abstract necessary? Formatting, language, style and grammar	26

CHAPTER 3

3. SUMMARY	33
3.1. Why is a summary needed? Elements and structure of a summary	33
3.2. Summary of a scientific paper: writing. Formatting, language, style, and grammar	34
3.3. Chapters 2 and 3: Exercises	40

CHAPTER 4

4. ELEMENTS OF A SCIENTIFIC PAPER	51
4.1. Title of a scientific paper	51
4.2. Affiliation in a scientific paper	52
4.3. Introduction in a scientific paper	53
4.4. Theoretical overview	54
4.4.1. Citing and paraphrasing	55
4.4.2. APA style: in-text citation and references	58
4.5. Research methodology	62
4.5.1. Qualitative analysis	62
4.5.2. Quantitative analysis	63
4.5.3. Comparative analysis	63
4.5.4. Research instruments	64
4.5.5. Survey	64
4.5.6. Case study	69
4.5.7. Interview	69
4.5.8. Focus groups	70
4.5.9. Hypotheses	71
4.5.10. Independent and dependent variables	71
4.6. Research results	72
4.7. Conclusion	73
4.8. Discussion and Acknowledgements	73
4.9. References	74
4.10. Writing tools in Microsoft Word	74
4.11. Chapter 4: Exercises	77

CHAPTER 5

5. WRITING A SCIENTIFIC PAPER	89
5.1. Writing a scientific paper. Where and how to find the appropriate references. Websites and research methods. How to apply for a scientific conference paper. The importance of peer reviews	89
5.2. The difference between final thesis, master's thesis and PhD thesis/dissertation	98
5.3. Chapter 5: Exercises	99

CHAPTER 6

6. CRITICAL ANALYSIS ESSAY	103
6.1. Types of essays in English	103
6.2. What is a critical analysis essay?	104
6.3. Elements of a critical analysis essay	105
6.4. Chapter 6: Exercises	116

LIST OF KEY TERMS	120
REFERENCES	123
Appendix	125
Author's bio	135

Preface

Writing in any language is one of the four essential language skills, along with speaking, reading, and listening comprehension. However, it sometimes seems that this is the skill which students find too demanding, as it is quite often time-consuming and detail- oriented. Furthermore, academic writing is even more demanding, or sometimes frowned upon, as it implies different writing rules and perspectives. That is why learning how to write in an academic setting should be organised step by step, from various perspectives, and in such a way that students do not feel it as a burden. This is exactly what the main goal of this coursebook is: to help students acquire academic skills without feeling the weight of having to learn anything by heart, but with the feelings of achievement and success. The purpose of this coursebook is to guide students through the course Academic Skills during their undergraduate academic studies, but it can also be used as a checklist or as a reminder when one needs to write a scientific article or final/ master's thesis.

This coursebook is dedicated to all students at Singidunum University who have attended or are about to attend Academic Skills course, as their energy, motivation and knowledge are the true inspiration.

Chapter 1



1. INTRODUCTION

1.1. THE DIFFERENCES BETWEEN ACADEMIC WRITING AND GENERAL WRITING

In the humble experience of the author of this coursebook, upon first hearing the term 'academic skills', students are usually confused or even afraid, especially if they do not nurture any positive feelings towards writing in English in general. Throughout their studies, students are taught how to write complex sentences, paragraphs, topic sentences, thesis statements, even essays, and in this learning process, they gain valuable knowledge of contemporary English. However, academic skills, with a special reference to academic writing, provide opportunities for practicing formal English, whether it is vocabulary, grammar, or expressing personal opinions. What makes academic skills even more precious is the wide range of activities that can be done in order to improve one's English-speaking skills. More importantly, after completion of the 'Academic skills' course, students are enabled to write their own scientific papers, final theses, and become one step closer to being able to write their master thesis as well. Furthermore, students become more self-confident, open to critical thinking and capable of doing their own research.

The coursebook is divided into several chapters; at the end of each chapter there is a list of exercises that can be done to assess students' knowledge: in Chapter 1, the readers learn about the differences between formal and informal language, acquire formal terminology in English and learn to differentiate between American and British English, not only in spelling or vocabulary, but in language usage in general. Moreover, the first chapter covers some basic punctuation rules which are necessary for academic writing. Chapter 2 introduces readers to the concept of an abstract in a scientific paper- what it is, what the differences between an abstract and a summary is, why and how it should be written, and what its main elements are. Chapter 3 is dedicated to a summary, its importance, content, rules of writing and usage. Once readers are acquainted with these two significant elements of a scientific paper, Chapter 4 offers a detailed description of all other elements of a scientific paper, along with their main rules of writing. This Chapter analyses citation styles, types of scientific studies, research instruments, and all other issues which are relevant when choosing a topic for your scientific paper. Once these elements, concepts and differences are understood, readers can move on to Chapter 5, which offers a brief overview of some of the most important rules for writing a scientific paper.

Chapter 5 also provides a list of useful websites that can be visited when one needs to find suitable references and sources. Eventually, this chapter emphasises the differences among final thesis, master's thesis, PhD thesis (also known as dissertation), and a scientific article. Finally, we reach Chapter 6, which includes an overview of the critical analysis essay: what it is, how to write it, and how to read and analyse a scientific paper properly. Finally, the last element of this coursebook offers a list of key terms and references.

There are certain elements and characteristics of academic writing that are common, regardless of which type of writing it is (a scientific paper, an essay, a final thesis, etc.), and most of them have already been mentioned and defined in the previous years of studies. Those include: the thesis statement¹, paragraphs, topic sentence², a clear and limited focus, as well as logical structure. In other words, the focus of academic writing is always on a research question, which needs to be both logically defined and well explained at the very beginning, and then elaborated, analysed, and explained throughout the entirety of the academic paper. That is why the focus of this coursebook is on those elements which are new to students: abstract, summary, scientific paper, methodology, etc, whereas we will leave out those terms that have already been acquired, such as topic sentence and the thesis statement.

One of the most prominent features of academic writing is its simplicity, as it always has a very straightforward, clear and concise structure. One segment of the quality of this structure is most certainly evidence and well-written and explained arguments. These may include *scientific resources*, *in-text citations*, *paraphrases* or *quotes*. If written without proper scholarly resources, academic writing may be considered faulty and inappropriate, as it might be seen as a plagiarised piece of writing.

When asked about the differences between academic writing and writing in general, students often reply that they lie in the level of difficulty, i.e., in the fact that academic writing is more demanding than writing in general. However, the main difference between these two types of writing is that between *formal* and *informal language*. To be more precise, academic writing requires the usage of the academic style, which implies formal language and an impersonal tone. Therefore, to be able to write a scientific paper or their final thesis, students must be enabled to differentiate between formal and informal English. In addition, there is also the usage of specific words and expressions, such as *linking words*,

1 The role of a thesis statement is to declare the main purpose or argument of your writing, which is later on supported within all paragraphs of your writing.

2 A topic sentence is the first sentence in each paragraph which gives an introduction to that paragraph.

which are most commonly used in academic writing. Moreover, one should pay specific attention to grammar usage, as there are certain rules that need to be followed, such as the usage of *the passive voice*, conditional clauses, and the avoidance of personal pronouns. All these examples will be analysed in detail in section 2 of this chapter.

1.2. THE DIFFERENCES BETWEEN FORMAL AND INFORMAL LANGUAGE. EXAMPLES

When we think about the level of formality of a language, we talk about its register. Formal language implies the usage of specific vocabulary used in formal occasions and the avoidance of jargon or slang. It is a myth that formal sentences in English need to be complex, with multiple subjects, objects, and predicates. On the contrary, what they actually need is to be concise and clear, but not necessarily detailed and complex. Furthermore, formal language comprises specific grammar units, such as the passive voice and gerund as impersonal tones, the usage of the verb 'to be' to denote obligation, the usage of modal verbs, etc. Therefore, to be able to write formally, one must have a satisfactory knowledge of the English grammar. On the other hand, the usage of the informal language includes jargon, personal pronouns, the active voice, acronyms and abbreviations, and the lack of linking words and complex sentences. Sometimes, informal sentences are much longer than formal sentences in English, as some writers are unaware of the importance of clarity and concision. It also sometimes happens that, wanting to be more formal, some authors make the mistake of being too unclear and using too many formal expressions and complex sentences, which only makes their articles less understandable to wider audience.

As the first difference between formal and informal language that usually comes to students' minds is vocabulary, we are going to start with some examples of concepts that would be defined differently in formal and informal English. The table below offers a list of examples of informal and formal vocabulary which has been created by using various academic resources. Bear in mind that this list is just 'the tip of the iceberg' when it comes to words that are used in formal and informal vocabulary and that it takes a lot of practice and experience to learn these differences. Furthermore, bear in mind that some of the words in the 'informal' column are not always considered informal and inappropriate, depending on the source, the type of text, and the writer.

Table 1. Informal and formal vocabulary- examples

INFORMAL	FORMAL
Seem	Appear
Help	Assist
Stop	Cease
Begin	Commence
Use	Consume
Show	Demonstrate
Ask	Inquire
Question	Inquiry / Query
Whole	Complete/ Entire
Wrong	Incorrect
Enough	Sufficient
Better	Superior
Understanding	Comprehension
Lack	Deficiency/ Deficit
Chance	Opportunity
In charge	Responsible, accountable for
Get	Obtain
Keep	Preserve, retain
Say no	Reject/ Deny
Need	Require/ Necessitate
In the end	Finally, eventually, ultimately
At first	Initially
Off and on	Intermittently
Next	Subsequent
So	Therefore, Consequently
But	However, on the other hand, yet
Again and again	Repeatedly

1.3. FORMAL WRITING

As we have already mentioned, apart from the differences in vocabulary, there are also differences in the usage of *linking words*, which can be defined as words used usually at the beginning of a sentence in order to connect it to the previous sentence. However, it is important to understand which linking word to use, and when. In Table 2, you can see the list of linking words which are quite common, but not the only ones, in academic writing:

Table 2. Linking words and expressions

LINKING WORD/ EXPRESSION	EXAMPLES
Hence (used at the beginning of a sentence with the meaning 'because of, so', followed by a comma)	<i>The rays of sun are extremely dangerous during summer. Hence, one should always avoid the sun in high temperatures.</i>
Therefore (used at the beginning of a sentence, with the same meaning as 'hence', followed by a comma)	<i>This exam is very demanding. Therefore, you should study hard if you want to pass it.</i>
In spite of, despite (used in clauses of concession, with the meaning similar to 'although, even though')	<i>In spite of/ despite the bad weather, we decided to go out.</i>
Although, even though (also used in clauses of concession)	<i>Although/ even though the weather was bad, we decided to go out.</i>
However (it can be used at the beginning or in the middle of a sentence, with the meaning 'but', followed by a comma)	<i>Initially, I thought of studying abroad. However, when I realised how expensive it was, I decided to stay in my homeland.</i>
In addition to, additionally (used at the beginning of a sentence)	<i>You should always carry your documents in your purse. Additionally, your keys should always be close to your belongings.</i>
Furthermore (used at the beginning of a sentence, followed by a comma, with the meaning 'what is more')	<i>I think you should talk to someone about it. Furthermore, I think it should be someone who is a professional.</i>
Moreover (used at the beginning of a sentence, followed by a comma, with the meaning 'what is more')	<i>There are plenty of options for you. Moreover, you can always find new opportunities if you want to.</i>
On the contrary (used at the beginning of a sentence, with the meaning 'opposite')	<i>There is no reason why you shouldn't do it. On the contrary, I believe it is necessary for you to do it.</i>
On the other hand (used at the beginning of a sentence, with the meaning similar to 'on the contrary')	<i>There are many advantages of eating fruit and vegetables. On the other hand, eating junk food can cause many disadvantages.</i>
Nevertheless (used at the beginning of a sentence to indicate contrast, followed by a comma)	<i>I thought about moving abroad. Nevertheless, I have decided to stay in my homeland.</i>

1.4. RULES AND EXPRESSIONS IN FORMAL WRITING

Another difference between informal and formal English is the usage of abbreviations. To be more precise, in formal English, no abbreviations or contractions used to be allowed. However, this rule has been changed recently, so it is now acceptable to use negative contractions such as *can't*, *shouldn't*, *don't*, while in the past all contracted forms used to be used in full forms in formal English (e.g. *it will* instead of *it'll*, *there is* instead of *there's*). If you need to use an abbreviation in your article, make sure to explain it when you first mention it in your text, or offer an explanation in the footnote, so that your readers can understand its meaning and usage throughout the article. Also, it is not advisable to use an acronym or an abbreviation in your title, unless it is widely known.

Moreover, we should avoid the usage of personal pronouns (I, you, they...) and we should use 'there' or 'it' or 'one' as a subject instead (e.g. 'There is a serious risk of infection. One should always bear this in mind.'). In the past, all authors used 'we' instead of 'I' when they needed to use a personal pronoun, but nowadays you can decide whether you will use 'we' or the passive voice or some other form in which you will not be forced to use first person singular, which is still not considered appropriate, according to many writers. The usage of 'we' instead of 'I' is also known as 'the royal we', i.e., the usage of a pronoun in plural used by a single person who is a king or a queen and/ or who thinks highly of themselves.

When it comes to grammar, it is advisable to use the passive voice instead of the active voice. For instance, instead of writing '*They analysed the data and they discovered...*', we should write: '*The data was/were analysed and it was discovered...*'.

The usage of participles is also a characteristic of formal English, especially at the beginning of a sentence, and especially present participle. For example, instead of writing '*They have to speak French in France*', we should write '*Speaking French is necessary in France*'. Furthermore, there are certain fixed academic phrases, such as 'it can be said', 'it could be argued that', which are advisable to be used.

Apart from those recommendable words, expressions and grammar units, there are certain words and expressions which should be avoided, such as jargon or slang (words such as 'mate', 'bro', 'bromance' etc.) , as well as phrasal verbs (verb with a preposition, e.g. pull off, look after, take away, etc.) and so-called 'informal or colloquial words and expressions' (such as: *get*, *nice*, *stuff*, *gonna*, *lots of*, *easy*, *big*...). Instead of these informal words, we should find a more formal substitute or alternative (e.g. *extensive*, *immense*, *effortless*, *elementary*, *acquire*, *accomplish*, *gain*...). Also, idiomatic expressions should be avoided (such as *bottom line*, *red tape*, *green with envy*, etc.).

Another item you should pay attention to is the usage of gender-sensitive terminology. It has been agreed that, when you do not know whether a person is male or female, the gender-sensitive term should be used, or you can use the plural. For instance, instead of using *chairman*, you can use the word *chairwoman* if you know that the person is female, or *chairperson* if you do not know the gender of the person. When referring to, for example, the respondents in your research, you should use either personal pronoun *they*, or a combination *he/she* all the time (When asked about *their* opinion, my respondent didn't want to give any statements, as *he/she* wanted to stay anonymous.→ this means that the author does not know the gender of the respondent).

Needless to say, as an author, you need to follow all grammar rules of the English language.

1.5. PUNCTUATION. SPELLING. BRITISH AND AMERICAN ENGLISH

Regardless of formal or informal English, one should always choose either British English or American English, as the usage of both types in the same article or thesis demonstrates a lack of awareness of its writer. In other words, if you choose American spelling and American vocabulary, you should stick to it throughout the whole paper. However, British English is the preferable option in formal English, as it denotes a higher degree of formality than American English. Some examples of the differences between American and British English include spelling, whereas some include vocabulary, i.e., choice of words. In Table 3 below, you can see some differences both in spelling and in vocabulary usage.

Table 3. The differences between American and British English

AMERICAN ENGLISH	BRITISH ENGLISH
Theater	Theatre
Program	Programme
Analyze	Analyse
Color	Colour
Attorney	Barrister
Parking lot	Car park
Detour	Diversion
Vacation	Holiday
Highway	Main road
Period	Full stop

Apart from deciding whether you will use British or American English throughout your paper, you should also pay attention to English punctuation: full stop, comma, apostrophe, quotation mark, question mark, exclamation mark, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, semicolon. Some of the basic rules of English punctuation include the following:

- Full stop (.): used to end one sentence
- Comma (,): used in a sentence to separate words or thoughts
- Exclamation mark (!) : used to express some strong emotions or an order

- Apostrophe (') : used to form the possessive of singular nouns
- Colon (:): used to represent longer pause or to introduce direct speech
- Semicolon (;): used to denote a longer break than a comma
- Hyphen (-): used in compound words, i.e. rock-forming minerals
- Quotation (''): used to start and end a direct quote
- Question mark (?): used to denote a question
- Brackets (): used to separate information that isn't essential to the meaning of the rest of the sentence; there can usually be round and square brackets. A bracket in British English is parenthesis in American English.
- Braces ({}): a type of brackets used mostly in mathematics to denote numerical sets of numbers
- Parenthesis (): a type of brackets in American English used to indicate something which is additional, separate, or less important
- Dash (): a horizontal line that shows a pause or break in meaning, or that represents missing words or letters
- Ellipsis (...): three dots used to indicate that something is not mentioned because it is irrelevant

In academic writing, most of these punctuation marks are used. However, there are certain punctuation marks that are not recommendable to be used in a scientific paper, especially in the title. Those marks are: exclamation mark, question mark and ellipsis. The reason for this is quite logical: if you use a question mark, your readers might think you are not certain of something; if you use an exclamation mark, your readers might think you are angry or feel some other emotion, and emotions and personal opinions are not to be shown; if you use an ellipsis, your readers might think you have not finished your thoughts or research yet. Also, when using linking words, you should strictly follow the rules of punctuation, as some linking words require the usage of a comma, whereas, on the contrary, some others do not.

1.6. CHAPTER 1: EXERCISES

Exercise 1: Decide whether these sentences are written in formal (F) or informal (IF) English. Correct those which are informal:

- | | | | |
|-----|--|---|----|
| 1. | I've made up my mind about taking up driving lessons. | F | IF |
| 2. | Many people think reading the classics is dull. | F | IF |
| 3. | I don't believe this research is feasible. | F | IF |
| 4. | We are sure he'll get over this condition and become as fit as a fiddle. | F | IF |
| 5. | It was raining cats and dogs, so we opted for staying in and having fun indoors. | F | IF |
| 6. | During the focus group, I asked my pupils about their opinion. | F | IF |
| 7. | Thank you for your inquiry, I will make sure to check the dates. | F | IF |
| 8. | I hope I'm going to pass my English exam tomorrow. | F | IF |
| 9. | I thought he was joking, but it turned out he was dead serious. | F | IF |
| 10. | Are you able to tell the difference between poisonous and edible plants? | F | IF |

Exercise 2. Decide if these excerpts are written in American or British English and explain your answer:

1. *It was a matter of chance that I should have rented a house in one of the strangest communities in North America. It was on that slender riotous island which extends itself due east of New York and where there are, among other natural curiosities, two unusual formations of land. Twenty miles from the city a pair of enormous eggs, identical in contour and separated only by a courtesy bay, jut out into the most domesticated body of salt water in the Western Hemisphere, the great wet barnyard of Long Island Sound. They are not perfect ovals--like the egg in the Columbus story they are both crushed flat*

at the contact end-- but their physical resemblance must be a source of perpetual confusion to the gulls that fly overhead. To the wingless a more arresting phenomenon is their dissimilarity in every particular except shape and size. I lived at West Egg, the--well, the less fashionable of the two, though this is a most superficial tag to express the bizarre and not a little sinister contrast between them. My house was at the very tip of the egg, only fifty yards from the Sound, and squeezed between two huge places that rented for twelve or fifteen thousand a season. The one on my right was a colossal affair by any standard--it was a factual imitation of some Hôtel de Ville in Normandy, with a tower on one side, spanking new under a thin beard of raw ivy, and a marble swimming pool and more than forty acres of lawn and garden. It was Gatsby's mansion. Or rather, as I didn't know Mr. Gatsby it was a mansion inhabited by a gentleman of that name. My own house was an eyesore, but it was a small eye-sore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and the consoling proximity of millionaires--all for eighty dollars a month.³

Answer:	American	British
	English	English

Comment: _____

- I crossed the staircase landing, and entered the room she indicated. From that room, too, the daylight was completely excluded, and it had an airless smell that was oppressive. A fire had been lately kindled in the damp old-fashioned grate, and it was more disposed to go out than to burn up, and the reluctant smoke which hung in the room seemed colder than the clearer air--like our own marsh mist. Certain wintry branches of candles on the high chimneypiece faintly lighted the chamber; or it would be more expressive to say, faintly troubled its darkness. It was spacious, and I dare say had once been handsome, but every discernible thing in it was covered with dust and mold,*

3 Taken from: 'The Great Gatsby', F.S. Fitzgerald

and dropping to pieces. The most prominent object was a long table with a tablecloth spread on it, as if a feast had been in preparation when the house and the clocks all stopped together. An épergne or centre-piece of some kind was in the middle of this cloth; it was so heavily overhung with cobwebs that its form was quite undistinguishable; and, as I looked along the yellow expanse out of which I remember its seeming to grow, like a black fungus, I saw speckled-legged spiders with blotchy bodies running home to it, and running out from it, as if some circumstance of the greatest public importance has just transpired in the spider community. I heard the mice too, rattling behind the panels, as if the same occurrence were important to their interests. But the black beetles took no notice of the agitation, and groped about the hearth in a ponderous elderly way, as if they were short-sighted and hard of hearing, and not on terms with one another. These crawling things had fascinated my attention, and I was watching them from a distance, when Miss Havisham laid a hand upon my shoulder. In her other hand she had a crutch-headed stick on which she leaned, and she looked like the Witch of the place.⁴

Answer:	American	British
	English	English

Comment: _____

⁴ Taken from: 'Great Expectations', by Charles Dickens

Exercise 3. Correct all punctuation mistakes in the following abstracts. Once you do that, correct the mistakes regarding the degree of formality:

Text 1

Foreign language learning is a vital aspect of student's education. The game as a method in language teaching maintains the motivation and interest of the students and makes the education efficient and pleasant. The objective of this paper is to explore language teacher's attitudes toward games as a teaching method and its practical use at various levels of education. Research was conducted in 2015 with 125 teachers of foreign languages. Teachers who participated in this research were predominantly Bulgarian, however teachers from Great Britain, Russia, Serbia, the Czech Republic and Slovakia had also taken part. The research methods employed were analysis of resources and investigation, and statistical methods. The investigation was realized on the random sample basis. The findings of the research demonstrated a strong positive attitude on the part of foreign language teachers towards the game method in the practice of teaching. One can argue that that is a general pattern in teacher's attitude. The research recognized there was a deficit of playful exercises in the textbooks. Furthermore, findings confirmed the current tendency to apply games mainly to children's education and only partly to adult education. The results of this study should motivate teachers to be more creative and utilize play more actively in their practice.

Comment: _____

Text 2

The author of this paper conducted a research on the importance of house pets in emotional development. Through numerous examples from movies and stories, he emphasizes how nice it is to have a pet, but also how important it is to take care of them. Owning pets is a big responsibility, it is important to take care of them because not everyone wishes them well, street dogs are particularly at risk. The author points out that more and more people in Turkey keep dogs in their homes which was not the case before. Pet owners get so emotionally involved with the animals that they bury them in cemeteries specially designed for pets. Pets provide emotional support to people, especially children.

Comment: _____

Text 3

In the article 'What Will the English Language Be like 100 years' author(s) states that the English language, known as 'lingua franca' has certain similarities as Latin had in the past. During the usage of the Latin language, the original form of that language changed throughout Europe and adopted different dialects. From this varieties of dialects, now we have modern Roman languages such as: French, Spanish, Portuguese, Romanian and Italian. Furthermore, this is how 'interlanguages' appear, from the combination of two languages, and as a result, today we have Spanglish, mixture of English and Spanish.

As well, due to large population currently in the US, very slowly this will lead to greater use of American English. It is already noticed disappearing of certain accents of the original English language, from the beginning of 20th century onwards. Some words are considered as endangered words, according to Survey of English dialects. BBC's Voices Project, which was conducted in 2004, posted their findings online, so the people can see how English poses eternity and vividness.

Moreover, one can conclude that the process of destandardisation, changes which occur in punctuation and spelling, are completely expected throughout usage of language.

Therefore, having that in mind, by clipped forms, acronyms, blends and emoji pictograms, in everyday life, the English language is going to have notable transformations by 2115.

Comment: _____

Exercise 4. Underline all linking words used in these two excerpts and decide whether their usage was proper or not. Make all the necessary changes.

Excerpt 1

The author's innovative method for teaching English as a foreign language as a goal has the exposure of the students to authentic language material provided by plays and theatrical sketches. By implementing this method, the author states that not only are the students taught grammatical structures, but they are also given a chance to express themselves and to engage in conversations. During the period of four years in a row (from 2010 to 2013), the author concluded that the students improved their linguistic abilities by constant repetition and rehearsal of their lines for the purpose of stage plays.

Firstly, the author had to choose the play that was both appropriate as a teaching material and interesting so that the attention of actors and the public remain until the end. For that exact reason, the author decided that the option for the play would be the first act of 'The Importance of Being Earnest', a play written by Oscar Wilde. The second play the author selected was a satirical version of 'Romeo and Juliet' by William Shakespeare. Due to beneficial effect above mentioned plays had on the students' language skills development, the author opted for the third play 'The Wedding' by Anton Pavlovich Chekhov, but this time as well as to perform it, students were also assigned to translate it from Russian and Romanian into English and French. Students' translation of the play as an outcome had positive results which according to the author of this study were due to students' deeper and better understanding of the text and subtitles. As a final play, the author asked their students to produce any kind of writing which they would later perform on the stage which improved their knowledge of the English language.

Secondly, the author had to distribute roles so that they were not demanding for those students who had lower-level knowledge of the English language so, for that exact reason they were given only a few lines. Students who had better knowledge of English were given roles that were more demanding. By distributing the roles in this manner, the author assured interaction among the students which led to mutual assistance which, according to the author was vital for gaining confidence and improvement of students' communication abilities. The author argues that is crucial for all the students to be involved because each participant's contribution valuable for the success of the activity.

Thirdly, the students were exposed to numerous grammatical, lexical, and stylistic structures which they acquired throughout the plays they participated in. According to the author of this study it is important to mention that 'The Importance of Being Earnest' has been chosen by the BBC as authentic material for teaching English online because each lesson conceived by the BBC provides grammatical and vocabulary part as well as reading comprehension. As a conclusion to this, the method of learning English through participation in plays resulted in students' language skills improvement.

In conclusion, the author proves that the implementation of this method improves students' knowledge of the English language. It also contributes to their overall knowledge of the classic works, language changes in those literature as well as their implementation in real conversation. The author also wants to point out that the usage of plays as a language learning material, apart from being beneficial for language acquisition, it is also beneficial for students' ability to express themselves freely in front of the audience which is vital for those who see themselves as future interpreters.

Excerpt 2

The article written by Nikoleta Stoykova, English Weak Forms - Challenge for Bulgarian Learners of English? : A Pedagogical Perspective (2018), argues that Bulgarian natives experience issues with weak forms in the English language. The subject is appealing to anyone engaged with linguistics. I would recommend it to anyone who has any interest in the topic. However, the article could be more divided as to improve the intended goal of the article and look more pleasing.

The objective is to present how phonetic and phonology could have an impact on the foreign language learner and the emphasis is on the weak form of words. The author conducted the questionnaire based on qualitative and quantitative analysis that included basic words. The questionnaire comprised of 20 Bulgarian freshman students aged from 19 to 21 years old. The students had time to read short speech in advance as to familiarize with the text and read it aloud with their own unique accents. As they were speaking they recorded their responses. Afterwards the author reviews their responses and tells them if their responses are valid or not.

Throughout examination she counted their errors in order to aid their progress to fluency. Therefore the research is crucial as she states the possible impediments of improving the usage of weak forms. The author achieved intended objective as the article contains elaboration of enclosed charts and the article itself. In the contrary the article has some weaknesses that cannot be disregarded. To some extent the manner of writing is not comprehensible and it could lead to misconception. Additionally some sentences are endless and unattainable for everyone who is not associated with linguistics. Another oversight in the article is that the summary is at the end of the work and the abstract at the beginning is written in the Serbian language.

Although there are some flaws in the article, anyone who remotely has any interest in the topic of linguistics, could find this article helpful. The article is distinguished because it presents the solution to the use of the weak forms. Nevertheless if we exclude flaws the article could intrigue the readers. In conclusion, anyone who use English as a foreign language can associate with Bulgarian natives.

Exercise 5. Rewrite this abstract and make it more formal by changing its register (from informal to more formal).

**Freedom of Speech in Comedy:
Political Correctness versus Political Censorship**

In this seminar paper the author compares political correctness with the seemingly total freedom of speech in comedy and to what extend offensive jokes are justifiable. The paper points out that political correctness is constantly misunderstood or even misused as a political tool for censorship. He stated that forcing political correctness on individuals does not solve any social problems but rather silences entire discourses completely. Such a dilemma is illustrated by an example from India where domestic comics where blacklisted for joking about powerful political figures. This illustrates the abuse of political correctness as a tool for the powerful and their aggrieved egos instead of being a promotive tool for maintaining harmony and including people with various backgrounds and believes.

Exercise 6. There is no punctuation at all in the following excerpt. Correct the paragraph by adding punctuation.

It has been suggested Lakoff 1979 that there are four principal foci of communicative competence that is that while competence itself comprises a continuum with infinite possible points prescribing the appropriate interaction for an individual in a particular setting these infinite possibilities are organized in terms of four targets and which target is relevant depends on the participants perception of her his role in the conversational setting as s/he perceives it For each person in any culture there is a more or less unconscious sense of an idealized interactional human being an idealized human being behaves in such a way in this setting The four points as they have been specified are 1 Distance the aim is to inspire separateness and privacy The least intrusiveness is the best Hostility is not expressed therefore by confrontation which is unthinkable but by sarcasm irony impersonality 2 Deference the aim is to avoid imposition That is unlike distance deference allows interaction as long as the speaker does not attempt to get the upper hand Hostility cannot be directly expressed but can be made clear enough through questions or silence for instance 3 Camaraderie the aim here is to acknowledge interrelationship Participants are to express their equality and their feelings toward one another friendly or hostile The ideal is to be totally open though openness in this mode is as politeness is to the others it can be conventional though this is not perceptible to people who do not use this mode as an ideal 4 Clarity where the other modes implicitly or explicitly expressed relatedness or the fact that the relationship was an important part of the communication clarity is used where the pure expression of factual information is at issue Hence closeness or distance is not an issue This is not normally a possibility in ordinary dyadic communication it is found with television newscasters sometimes or with certain forms of lecturing.⁵

5 Taken from 'Conversational strategy and metastrategy in a pragmatic theory: The example of Scenes from a Marriage', written by Deborah Tannen (1984).

Chapter 2



2. ABSTRACT

2.1. ELEMENTS OF AN ABSTRACT (KEYWORDS, PARAGRAPH ETC.). TYPES OF ABSTRACTS IN ENGLISH. EXAMPLES OF ABSTRACTS

Both an abstract and a summary offer a brief overview of the whole paper or thesis. However, there are numerous differences between them that we should define before we learn how to write them. First of all, the word *abstract* comes from the Latin word *abstractum*, which means a condensed form of a longer piece of writing⁶. An abstract consists of a singular paragraph, and includes the following questions:

- What problem did you study and why is it important?
- Which methods did you use?
- What were your main results?
- What conclusions can you draw from your results?

An abstract should provide answers to these questions briefly, concisely and within 150- 300 words in a paragraph which should be located at the very beginning of a scientific paper. Though it should be positioned immediately after the title of the paper and before the introduction, an abstract is, in fact, the final element of a paper that an author writes (though it is found at the beginning of the paper), as it should incorporate all elements of a paper or a thesis. Some authors make the mistake of writing the abstract before writing the whole paper. Another reason why an abstract is the last written element of a scientific paper or a thesis lies in the fact that some abstracts state the research results, and one cannot know the research results before the study has been concluded. Speaking of research results, whether we decide to show them in our abstract or not actually defines which type of abstract we choose to write, as there are two types:

- INFORMATIVE (with research results, used usually for scientific journals; generally used for science, engineering or psychology reports)
- DESCRIPTIVE (without research results, used for conferences; generally used for humanities and social science papers)

6 <https://www.merriam-webster.com/dictionary/abstract>

In other words, if we want to write an informative abstract, we will show our research results in that one paragraph. On the other hand, if we want to save our research results as a hidden treasure of our paper, then we will choose a descriptive abstract. This is the only difference between these two types of abstract.

We have already learned that each abstract consists of one paragraph only. This paragraph usually comprises between 150 and 300 words. However, apart from this paragraph, another important element of an abstract is the so-called *key words/ keywords*, which consist of between 5 and 10 words that have repeatedly been used throughout the whole paper or thesis. These keywords are usually specific terms that have been defined and mentioned in the paper, and quite often they are also in the title of the paper. However, there are certain experts who claim that we should not choose the same words in our title and in our keywords, as it might show a lack of quality.

2.2. WRITING AN ABSTRACT. WHY IS AN ABSTRACT NECESSARY? FORMATTING, LANGUAGE, STYLE AND GRAMMAR

Now that we have defined the meaning of an abstract, we should also define its usage. In other words, why do we need an abstract, and who reads it? We have already mentioned that an abstract is a concise summary of the whole paper. The role of an abstract is crucial when editors decide which papers will be published in a journal, as an abstract is the only element of your paper that editors will read in order to make their decision. Whenever there is an open call for a conference or journal, authors need to send their abstracts based on which committee will decide whether your paper is worth publishing or not. If your abstract is not written properly, you will not get the opportunity to present your paper at a conference or to publish it in a scientific journal. Therefore, knowing what to write in an abstract is extremely significant. Also, once you start searching for appropriate references for your own paper, you will start by reading various abstracts, and, based on these abstracts, you will decide whether it would be useful for you to read the whole paper or not. In other words, we can say that an abstract is what 'advertises' and 'sells' your paper to the audience.

So far, we have learned which types of abstracts there are, what elements it consists of, and what its purpose is. Now, we are going to learn how to write it. Each journal has its own rules when it comes to writing an abstract. Most commonly, these rules include formatting, language, and style of an abstract. Usually, an abstract should be written in font Times New Roman, size 12 or 11, with paragraphs justified. The language and grammar should, of course, be formal, but also very simple. This means that we only need to use, for example, the present simple tense or the past simple tense, while including simple sentences with simple vocabulary. Some of the units that need to be avoided include: linking words, personal pronouns and conditional clauses. For most students, the most difficult task is how to start an abstract, so here are a few ideas:

- This paper offers an overview...
- The author(s) of this paper conducted a study/ research about...
- The aim/ purpose of this article is to...

Once you write the first sentence, the rest of an abstract is less demanding, as you only need to provide basic information about your paper. What is important to remember is that you should not write the details and that your style should be as simple, though completely formal, as possible. It is also recommended to state your main hypothesis in your abstract.⁷ To sum up, an abstract consists of one paragraph that is coherent, concise, and clear, and can stand alone as a unit of information, while covering all the elements of a scientific paper (theoretical overview, research methods, results, and conclusion). It should be understandable to everyone and is basically a very shortened and simplified version of a scientific paper.

7 The term hypothesis is explained in section 4

Here are some examples of abstracts that have been written by students:

Example 1: informative abstract

With the expansion and development of new technologies, learning environment and teaching methods have significantly changed. The purpose of this paper is to show numerous differences between ICT and traditional classroom and which of them students prefer. The study was conducted by anonymous questionnaire filled by students of Singidunum University. The overall results of the questionnaire show that 81.5% of them are certain that ICT should be used in the classroom and 91.6% of the interviewees find the Internet to be an essential tool for learning any language as they use it on daily basis. However, in practice, students find ICT not to be an essential, but just an additional part of language learning process, and almost 50 % of them said they preferred textbooks and workbooks as a very useful tool, which is a form of traditional teaching method. It is crucial to mention that the teacher's flexibility and ability to stimulate the development of student's integrated skills play an important role in the process of learning. In conclusion, the authors of this paper want to highlight that the best option for learning a foreign language is a combination of both approaches, as all students would benefit from what they find to be more appropriate for their knowledge acquisition.

Key Words: Foreign Language Acquisition, Teaching Methods, ICT Classrom, Traditional Classroom⁸

Example 2: descriptive abstract

The purpose of this paper is to identify and analyze the latest technologies in second language teaching. The 21st century has equipped students with a variety of online resources such as community-based and collaborative knowledge exchange systems and easy access to various digital platforms. The students are in constant demand of more sophisticated teaching methodologies that challenge traditional education systems. This paper shows a different picture of learning a second language, using the Internet, social media and other digital tools. Technology in literature is used to enhance the traditional reading experience. The use of digital tools can be quite beneficial and inspiring in reading and interpreting both traditional and modern literary texts. Innovative ways of reading and interpreting literary texts identified and explored in this paper

⁸ The usage of capital letters is optional

trigger the students' motivation, initiate discussion, and raise the students' awareness of the current social and political global issues. Therefore, it can be concluded that, by the adequate implementation of social media in teaching literature that includes the students' consuming and producing content in an online environment, teachers may help students think critically about their surroundings and make thoughtful, critical and analytical inquiries about social media in general.

Keywords: Facebook, social media, digital era, digital tools, Internet, learning

Example 3.

The purpose of this article is to determine the effect that online classes had on prospective language teachers during global pandemic. Semi-structured interviews were used to gather data on online learning experience of one male and six female students. All seven participants were majors in English, between the ages of 21 and 22. The interviews were conducted separately and lasted for 10-15 minutes. The results of the study showed that even though the respondents had found online courses to be interesting to a certain extent, all of them had encountered variety of challenges and difficulties in the new learning environment. Bad Internet connection, lack of motivation, physical distractions, technical issues and the lack of interaction between teachers and learners were the primary obstacles encountered by the interviewees.

Chapter 3



3. SUMMARY

3.1. WHY IS A SUMMARY NEEDED? ELEMENTS AND STRUCTURE OF A SUMMARY

As we have already mentioned, both an abstract and a summary represent a brief overview of the whole paper or thesis. However, there are some differences between them. First of all, an abstract is positioned at the beginning of a paper, and its role is to present the content of the paper to those whose job is to decide whether or not the paper will be published or presented, or to those who need to decide whether they will read the paper or not, whereas a summary is usually positioned at the very end of a paper, before or after references. Secondly, a summary is longer than an abstract, as it should consist of several paragraphs: introduction, body paragraphs and conclusion. A summary is a more detailed overview of a paper or a thesis, and it is not as common as an abstract, since not all scientific journals require a summary to be written. Sometimes, a potential reader reads an abstract and is still uncertain whether they will read the whole paper or not, so they look for the summary as well, and this is what helps them reach their final decision regarding reading the whole paper. Furthermore, a summary can be written not only for scientific purposes, but also as an overview of a movie, book, or theatre play. As such, it is a part of a critical analysis essay, which will be mentioned in Chapter 6.

Unlike an abstract, a summary can, but does not necessarily have to, include more complex sentences and a more complex degree of grammar usage. As it consists of several paragraphs, it also comprises linking words, and each paragraph can be summarised in one or two sentence(s). For each paragraph, you should be able to find a topic sentence and to summarise it in your own words. Needless to mention, you should not add any information apart from what can be seen in the text which you are summarising and you need to be very specific. Some of the rules that might be helpful when writing your summary are as follows:

- Redefine the author's/ authors' thesis in your own words.
- In the first sentence of your summary, you should include the author's/ authors' name, the title of the article, and the journal in which the article is published, or the conference where the article has been presented.

- Paraphrase whenever possible and use direct quotations as needed.
- Do not copy and paste sentences from the article. This is considered plagiarism. The only time you can do this is if you are using a direct quotation which is properly cited.
- Use the present (simple) tense.
- Avoid using the first-person narrative- you can use the passive voice instead
- Stay objective. You are summarising the article and providing an overview of the author's/ authors' arguments without giving your personal opinion.
- Be concise and do not share any information which is not crucial.
- The length of your summary should be about a third of the length of the article which you are summarising.⁹

3.2. SUMMARY OF A SCIENTIFIC PAPER: WRITING. FORMATTING, LANGUAGE, STYLE, AND GRAMMAR

In order to be able to write a summary, you need to read the article carefully more than once (to be more precise, it is common to read it three times before you start writing). When reading, you should pay attention to the following details:

- the research question and reason for the study (usually stated in the Introduction)
- the hypothesis or hypotheses tested (in the Introduction)
- how the hypothesis was tested (in the Methodology section)
- the findings of the study (in the Research results section, including Tables and figures, if they are a separate section)
- how the findings were interpreted (in Research results or Discussion)

⁹ Adapted from: How to Paraphrase | Step-by-Step Guide & Examples, published on April 8, 2022 by Courtney Gahan and Jack Caulfield

Once you read the article while paying attention to these details, you should be able to answer the following questions in your summary:

- How does the design of the study address the question posed?
- What are the methods used for each experiment or study?
- How convincing are the results? Are any of the results surprising?
- What does this study contribute toward answering the original question?
- What aspects of the original question remain unanswered?

Your summary should be written in the following steps:

- State the research question and explain why it is interesting (1 sentence)
- State the hypothesis/hypotheses tested (1 sentence)
- Briefly describe the methods (design, participants, materials, procedure, what was manipulated [independent variables], what was measured [dependent variables], how data were analysed (1- 3 sentences)
- Describe the results. Which differences were significant? (1-3 sentences)
- Explain the key implications of the results. (1 sentence)
- The results, and the interpretation of the results, should relate directly to the hypothesis.¹⁰

For some students, it is difficult to summarise theoretical overview, as it is the part of an article which has the greatest number of quotes. When summarising a theoretical overview, one should pay attention to the following questions:

- What is the research question of interest?
- What theoretical basis is the article drawing from?
- What are the assumptions about the social world and technology made by the authors?
- What is the proposed theory/framework/model?
- What are the key concepts?
- How do the key concept relate to each other?
- What level of analysis is the theory targeted at?

10 Adapted from: University of Washington, Psychology Writing Center, <http://www.psych.uw.edu/psych.php#p=339>, Box 351525, psywc@uw.edu, (206) 685-8278, <http://www.psych.uw.edu/writingcenter/writingguides/pdf/summarizing.pdf>

- What is the contribution of the paper?
- What are the implications of the paper?
- What are the limitations?
- How can the model/theory/framework be applied to and/or tested in practice?¹¹

The next section of a scientific article that needs to be summarised usually involves the research methodology and research results. This tends to be less demanding, as these sections are quite informative and clear, and they should remain so in a summary as well.

Once you write the first version of your summary, you should do the following:

- Avoid wordiness, including most adverbs of emphasis¹² ('very', 'clearly'). Pay attention to sentences which are too complex and make them simple. For example: 'The results of this study clearly showed that there was no difference between the teams' can be shortened to 'There was no significant difference between the teams'.
- Use specific, concrete language. Use precise language and cite specific examples to support all assumptions. Avoid vague references (e.g. 'this shows' should be 'this result shows')
- Use language and vocabulary which is scientifically accurate. For example, you cannot 'prove' hypotheses (especially with just one research). You can either 'support' or 'fail to find support for hypothesis/hypotheses'.
- Organise your summary by using paraphrasing more than direct quotes, as direct quotes are rarely used in summaries. Paraphrase what you have read and, in order to give credit for information that you inserted in your paraphrase, cite the author's/authors' last name and the year of the research in question.
- Once you finish writing your summary, read again what you have written and ask someone for a peer review¹³, as they might notice things you may have missed or mistakes you may have made.¹⁴

11 Adapted from: <https://libguides.usc.edu/writingguide/theoreticalframework>

12 Adverbs of emphasis, or emphasizing adverbs, are adverbs such as very, clearly, absolutely, certainly, obviously, etc. which are used to give a greater degree of certainty to another word in a sentence or to the sentence as a whole.

13 Peer review is the act of sharing your work with your colleague for the purpose of assessing its quality

14 Adapted from: University of Washington, Psychology Writing Center, <http://www.psych.uw.edu/psych.php#p=339>, Box 351525, psywcc@uw.edu, (206)685-8278, <http://www.psych.uw.edu/writingcenter/writingguides/pdf/summarizing.pdf>

Overall, a summary contains only the most important information of the original article and it does not necessarily have to follow the organisation or order of the original article or thesis. The length of a summary is usually either one third of the length of the paper or, in the case of a movie, book, or theatre summary, one to two pages. The font is usually Times New Roman, size 12, and the language is, needless to say, formal.

You should start your summary with the basic information about the articles' title, author(s) and place of publication: *The article/text ... written by ... published in ...*

Once you have written your introduction, you can use the following linking phrases in the body of your summary:

- Attention is drawn to the fact that...
- According to the author...
- In the opinion of the author, it is...
- The author highlights...
- The article discusses...
- The author of the article takes a critical view of...
- The author makes it clear that...
- The author expresses the view that...
- In the author's opinion/view...

Additionally, you can use the following phrases to finish your summary:

- In conclusion, the author suggests that...
- The author comes to the conclusion that...
- The author draws the following conclusion that...
- The basic approach of the author is...¹⁵

Now we will take a look at some examples of summaries written by students.

15 Adapted from: <https://libguides.usc.edu/writingguide/theoreticalframework>

Example 1. Summary of an introduction of a scientific paper

In the article 'Traditional Language Teaching versus ICT-Oriented Classroom' published in 2019 in the journal 'Modern Technologies in Language Teaching', Nasradin highlights dissimilarities between the traditional and ICT-oriented education, specifically the language learning. Primarily, the author indicates that the role of both teachers and students has changed, with teachers' role being altered from traditional classroom figure and leader to moderator and facilitator, while students have become the center of the classroom. Moreover, due to the constant utilization of new technologies in the classroom, teachers are obliged to provide numerous ICT tools to their students, and this study examines whether teachers possess the required knowledge and skills to use online applications. Furthermore, the writer of this paper analyzes the extent to which ICT tools are effective and adequate for students, and whether these resources should be simultaneously utilized with traditional tools.

Example 2. Summary of a whole scientific paper

In the article 'The Importance of Intercultural Communication and Business Language Learning', published in the journal 'Synthesis', Milojević et al. highlight the importance of intercultural business communication in contemporary society. Therefore, a study was conducted to present the dissimilarities between the business cultures of two European nations, Germany and Italy. Furthermore, the authors of this paper indicate the significance of teaching languages for specific professional purposes as well.

Firstly, the research was used to determine the attributes of German and Italian workers. The authors selected these two groups specifically as they have a great number of resemblance and contrast present in their workplace. The study mainly focuses on non-verbal communication. Fifteen employees of the German firm GLZ in Belgrade took a survey whose aim was to determine the most significant ways of communicating in the working environment. On the other hand, only two Italian respondents were interviewed on this subject as the authors had some difficulties in finding more people from Italy. Five-point Likert scale was used for the creation of the survey questions. The survey was anonymous and lasted for 10 minutes. It should be mentioned that certain participants may have acquired some customs of Serbian culture, since the majority of them lives and works in Belgrade. The results indicate that directness is considered to be of some importance in the workplace, even though it is believed that it is inappropriate to be direct in business. It is explained that Germans like to express their opinions, unlike Italians who are more timid and indirect.

Moreover, openness and accuracy are quite important to the majority of the respondents. Both Italians and Germans find openness to be quite crucial for business. However, when it comes to accuracy, Germans are the ones to respect punctuality, while Italians do not see an issue in being late. In addition seriousness and criticism are explained as important parts of non-verbal communication as well. German workers rely more on criticism than praise, while for Italians the situation is reversed. Humor, elegance and teamwork are also listed as parts of workplace communication and while elegance and teamwork are considered to be significant contribution to the working environment, vast majority of the participants believe that humor does not play the crucial role in business. The last question of the survey was open-ended and it required German employees to state few other ways of communication in a workplace. Fairness, professionalism and discretion were listed as some of them.

Secondly, it is estimated that business language should be introduced to the official university curriculum, as students are aware of importance of foreign languages and their utilization in professional life (Vučo et al., 2009: 245). The writers of this article suggest that learning language for general utilization is of a great importance, however presenting language for specific purposes to the students may be quite beneficial as well, as it can prepare them for their future professional life.

In conclusion, the conducted study shows the significance communication has in the world of business and how important it is to respect it. Additionally, the article also indicates how helpful can the introduction of business language be to students.

3.3. CHAPTERS 2 AND 3: EXERCISES

Exercise 1. Determine the type of abstract in example 3. What is missing in example 3?

Exercise 2. Correct the mistakes in the following abstracts and summaries. Decide whether the abstracts are informative or descriptive. Add keywords to the abstracts.

Abstract 1:

Staging plays with the students from the Specialization of Translation and Interpretation has been one of my favourite activities organized during the Week of Foreign Languages at the Technical University of Civil Engineering of Bucharest. While acting, they both enriched their vocabulary, by learning all sorts of archaisms, idioms or colloquialisms, and developed the ability to speak in front of an audience. Furthermore, drama games and activities improved their memory, emotional intelligence and diction, thus helping them to deliver flawless speeches as interpreters or to deal better with potential clients as translators. The aim of this article is both to highlight the importance of drama for teaching foreign languages and to present the abilities that such activities may develop in future translators and interpreters.

Type of abstract _____

Keywords: _____

Abstract 2:

The 21st century has equipped students with a variety of online resources and an easy access to various digital platforms. Many scholars mostly agree that literature teachers need to include new media into the literature classroom and be able to create the environment that successfully promotes a practical usage of new technologies in education, particularly in language. The aim of this paper is to analyze the latest technologies in second language teaching, notably teaching English literature to the modern generations and point to its significance for students' mental, emotional and moral development. Implementation of digital tools and social media, when teaching literature, helps students to develop critical thinking skills about media consumption as they participate in literary communities and explore new venues for writing. Furthermore, the use of digital tools can be quite beneficial and inspiring in reading and interpreting both traditional and modern literary texts. The author of this article concluded that if used adequately, Internet can be an immensely significant source of creativity, notably when it comes to opening discussions and enhancing traditional reading experience.

Type of abstract _____

Keywords: _____

Abstract 3:

The purpose of this study was to show whether games used as learning methods have some certain advantages in comparison with traditional learning methods, yet to explore teachers' attitudes towards using this approach. The author wanted to highlight that games were not used as additional tool, than in combination with traditional principles of teaching. For this purpose, the author opted for Analysis of resources and investigation, statistical methods. Participants were 125 foreign language professors, from different countries : Russia, Germany, Serbia, Bulgaria, Czech Republic, and Slovakia, Great Britain. The study has shown that the game method in teaching practice is very effective. It helps to develop better language skills such as : listening, writing, reading, speaking. Associative thinking, cognitive and creative skills were also stimulated. This interactive approach supported students' interest and motivation. Finally, it was very well received by professors, more in teaching children, partially in teaching adults.

Type of abstract _____

Keywords: _____

Summary 1:

This article "Teaching English through drama" by Raluca Ghentulescu is about attempt to change student's habits. To be more efficient and confident in their expression. As many different materials as possible, contributes to greater activity. Therefore, besides all existing methods, now teachers use plays and theatrical sketches. That is good for theoretical learning and expressing feelings, both students and teachers. Plays such as The Importance of Being Earnest by Oscar Wilde, Romeo and Juliet by William Shakespeare and The Wedding by Anton Pavlovich Chekhov are used for this purpose. Texts are translated from Romanian and Russian and is of great importance for practice.

A play must be carefully chosen to make everyone satisfied. For students, classics are very useful because life lessons can be thought besides grammar and vocabulary. To keep students interested, chosen play has to be fulfilled with anecdotes, wordplay and jokes. First choice was, of course, Wilde's play "The Importance of Being Earnest". As expected, students were thrilled. The task is simplified, only the first act was played. It is of a big importance to clarify difference between "earnest" and "Ernest", and vital meaning of homonyms. When it comes to "Romeo and Juliet", this is more modern play, and students learnt new quotes and memes. In the third play, they translated lines from Russian and Romanian to English, and it was amazing experience.

Every student has its own role and part, the clever ones and less clever. They interact and encourage each other. Regardless of the importance of the role, they give their best. One of the major problems, which are being worked on, is shyness, lack of self-confidence. The solution of this problem is public performance.

By studying their roles and public performance, students develop their authentic style. Regardless of the future occupation, addressing the public without anxiety is very important, and even better if that person is going to be an interpreter.

Summary 2:

In the article by Ghentulescu, the author states that they have organised an event called The Week of Foreign Languages at the Technical University of Engineering of Buchurest in order to introduce their students to distinguished authors from whom they have not read yet and expose them to authentic language.

The author decided to use unconventional methods and materials in engaging their students into reading with pleasure, such as plays and theatrical sketches which would not only teach them certain grammatical structures and lexical elements but also pose an opportunity for students to express their feelings and engage in conversations.

Across four years the author as a teacher of English as a foreign language and their students staged numerous plays, mostly the most well-known ones, some of which happened to be translated from other languages into English, which posed an excellent exercise.

Apart from performing, what proved to be notable was the improvement the students made in their language skills, in regards to fluency, motivation for learning more and confidence while speaking.

The author states that choosing a play is a rather difficult decision to make because the play must be both entertaining for the students and suitable as a teaching material. They decided to choose classics as they can be a source of new knowledge for the students, not only grammar and vocabulary wise but also when it comes to life lessons.

The authors first choice was Oscar Wilde, known for his humour and entertaining works, specifically "The Importance of Being Earnest". Given that it is a rather difficult and complex play to learn by heart, the students staged only the first act. The play proved to be an excellent choice because the students discovered witty puns in the characters' names, which gave them the opportunity to learn about lexical issues such as homonyms and other phonetic rules.

The second play which was staged was a satirical version of Romeo and Juliet by William Shakespeare conceived as a one-act high school play, which the author chose for two reasons, one being that it was a famous play, and the other that the students would be exposed to particular elements of the original play but in a modern way. Some students read both the original and the satirical version and also realised that many quotes and memes that are popular and in use today actually originate from Shakespeare's time.

The first two plays being successful experiences, the author chose a new play, "The Wedding" by Anton Pavlovich Checkov, which was translated from Russian and Romanina into English and French. The students had already seen the play in Romanian and they had the opportunity to improve their general knowledge and think about translating various phrases from Romanian into English or French.

The author states that the results were remarkable, given that the students' translation was witty and contained elements that were omitted from the official play in English, their acting was impressive and they also had the help of a professional actor, whose involvement proved rather helpful.

For the fourth play, the author asked the students to write their own sketches that could be performed on stage. Four students wrote texts that were related to their colleagues' topics of interest and they were written in perfect English which caused many students to ask to play a part in those short play, giving them the opportunity to improve their level of English, writing and communication skills.

All the plays staged in the Week of Foreign Languages helped the students improve their language and gain more confidence in their abilities.

The author states that teaching foreign language through drama is perfect for groups of students with mixed abilities. The students with the best level could be given leading parts while the ones who are less proficient could be given smaller roles which keep them motivated. All the students can interact with each other and gain confidence, improve their listening and speaking skills and also interactive communication abilities.

The author states that shyness can also be overcome in a successful way through drama activities. Shy students might have refused to speak in public at first, but over time and with the support and insisting of other students that their contribution is valuable, they accept and get involved. By interacting with the others they gain more confidence and become more free when speaking in classes.

The author also states that grammatical, lexical and stylistic structures become more interesting to students through plays. Students become familiar with new linguistic patterns while learning their lines and they might even incorporate them in ordinary speech.

"The Importance of Being Earnest" has been chosen as a model text for teaching English lessons online and each lesson has a grammar part, vocabulary part and a reading comprehension section.

There are full glossaries of terms taken from Wilde's plays and given that some words are invented the students can see how a language can be enriched through different means. Students are fond of funny and witty words which can enrich their vocabulary.

When it comes to the satirical version of "Romeo and Juliet" the students had a chance to discover new words which were a part of the classical version of the play. They learned that the plays were also very important for their future translation and interpretation skills by improving their grammatical and linguistic skills as well as their general knowledge.

The author states that there are many advantages of staging plays and the most important ones are that language students improve their communication skills and their linguistic and cultural knowledge, they read classical works and through them learn a particular type of language and they learn a new way of expressing themselves in public by being on stage.

The Week of Foreign Languages will be held next year again and it will mark the 25th anniversary of this cultural event. The plan for next year is staging another comedy, this time "An Odd Couple" by Neil Simon.

Summary 3

In the last few years, intercultural business communication has become increasingly important. The fact that a lot of research has been conducted on this topic speaks in favor of that. Namely, today, international cooperation between institutions is quite present, so by that, various forms of business etiquette in different countries must be introduced. For our research, we selected two countries whose business culture we want to compare, namely Italy and Germany. These countries have a lot of similarities, but also differences when it comes to business communication, but also business in general.

Business language plays an important role in business communication, and successful communication depends on knowing the manners of a country. The basic characteristics that are key in doing business with Germans are: kindness, thoroughness, fairness, accuracy, instructive criticism, etc. (Buscha & Linthout, 2007, p. 32) When it comes to Italians: openness, cheerful entrepreneurial spirit, willingness to change, risk, professionalism, etc. In addition to verbal communication, there is also non-verbal, which is extremely important for business meetings. When it comes to Italians, they are much more 'relaxed' than Germans, so touching them is not inappropriate, they are extremely close to their interlocutor, while the situation with Germans is the opposite.

For a successful business meeting, another important condition is the choice of topic. Thus, according to Milo Bazić (2009, p. 253), it is desirable to talk with Germans about sports, business, travel, weather, etc., while Italians are more in the mood for topics such as fashion, food, drink, art, etc.

For this work, a survey was conducted in the form of a questionnaire among fifteen people employed in the German company GLZ in Belgrade (German Society for International Cooperation) to find out what is most important to employees in communication in the workplace, while the small number of respondents from Italy, conducted an interview. Most of the answers are given in the form of a five-point Likert scale to be able to accurately determine the degree of frequency or representation of some properties.

The results show that 10% of respondents consider directness very important, 30% little, and 60% good. Based on this, it can be concluded that it is completely wrong to be direct and clearly express what bothers you or what you don't like, which is characteristic of Germans when it comes to working. Instead, they are more likely to create an awkward situation in the workplace to correct some mistakes than to remain silent. On the other hand, Italians are more relaxed and less direct, more tolerant of breaking business rules. Openness is another prerequisite for good business communication and cooperation. About 50% think it is a very important, 10% important, 40% fine trait. The prevailing opinion is that openness is important, for which Italians are very famous. Germans, on the other hand, are completely different, they value openness. Accuracy is another prerequisite for a successful business. The Italians think that 20 minutes does not change anything, because it is often crowded, and they do not see any problem with that. On the other hand, the Germans respect to time. The majority of respondents said that accuracy is very important - 50% of them, 20% said it was important, 20% had a neutral answer - it doesn't matter or unimportant, and 10% (as in this case, one respondent) consider accuracy as complete not important. The next prerequisite we examined is seriousness and for 30% of respondents it is very important, 30% important, 30% fine, and 10% irrelevant. We further examined criticism as a prerequisite for successful business communication, and the answers look like this: 30% say criticism is very important, 30% think it is important, and 40% say it is perfectly fine. After that, we examined the attitude about the term elegance during business meetings. This is what the results look like: elegance is very important for 40%, important for 10%, it's okay to be elegant for 40%, and not important for 10%. The next factor we examined was teamwork. Teamwork is 40% very important, 30% important, 10% good, 10% not so important and 10% irrelevant. According to this survey and interviews with respondents, we concluded that teamwork is a great way to work. The last question was open-ended and asks what is more important to a person at work, and that is

the most common answer of our respondents from Germany. What is most prominent in the answers is fairness, professionalism, hard work and effort, and kindness.

Each of the above conditions is extremely important in business communication, especially if we take into account that for successful business cooperation, it is necessary to know in addition to language and other factors that may affect it. By that, Germany and Italy were chosen, so that we could.

Chapter 4



4. ELEMENTS OF A SCIENTIFIC PAPER

A scientific paper can be defined as an academic article published in a scientific journal or presented at a scientific conference. It consists of several required elements, and others that are optional. Those elements that are mandatory are: the title, affiliation, abstract, keywords, introduction, body paragraphs, research methodology, hypotheses, research results, conclusion, and references. Some optional elements can include summary, tables and graphs, discussion, and acknowledgements. As we have already defined abstract and summary, which are the most important elements when presenting your paper to your potential readers, in this Chapter 4, we will cover and explain all the other elements.

4.1. TITLE OF A SCIENTIFIC PAPER

The title of a scientific paper should be neither too long nor too complex. It should, in a way, 'tease' readers and trigger curiosity, but be specific and clear enough to show what the paper is about. If the title of the paper is too broad and vague, the paper will probably not be published. Also, if the title of the paper does not clearly and realistically depict what the content of the paper is, the readers might be disappointed and, consequently, choose not to recommend or cite your paper. When considering the title of your paper, you should bear this in mind:

- The title is clear to everyone
- The title is not misleading
- The title is narrow enough
- The title has no abbreviations
- The title has no question mark or exclamation mark

Once you choose the appropriate title, you should be careful when typing it, as all words, apart from articles, prepositions, and conjunctions should be written in capital letters¹⁶. For example, if your title is '*the role of Microsoft teams platform in hybrid teaching model*', it should be written as follows: *The Role of Microsoft Teams Platform in Hybrid Teaching Model*. When it comes to a hyphenated compound word in your title, capitalize both words: *Natural-Born Cyborgs*. Also,

16 If an article, a conjunction or a preposition are the first word in a title, then they are also written with capital letters.

you should capitalise the first word after a dash or colon, for example: '*Defining Film Rhetoric: The Case of Hitchcock's Vertigo*'¹⁷. However, this rule is becoming optional as time goes by, so nowadays it is not always considered a mistake if you do not write all the words in capital letters, but you should at least use quotation marks in that case. As we have already mentioned in the section dedicated to abstracts, some experts claim that you should choose different words for your title and for your keywords.

Your title should not include acronyms or abbreviations unless they are well-known to your audience. Furthermore, it should not include a question mark or an exclamation mark, and it should not have the role to 'shock'¹⁸ your audience, as it sometimes might be the case in literature.

4.2. AFFILIATION IN A SCIENTIFIC PAPER

The affiliation is your title/ position, place of work and location, and it is placed either before the title (in the upper left corner) or immediately after the title (below it or in the right corner). When you send your paper for publishing to a scientific journal, the scientific committee, i.e. the editors of the journal will want to know at which university or school you work and what your academic title is (e.g., teaching assistant, full professor, etc). This information could help you receive positive feedback from them as sometimes their final decision is also based on your affiliation. If you forget to write your affiliation, you will definitely decrease your chances at having your scientific paper published. Here are two examples of an affiliation:

Example 1. Affiliation

LANGUAGE IDEOLOGY

Kathryn A. Woolard

Department of Sociology, University of California, San Diego, La Jolla, California 92093

Bambi B. Schieffelin

Department of Anthropology, New York University. New York, New York 10003

17 Adapted from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

18 Some authors use 'the shock effect', by using certain choice of words which causes the feeling of shock among readers and which sparks their interest.

Example 2. Affiliation

Introducing positive psychology to SLA

Peter D. MacIntyre

Cape Breton University, Canada

peter_macintyre@cbu.ca

Sarah Mercer

University of Graz, Austria

sarah.mercer@uni-graz.at

4.3. INTRODUCTION IN A SCIENTIFIC PAPER

The introduction of a scientific paper is usually one to two pages long, and it contains basic information about the whole paper. It can include a brief overview of all sections of the paper, along with the research results, or it can briefly summarise the paper without stating the results. An introduction consists of several paragraphs in which we use linking words and both simple and complex sentences. It should be interesting enough to keep your readers' attention and to make them want to read the other chapters of your study as well. Also, it should be very precise and give correct information about the content of your paper. For example, you cannot write that there are 4 chapters in your scientific article if there are more or less, and you cannot state that some topics or items can be found in your paper if you did not mention them. In the introduction, you should state your reasons for writing the paper and your motivation for conducting the research. You should not use the first-person narrative and you should not be subjective. If you want to thank someone for helping you in your research process, you should not write it in the introduction, but in the Acknowledgements.¹⁹ As the body of your article follows this introduction, you should write it in a simple language, without giving any specific details.

¹⁹ Acknowledgements are defined in section 4.8.

4.4. THEORETICAL OVERVIEW

Each scientific paper has a theoretical overview in which the author(s) offer(s) a brief summary of previous theories related to the topic. In other words, in a theoretical overview, you name and quote other authors whose work you appreciate and who have conducted some studies which have affected your research, or motivated you to do your own study. There is almost no topic which has not been investigated before, so it is common to read plenty of articles and books before you start your own research. Moreover, once you get an assignment to write a scientific article or your final/ master's thesis, the first thing you are most likely to do is find similar articles and see how previous authors organised their studies, so that you can choose the best research methodology for your own study. The more you read, the easier it will be for you to organise your own paper.

Theoretical overview is, along with research results, considered an essential section of a scientific article, but it does not necessarily have to be named in these two words. In some papers, this section is known as 'theoretical review', 'previous studies', or it is given some other title, depending on the content of the article. In any case, it is the element of a scientific paper that has numerous quotes and paraphrases, as in this section we refer to other authors and papers or books that we have read and put in our reference list. As such, it is important to remember to use in-text references²⁰ so as not to be accused of plagiarism. A theoretical overview usually consists of several pages, which means that there are a lot of linking words, many simple and complex sentences, and body paragraphs. Each body paragraph should include a topic sentence (a sentence which serves as an introduction to each paragraph, as it gives an overview of the main topic in that specific paragraph), so that the readers know what each paragraph is about. It can contain opposing theories, theories which have changed in time, but it should not contain the same theories written by the same authors, i.e. it should not contain the same information twice. When choosing the authors whom you will quote, you need to pay attention to the year of their publications, as some theories might be outdated or not accepted anymore. This, of course, does not apply to those theories that have been written a long time ago, but are still accepted as the only ones. Apart from reading your abstract and summary, some editors and readers might also read your reference list in order to check your bibliography. If they realise that you have quoted some authors who are nowadays considered outdated, they will probably not read your article, as they will consider it outdated as well. That is why you need to be careful with the content of your theoretical review.

²⁰ This term is explained in section 4.4.2.

4.4.1. Citing and paraphrasing

As it has already been mentioned, in a theoretical overview of a scientific paper, we mention what other authors have already discovered or defined in their papers or books. For that purpose, we need to quote them, but first of all, we should learn the difference between citing and paraphrasing. When citing (or quoting), we use quotation marks and the exact same words that the previous authors had already used. In paraphrasing, there is usually no need for quotation marks, as we use our own words to explain what we have read, but we still need to give credit to the author of those statements, which means that we need to put their last names and year of publication in brackets. To sum up, both citing and paraphrasing require the authors' last names in brackets, as well as the year of publication and page numbers. In other words, both citing and paraphrasing need to be used as a reference. Even when we use another writers' tables, graphs, or images, we need to name them and have that be reflected in our reference list. In a way, reported speech is an example of paraphrasing, as we are reporting what someone else has said.

There are several reasons why both citing and paraphrasing are significant. Firstly, by claiming whom you have cited or paraphrased, you give credit to someone for their ideas, words, results, and/ or images, you add extra credibility to your arguments by quoting someone who is already an established author (especially if you are a new author who has yet to be acknowledged), you can connect your ideas to other writers' ideas in your field, and you also provide readers with sources that they can use for their own projects, papers and studies. If you do not use quotes, some readers might have an impression that you have no experience, or that you have not read any previous studies. Furthermore, it is scientifically impossible to reach a conclusion if you haven't analysed previous studies.

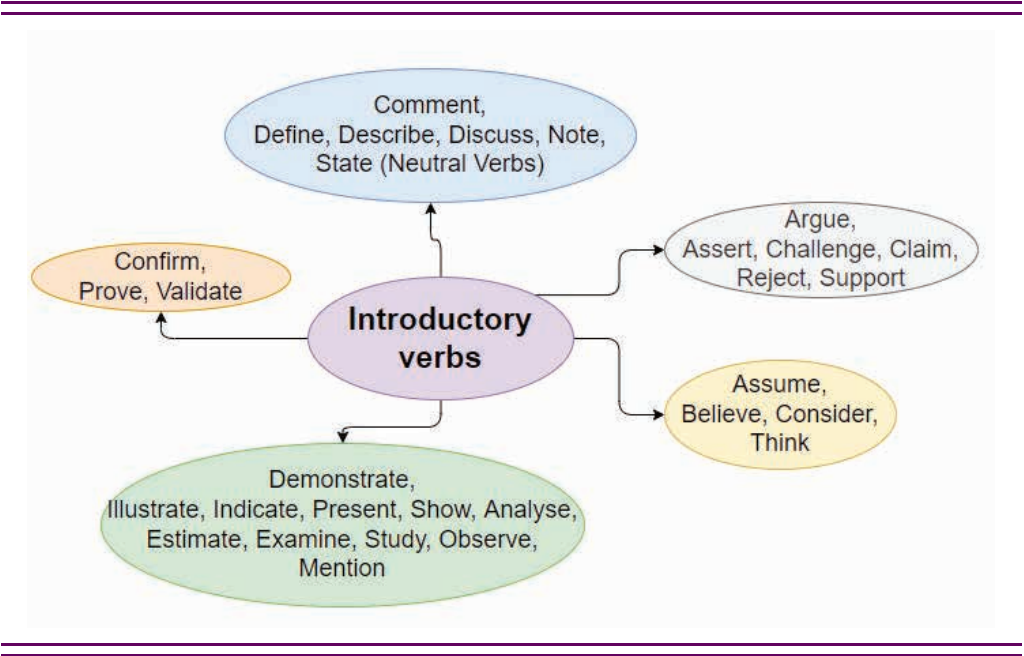
Some authors claim that paraphrasing is easier and more appropriate than quoting, due to several factors: paraphrasing is usually shorter than the original quote, it allows you to choose which part of the quote is significant for your own paper, which part you will use for your own study, and which part of the quote you will omit. In order to be able to paraphrase properly, firstly you need to find the main idea in the quote. Secondly, you need to find the appropriate synonyms (formal words) that you will use in your paraphrase. Thirdly, it is necessary to change the sentence structure, as your paraphrase needs to be different than the original quote if you do not want to be accused of plagiarism²¹.

21 Plagiarism is copying someone else's words without quoting or referencing the source.

The importance of plagiarism is such that each final, master’s and PhD thesis need to go through plagiarism check before publishing, and there is a certain percentage of references that are allowed to be written without naming their source (it usually ranges from 15% to 25%, depending on the degree and the institution where the thesis is published). The same rules apply to books and coursebooks.

A quote and a paraphrase need to be introduced in a text. It is easier to notice a quote because it is separated by quotation marks, whereas a paraphrase is simply incorporated in a text. Both in quoting and in paraphrasing, there are certain verbs that you can use at the beginning. You can find a list of those verbs below, divided in several groups, depending on their meaning and usage.

Picture 1. Introductory verbs



Once you paraphrase or summarise an idea from a source, you must provide the surname of the author and the year of publication in brackets at the end of the sentence, or immediately after the quote or paraphrase. Including the page number(s) is mandatory in a quote and optional, but recommended in a paraphrase. For example:

- *As some authors have already mentioned, understanding the speech process is important (Jones, 2001, pp. 51-53).*

In this example, we see an introductory verb (*mention*), a paraphrase (*understanding the speech process is important*) and the information about the author in brackets: last name, year of publication and page numbers (*Jones, 2001, pp. 51-53*).

When quoting directly from a source, the surname of the author, the year of publication and page number(s) should be provided immediately after the quotation. For example, '*Learning to breathe under water is essential when learning to swim.*' (Anderson, 1992, p. 64). Here, there is no introductory verb, as this is the beginning of a sentence, but we can see the quote separated by quotation marks and the information about the author in brackets.

It can also happen that you want to quote or paraphrase something that you have already found as a quote or a paraphrase in another paper. In that case, when using an idea or quote cited in another source, you should acknowledge both sources. For example, '*focus group is an important research instrument*' (Ward, 1968, as cited in Bowling, 1991, p. 38). This means that this quote has been found in a text written by Bowling, who has already quoted Ward. In other words, this quote is written by Ward, but found in Bowling's writing.

Moreover, you can use an online source as well. The only difference between a published and an online source is that you need to name a website address/ URL not in brackets, but in your reference entry.²²

All these rules are applied in APA (American Psychological Association) citation style, which is one of the most commonly used citation styles both in our country and abroad. Apart from APA, some journals and conference papers also require the usage of MLA (Modern Language Association) citation style and Chicago citation style. Each of these styles has its own rules, but they all revolve around naming the authors, year of publication and page numbers. The differences lie in the way these items are mentioned. Since APA citation style is most commonly used in our country and in Europe, we will dedicate the next section to explain some of the main rules of APA quoting and paraphrasing.

22 Reference list or Bibliography is the list of all used sources in a scientific paper.

4.4.2. APA style: in-text citation and references

APA citation style is one of the most common styles in scientific journals. Currently, the 7th edition of APA style is in usage and its rules can be found via website <https://apastyle.apa.org/products/publication-manual-7th-edition>. Whenever you need to write a paper, make sure to check whether there are some new rules in citing and paraphrasing, though they do not change very often and these changes are not immense. We will mention some basic rules when it comes to APA citation style.

We have already mentioned that we use citation mostly in the theoretical overview, though quotes and paraphrases can also be found in some other sections. However, this is not the only time when we need to use citations. At the end of our paper, we need to provide a list of all papers or books that we have quoted or paraphrased throughout the whole article. That list is usually called *References/Reference list or Bibliography*, whereas quotes and paraphrases used within the article are known as *in-text citations*. References and in-text citations are not listed in the same way.

In an in-text citation, you should give the last name of the authors, the year of publication, and the number of cited or paraphrased page in brackets, but you should bear in mind the differences in citing a book, book chapter, scientific article, newspaper article, webpage etc. when you cite them in your reference list. In other words, these quotes and paraphrases are named in the same manner in an in-text citation (last name of author/authors, year of publication, page numbers), but differently in References.

The reference list should follow the alphabetical order, and include the additional information that was already mentioned in the previous section: the last name of the author, the initials of the author's name, the year of publishing, title, name and place of publishing house (if it is a book), the name, volume and number of journal where the article was published (if it is an article), a webpage and the date of retrieval (if it is an online source), as well as the number of pages. Some authors separate online sources as an autonomous part of the reference list, whereas others place all their references in one list. There are no specific rules when it comes to this, so both options are allowed. Let us take a closer look at APA reference entries:

- o When you need to include one author of a book in your reference list, you need to name the following:
 - The author's last name, first initial. (Year of publication). Title of book. Place of Publication: Publisher.

- *Crystal, D. (2007). By Hook or by Crook: A journey in search of English. United Kingdom. HarperPress.*
- o When there is more than one author, you just add the other author's/ authors' last name(s) and first initial(s). If there are more than three authors, you need to name them all in your reference list, but you can name just the first one and write *et al.* after his/her name in an in-text citation
 - Reference entry: *Jones, Smith, Rooney, Wolf, and Stanson (2020)*; in-text citation: *Jones et al.*
- o When you need to include just one book chapter with one author and an editor, you need to name both the editor and the authors:
 - *Pemberton, M. A. (2003). The Writing Lab Newsletter as History: Tracing the Growth of a Scholarly Community. In M. A. Pemberton & J. Kinkead (Eds.), The Center Will Hold: Critical Perspectives on Writing Center Scholarship (pp. 21-40). Logan, UT: Utah State UP.*²³
- o If your sources are online, you can choose whether you will separate them or put them together with all published reference entries. In any case, the rules are quite similar to those when it comes to published references, with one addition:
 - Author's last name, first initial. (Year of publication). Title of article. Title of journal, Volume number (Issue number), Inclusive pages. doi:²⁴

It can also happen that you cannot find the author of a quote or a paraphrase that you want to use. In that case, the best option would be not to use it at all, as you do not know whether this source is credible, but if you are determined to do so, you can just name the title of the paper, year of publishing, and page numbers. You can also quote an institution/organisation which has, for instance, published a study. In that case, the name of the institution/organisation will be named instead of the authors. The same happens if you quote or paraphrase a dictionary, for example.

²³ Adapted from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

²⁴ DOI, or Digital Object Identifier, includes numbers, letters and symbols used to permanently identify an article and link to it on the Internet. When you have the DOI of a scientific paper, you will be able to find it online easily. Here is an example of DOI: <https://www.researchgate.net/deref/https%3A%2F%2Fdoi.org%2F10.18485%2Fkonline.2020.11.11.1>

When it comes to in-text citations, regardless of whether they refer to a book or an article published online or in paper form, the author's/ authors' last name(s) and the year of publication for the source should appear in the text. For example: (Jones, 1998). If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make a reference to the author and the year of publication, but not the page number in your in-text reference. However, if you are directly quoting or borrowing from another work, you should include the page number at the end of the parenthetical citation, and you should use the abbreviation 'p.' (for one page) or 'pp.' (for multiple pages) before listing the page number(s). For instance, you might write (Jones, 1998, p. 199) or (Jones, 1998, pp. 199–201). Regardless of how they are referenced, all sources that are cited in the text must appear in the reference list at the end of the paper. You can introduce the quotation with a signal phrase that includes the author's/ authors' last name followed by the date of publication in parentheses. If you do not include the author's/ authors' name in the text of the sentence, place the author's/ authors' last name, the year of publication, and the page number in parentheses after the quotation. Direct quotations from sources that do not contain pages should not reference a page number. Instead, you may reference another element: a paragraph, a chapter number, a section number, a table number, or something else. If a work has two authors, you should cite both names every time you cite the source. If a work has three or more authors, you should give all names the first time you cite and just the first name followed by 'et al.' in all subsequent citations. If a work has six or more authors, you should always follow the first name with 'et al.' If there are multiple texts written by the same author, you should add the year of each publication. If you are citing more than one work by the same author published within the same year, you should add suffixes after the year (a,b,c):²⁵ The examples of all these rules are given below in the same order that they have been mentioned:

- According to Johnson (2018), *'students often had difficulty understanding Japanese, especially when it was their first time'* (p. 199).
- Johnson (2018) found *'students often had difficulty understanding Japanese, especially when it was their first time'* (p. 199); *what implications does this have for teachers?*
- She stated, *'Students often had difficulty understanding Japanese, especially when it was their first time'* (Johnson, 2018, p. 199), *but she did not offer an explanation as to why.*

25 Adapted from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

- *Johnson (2018) found a variety of causes for student dissatisfaction with understanding Japanese (paras. 4–5).*
- *(Simpson & Smith, 2020, p. 23)*
- *(Simpson, Smith, Williams, & Jones, 2020, p. 23); (Simpson et al., 2020, p. 23)*
- *(Simpson et al., 2020, p. 23)*
- *(Smith, 2020a, 2020b, 2019)*

If you want to use direct quotations that are 40 words or longer, you should place them in a free-standing block of typewritten lines, and you omit quotation marks. In this case, the quotation should start on a new line, indented 1/2 inch from the left margin, i.e., in the same place where you would begin a new paragraph.²⁶ It is not advisable to quote or paraphrase more than one paragraph, but if you need to do so, make sure to separate your quote or paraphrase by using different font or font size.

26 Adapted from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

4.5. RESEARCH METHODOLOGY

Each scientific paper should have its research methodology presented within the article, so that the readers can understand how the research has been organised and conducted. Research methodology should include hypotheses, type of research and explanation about the research method. Several types of research methodology exist, depending on the scientific field. We will name just a few types that are most commonly used in the social sciences, especially in linguistics, literature and language studies. Once you decide what your research will be about, you need to choose your research methodology. The methodology needs to be in accordance with the research topic in a way that it can bring useful and reliable results. Once you choose your research methodology, you need to decide which research instrument you will use.

4.5.1. Qualitative analysis

A qualitative research is designed to 'investigate the quality of relationships, activities, situations or materials' (Fraenkel & Wallen, 2003, p.380). The most common type of analysis in linguistic studies is qualitative analysis, which implies that the research results are provided qualitatively, i.e. that the research results are explained and defined without statistical data and in-depth insights into the topic are given to the readers. For the purpose of qualitative analysis, the most common research instruments used are interviews and focus groups, though open-ended surveys can be used as well. Literature reviews are also considered an example of a qualitative analysis. Since there are no numbers or any other data other than words and descriptions, qualitative study is often called the less tangible analysis. This might be considered a disadvantage, so the wisest option would be to choose both a qualitative and quantitative analysis for the purpose of your research. On the other hand, an advantage of the qualitative analysis is the ability to further explain research results and elaborate on the reasons behind these results, as it relies on details, instead of simply offering numbers. An example of qualitative analysis would be discovering *why* students prefer the hybrid learning method to the traditional learning method, for instance, by asking them various open-ended questions about their opinions and attitudes.

4.5.2. Quantitative analysis

Unlike qualitative analysis, quantitative analysis uses statistical data, tables, charts and graphs to conduct research and depict research results. The most common instrument used for this type of analysis is a closed-ended survey. The biggest disadvantage of a quantitative analysis is the fact that there is no additional explanation of research results other than numbers, whereas the biggest advantage is that statistical data are considered to be more tangible than descriptions and results without statistics. If you choose the quantitative analysis, you should be able to statistically analyse the data from your research, or hire someone who can do it for you. Students who study languages are usually not very skilled in quantitative analysis, so they often choose qualitative analysis. An example of quantitative analysis would be discovering *how many* students prefer hybrid learning method to traditional learning method by giving them a closed-ended survey.

4.5.3. Comparative analysis

This type of analysis implies comparing two different occurrences or languages and finding their similarities and differences. Comparative analysis is quite demanding, as it usually requires double research instruments, and research results are also more complex when compared to studying one language or one topic only. An example of comparative analysis is the study of coursebooks in English and Spanish and defining which of them are more gender-neutral. Another example is seen in the title of the paper: '*Is English a Male and Spanish a Female Language?*', as it compares males and females and their preferences to English or Spanish. This specific paper gave a comparative analysis of the grades that male and female students receive at the end of the school year in two different courses: the English language and the Spanish language, with the aim of discovering whether there is a difference in these grades that is related to gender. For the purpose of this specific study, both quantitative and qualitative analysis have been used, and then the results were compared.

4.5.4. Research instruments

A research instrument is defined as a means used to collect, measure, and analyse data from your scientific research. Depending on your topic, you should choose an appropriate research methodology, and then one or more research instrument(s). In the next few sections of this Chapter, we are going to define and give some examples of the most useful research instrument.

4.5.5. Survey

There are two types of surveys or questionnaires that you can use in your study: a survey in paper form and Google (online) form. Each of them has their own advantages and disadvantages. When you have a survey in written form, it might be easier to collect more concrete answers as you can supervise your examinees and actually see them while they are reading it, so you can make sure that they actually fill it in. Furthermore, if they have certain questions about your survey, you are available to provide them with answers immediately. However, it is more demanding and time-consuming to analyse your respondents' answers in paper form, as you need to read each survey, be able to read all types of handwritings, and insert all answers in a separate chart so that you can form your research results.

On the other hand, an online survey is easier to analyse, as all data are already given in Google form statistics and you do not have to bother with collecting all data as it is the case with paper form. If you need examinees from all around the world, then Google form is more suitable. Also, by using an online survey, you can obtain more answers, more quickly, and more efficiently. Then again, an online survey is distributed in e-form, so you cannot be certain that you will have enough examinees, or that they will fill it in completely. It often happens that respondents forget to fill in a survey, or they do not want to answer all questions, which makes your research incomplete and your research results intangible.

When preparing your survey, you need to think practically: which questions you need and which type of questions you will use in your analysis. You should always bear in mind that people generally do not want to spend too much time reading the questions and giving long answers, so the best option is usually the multiple-choice question format, in case you can combine it with your research topic, while the less favourable option is the open-ended question format. You should not ask more than 15 questions per survey, and in the next section we will learn which types of questions you can use.

4.5.5.1. Types of questions in a survey

There are two types of questions in a survey: *open-ended* and *closed* (also known as *closed-ended*) questions. Open-ended questions are regular questions with a question mark in which you ask your examinees about their opinion or to explain something. On the other hand, closed questions can be: *multiple choice questions*, and *Likert scale questions*. In multiple choice questions, a question is asked and at least two answers are given, so the examinees can choose only one answer which they find to be correct, or which reflects their opinion. Likert scale questions are usually statements, and the respondents choose numbers from 1 to 5 depending on how much they agree or disagree with a specific statement, with number 1 being 'I strongly disagree' and number 5 being 'I completely agree'. In the examples and pictures below, you can see examples of all types of questions taken from an online survey.

Example 1. Open-ended question²⁷

What is the biggest benefit of learning sociolinguistics?

Short answer text:

Example 2. Multiple choice question

Is it important for sociolinguistics to be taught face to face?*

- ☐ Yes
- ☐ No
- ☐ It doesn't affect me

Example 3. Likert scale question

Do you think you are skilled enough for using ICT tools? Mark your answer from 1 to 5.*

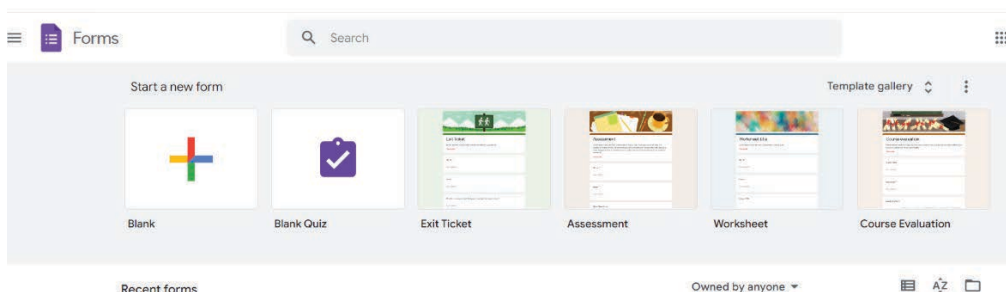
1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²⁷ Apart from 'short answer', you can also choose 'paragraph' if you believe that your respondents will have more text to write as an answer to your question.

4.5.5.2. How to create an online survey

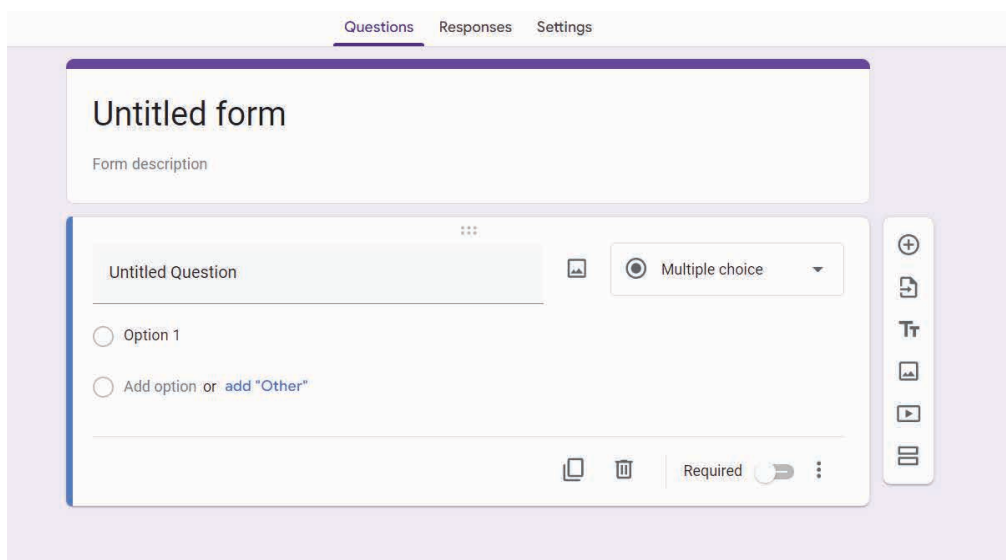
Forming an online survey is a very simple task if you are digitally literate. Firstly, you need a Gmail account. Once you access your Gmail account, you will need to open Google applications and you will see an icon for a Google form.

Picture 2. Google form



When you open Google forms, choose the 'Blank' option, and then you can start creating your own survey.

Picture 3. Blank Google form



Once you open a blank form, you need to give it a title and form questions. For each question, select the type most useful for your research: multiple choice, short answer, paragraph, checkboxes, linear scale, etc., you may also choose whether this question is required to respond to or not. If you do not choose that your questions are required, then your examinees can skip it and move on to the following question, which is not an advisable option for your research, so it would be wiser to make all your questions required, especially those related to your respondents' age, gender and all other data that you find essential in your study. You can also add images or videos, or import questions from another file.

When you finish preparing your survey, you need to choose how you will disperse it, i.e., reach your potential respondents: by email, as an attachment, or sharing it via social media, such as Facebook or Twitter. It is recommended that you also add a message to your respondents explaining why you are conducting the research and where it will be published. It is highly recommended to highlight that the survey is anonymous and that the results will be published in a specific scientific journal or presented at a scientific conference, as some people are afraid that their answers will be shown in public, which is almost never the case in academic writing.

When you obtain as many responses as you need for the purpose of your research, you can start analysing your results. By clicking on Results, you will receive the summary of all the questions with their answers presented both in percentage and in numbers, as seen in picture below. This is your statistics and your research results that you will use in your scientific paper and you can decide which results you will present in your paper, and which ones you might want to omit (if, for example, you find them irrelevant, or if there are not enough answers to a certain question).

Picture 4. Distributing Google form

Send form

☐ Automatically collect respondent's Singidunum University email

Send via

Email

To

Subject

Untitled form

Message

I've invited you to fill out a form:

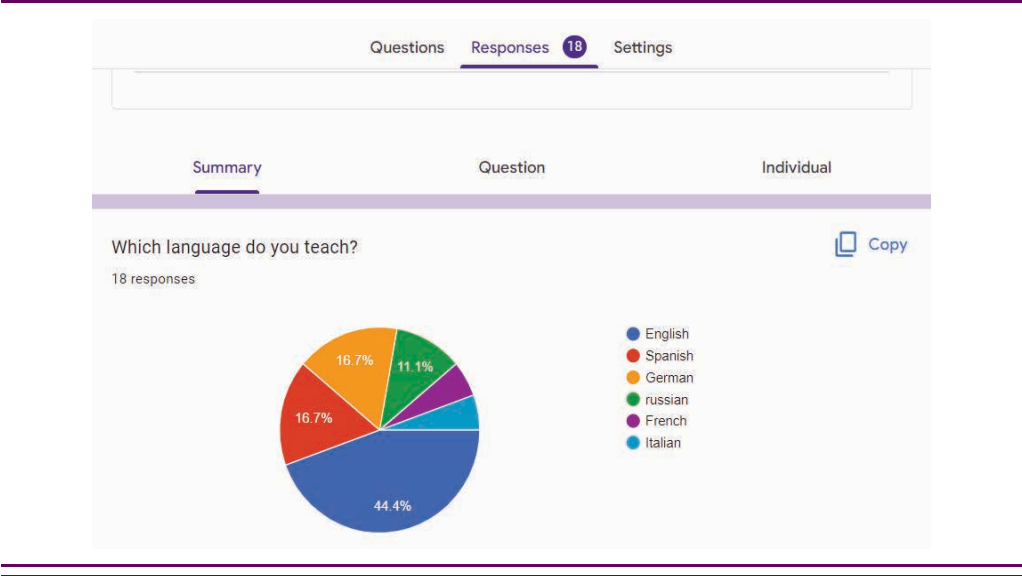
☐ Include form in email

Add editor

Cancel

Send

Picture 5. Google form results



4.5.6. Case study

Case studies are not that common in linguistic research, though they may be found in some research methodologies. A case study can be defined as 'an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units' or as 'an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables' (Gustafsson, 2017). In linguistics, this instrument is used when a researcher has a complex and broad topic, or phenomenon, and needs to narrow it down into (a) manageable research question(s). Examples of case studies can be found in papers about education. However, case studies are mostly used in marketing and market research, especially when it comes to launching a new product by companies, as well as in architecture.

4.5.7. Interview

Interview is 'a specialized form of communication between people for a specific purpose associated with some agreed subject matter' (Anderson, 1990: 222). An interview is a qualitative approach consisting of a one-on-one examination about a certain topic. There is an interviewer (usually the author of the paper) and an interviewee who is being questioned. The questions that are asked can be similar to those in a survey: multiple choice, open-ended or closed. The interview is usually recorded so that the author can note down/ record all the answers more easily. Based on the given answers, the author can present their research results. A phone call, Skype, Zoom and a conversation are also examples of an interview. There are several types of interviews in linguistics and literature: structured, unstructured and semi-structured interviews. A structured interview has all the questions placed in a specific order and they are usually multiple choice or closed questions, which means that it can also belong to quantitative analysis (quite often, the offered answers are yes and no). This type of interview is generally easy to analyse, but its biggest flaw is the fact that you cannot ask your interviewees additional questions, so sometimes you do not receive a complete answer. An unstructured interview is more spontaneous, as the questions are not placed in any specific order and they are usually open-ended, with an opportunity to ask additional questions which were not planned from the beginning. This type of interview is completely qualitative, which means that it can sometimes be deficient. A semi-structured interview is a combination of structured and unstructured interview, which means that there are various types of questions and a certain order which does not necessarily have to be followed, with the

option to ask additional questions as well. A semi-structured interview takes the advantages of both structured and unstructured interview, which makes it the best type. Interviews used to be quite popular in the past before Google form was available, but nowadays it is not that common as more practical research instruments exist. However, in certain scientific fields, interviews are still the best option. For example, in the studies of phonetics, researchers usually require interviews, as they are needed to examine accents and the speaking characteristics of their examinees. The advantage of an interview over some other research instruments is the ability to see the interviewee's body language, their emotional reaction to questions and non-verbal cues such as tone, pitch etc. when giving answers. On the other hand, the biggest disadvantage is the fact that interviews can be quite time-consuming in the preparation phase and sometimes difficult to organise. Moreover, organising your research results after interviews can also be very demanding.

4.5.8. Focus groups

A focus group also belongs to a qualitative technique for data collection. As Casey and Krueger emphasise, focus group provides 'a more natural environment than that of individual interview because participants are influencing and influenced by others- just as they are in real life' (Casey and Krueger, 2000:11). According to Denscombe (2007), there are three main motifs of focus groups:

- 1) Stimulus/ trigger: a moderator usually sets a stimulus or a trigger in order to organise the discussion
- 2) Moderator: usually the authors themselves
- 3) Group interaction: this is one of the most important characteristics of a focus group, as it can bring interesting qualitative data

The difference between an interview and a focus group can be found in the number of examinees. As we have already learned, an interview is a one-on-one examination, whereas a focus group includes usually from 4 to 12 participants and a moderator. A moderator is usually the author of the paper, as he/she knows which questions they need to ask and how to guide the discussion. In a focus group, there is usually an open discussion, which can bring about interesting research results, and which is what makes it more useful than an interview or a survey. In other words, by using focus group as your research instrument, you can get more interesting and more complex answers than by using a survey, but you will also spend a lot of time in the preparation process, as well as in the organisation of the focus group

4.5.9. Hypotheses

When you conduct a scientific research, you need to form hypotheses as the starting point of your study. There is usually one main hypothesis and several additional hypotheses in each research. Once you form your hypotheses, your research revolves around discovering whether these hypotheses are confirmed or rejected. If they are confirmed, it means that the statement you have made before you conducted your study is correct. On the contrary, if your hypotheses are rejected, it means that the statement you have made before you conducted your study is incorrect. A hypothesis can also be partially confirmed, which means that it is not completely correct, but several parts of it are. If there is a study without a single hypothesis, it is considered neither plausible nor scientific. Sometimes, when deciding whether your paper will be published or not, the editors of scientific journals will read your abstract in search of hypotheses, or they will read the whole paper and will most likely reject it if they cannot find any. There are two types of hypotheses: simple and complex. A simple hypothesis is the most straightforward as it predicts a correlation between only two test variables: an independent and a dependent variable. A complex hypothesis, on the other hand, should predict a correlation between two or more independent variables and two or more dependent variables. Other types of hypotheses exist depending on the field of study, but in the social sciences, and in language studies in particular, these two types are the most common. Some examples of hypotheses can be found below:

- Simple hypothesis: *Students who eat sweets before an exam will perform better than students who do not eat sweets.*
- Complex hypothesis: *Students who eat dark chocolate and drink an energetic drink before an exam will perform better than students who do not eat sweets and do not drink an energetic drink 7 days before the exam if they sleep 8 hours per day.*

4.5.10. Independent and dependent variables

Once you form your hypotheses, you decide how you will organise your research, what your research methodology will be, and which research instruments you will use. You will also need to decide which variables you will use. The two main variables in any study are the independent and dependent variable. An independent variable can be defined as the variable which is changed or controlled in a scientific experiment or study to test the effects on the dependent variable

and it is often called the manipulated variable. A dependent variable can be defined as the variable which is being tested and measured in a scientific experiment, and it is often called the measured variable. These variables are used in mathematics and statistics, so they are not mandatory in linguistic studies, but if you are using quantitative analysis, then you will probably need them. As we have already mentioned in the previous section, a hypothesis consists of these variables, while the type of hypothesis depends on how many, and which variables have been used. An example of both independent and dependent variable is below:

- In a study whose goal is to determine whether the length of time spent sleeping affects test scores of students or not, the independent variable is the length of time spent sleeping, whereas the dependent variable is the test score.²⁸

4.6. RESEARCH RESULTS

This section of a scientific paper is, for most readers, the most significant, or at least the most interesting one. It is also the most original section, as each research has unique results. These results are sometimes surprising or revolutionary when compared to previous studies, or they can be completely unsatisfactory and disappointing- it all depends on your hypotheses. In this section of your paper or thesis, there is usually not much quoting and paraphrasing, which means that you do not need to use any citation style, but you need to explain your research results in your own words, thoroughly and comprehensibly, so that all readers can understand you. In your research results, you should define whether your main hypothesis and additional hypotheses have been confirmed, partially confirmed or rejected. The presentation of your research results will also depend on the type of analysis that you have conducted. If you conducted qualitative analysis, then your research results will be described in words only, by giving specific explanations and descriptions. If you have conducted quantitative analysis, then you will also offer statistical data and numbers. Tables and graphs are usually used to present quantitative data, and they can either be presented within the element of Research results, or as a separate element, which rarely happens. Some journals want tables and graphs to be presented as an Appendix.²⁹

²⁸ Adapted from: <https://www.thoughtco.com/independent-and-dependent-variable-examples-606828>

²⁹ An appendix is an additional element of some articles which consists of supplementary material which may be helpful to readers.

4.7. CONCLUSION

This is usually the last section of a scientific paper, which comprises the whole study: theory and practice, i.e., theoretical overview, research and its results. In the Conclusion, the author elaborates their final remarks and usually gives recommendations about how to conduct further studies related to similar topics. In this section, the authors can also share their thoughts about the flaws and disadvantages that their research had. This section can also serve as a 'teaser' for mentioning the author's new papers and new studies that are to be conducted in the future. The length of a conclusion should not be more than one page, depending on the length of the whole paper. In your conclusion, you should not add any new details or share new information, as this is the final part of your academic writing which should only confirm and sum up what you have already written in your article.

4.8. DISCUSSION AND ACKNOWLEDGEMENTS

There are several sections of a scientific paper which are optional: the summary (which we have already mentioned and explained), the discussion and the acknowledgements.

Some authors put another section before or after their conclusion, and that section is usually named Discussion. In the Discussion, the authors add their comments and opinions related to their research results. This section of your paper should also be very objective, but some authors separate it for practical reasons: so that they can, in a way, explain or justify their research results, and perhaps even offer some background for these results. This section is usually not longer than two pages.

Additionally, some authors add another section after the conclusion or at the very beginning of the article- Acknowledgements. In this section, the authors write a thank you note to those people and/or institutions who helped them in writing the paper or in conducting the research. They may also thank their respondents for answering their survey or interview etc. This is usually a less formal section, as it may contain personal references, though scientific authors most often laud on their institutions or colleagues who worked with them.

4.9. REFERENCES

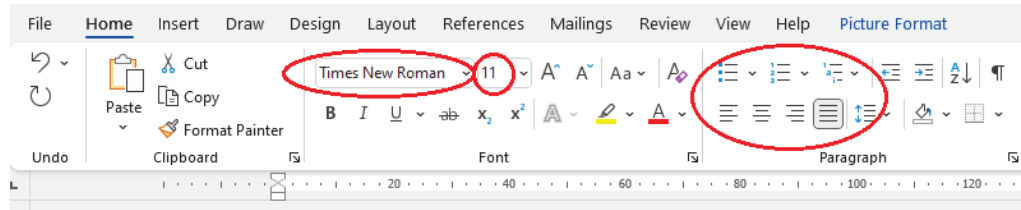
We have already mentioned two types of references: in-text citation and the reference list. The References section covers the reference list, which means it refers to the list of all articles, books etc., that have been quoted or paraphrased in your paper. This section can sometimes play a crucial role in deciding whether you will read someone's paper and vice versa, whether someone else will read your paper. When you go through a paper's reference list, you will want to check whether the references are outdated or contemporary, as this might be significant both for the theoretical overview and in the research methodology. If an author used papers or books published, for instance, in the period between 1980 and 2000, then you can easily make the conclusion that the theory presented in this paper or book is quite old, and will likely have already changed or been updated. That is why you should never use references older than 10 years, unless your research topic requires it (for example, if you are doing a comparative study of two different periods in history) or unless the reference is a coursebook which has widely been acknowledged, despite it having been published a long time ago. Make sure to have your references in alphabetical order, with justified paragraphs, and cited appropriately depending on the citation style that you chose (e.g. APA, MLA, Chicago).

4.10. WRITING TOOLS IN MICROSOFT WORD

Most of you will write your articles in Microsoft Word, which has many options for helping you write and organise your scientific paper. In this section, we will mention some basic steps that can help you when using Microsoft Word for the purpose of academic writing.

First of all, you should set your font and size according to the instructions provided by the journal's editorial team or the conference committee (as we have already mentioned, the most common text font is Times New Roman, size 12, whereas titles and subtitles might have different font sizes). Secondly, you should set your paragraphs (the usual request is to justify paragraphs), as well as adjust the line and paragraph spacing (it can vary from 1.0 to 1.5). Some journals have specific requests when it comes to spacing between titles, subtitles and paragraphs, so the best thing to do would be to always read the instructions before writing anything. Furthermore, if there is a template that you can use for writing, always use it, as all parameters are already set in a template.

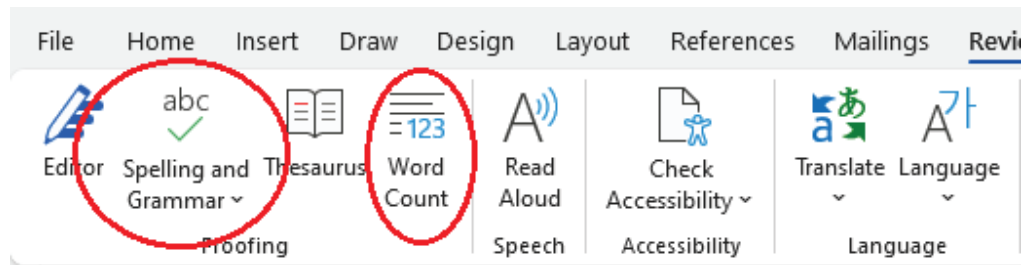
Picture 6. Font and size



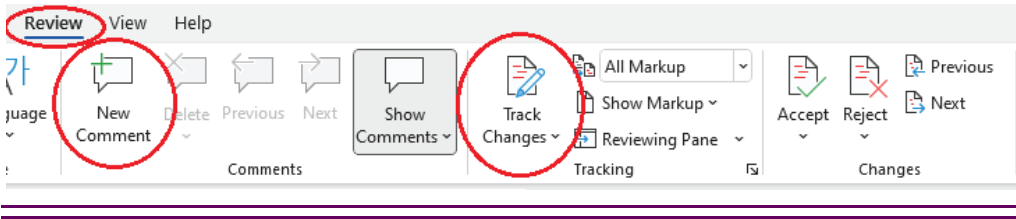
Once you write the whole paper, you need to check your spelling and grammar, as well as your word count, especially for your abstract, so that you can confirm whether you have followed the instructions given by the editors of the journal or the organisers of the conference you are about to attend.

Another significant tool is Review, as you can type comments to yourself after you write the first draft version of your paper. In this way, you will easily remember what you should add, delete, or check once again before sending your final version. This tool can also be used by your reviewers or when you share your draft version with a friend or colleague for a peer review. Apart from comments, you can also use the Track Changes option, which is an advanced option of adding comments to your text. This tool enables you to insert changes directly within the text which will be visible immediately, but these changes will not be accepted until you accept or reject them.

Picture 7. Spelling and grammar; Word count

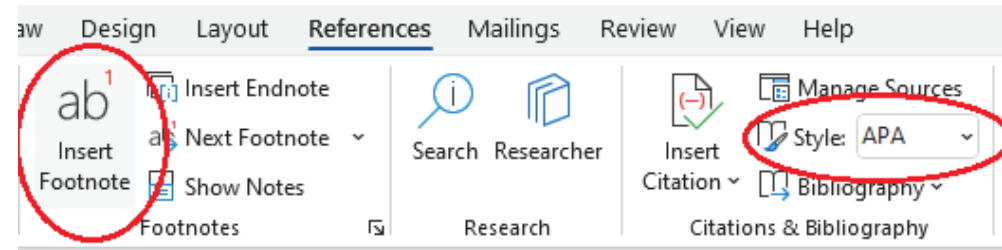


Picture 8. Review: Comments and Track changes



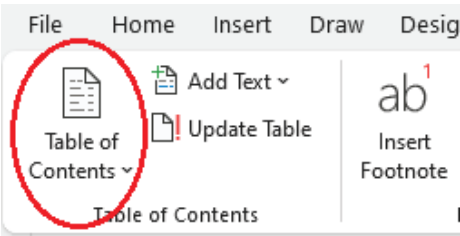
Another shortcut that can assist you in writing your scientific paper refers to your references, citations, paraphrasing, and footnotes. You can set your citation to APA style and organise your bibliography so that it is automatically enlisted in APA style without having to worry about which items you should insert, and in which order. However, sometimes journals and conference editors have specific requests when it comes to reference entries, so this is not always the safest option, though it is most certainly shorter and less demanding than having to type all your in-text citations and references manually.

Picture 9. How to use footnotes and references in Microsoft Word



Once your article is written, you need to organise your table of contents, which is also easily done by using a Microsoft Word tool.

Picture 10. Table of Contents



4.11.CHAPTER 4: EXERCISES

Exercise 1. Correct the following titles:

- THE IMPORTANCE OF LEARNING FAST
- TEN WOMEN WRITERS FROM AROUND THE WORLD
- THE ROLE OF TEACHERS IN A HYBRID CLASSROOM

Exercise 2. Decide if these titles are adequate and explain why/ why not:

- Teaching English in Finland

- Can students be motivated to study more at home?

- When is the right time to start learning a second language for a kid

Exercise 3. Provide the in-text citation and reference page citation for the following resources:

A)

- Authors: Peter D. MacIntyre, Sarah Merce
- Title: Introducing positive psychology to SLA, published in *Studies in Second Language Learning and Teaching*, Volume 4 (2).
- Year and page numbers: 2014, 153- 172

In-Text: _____

Reference:

B)

- Authors: Jim Mckinley, Nicola Galloway
- Title: English-Medium Instruction Practices in Higher Education: International Perspectives
- Publisher: Bloomsbury
- Year: 2022

In-Text: _____

Reference:

Exercise 4. Decide whether these references have been written properly and add any changes you find appropriate:

- Reference list 1
 - o Checkov, A. (2019). The Wedding (2020, April 2). Retrieved from <https://genius.com/Anton-chekhov-the-wedding-full-text-annotated>
 - o Mowat, B. & Werstine, P. (2019). Reading Shakespeare's Language: Romeo and Juliet (2020, March 28). Retrieved from [shakespeare.folger.edu/shakespeares-works/romeo-and-juliet/reading-shakespeares-language-romeo-and-juliet/](https://www.folger.edu/shakespeares-works/romeo-and-juliet/reading-shakespeares-language-romeo-and-juliet/)
 - o Shakespeare, W. (1996). Romeo and Juliet, in the satirical version by Muleshoe High-school drama club (2020, April 5). Retrieved from <https://alchetron.com/Romeo-and-Juliet>
 - o Wilde, O. (2016). The Importance of Being Earnest. London: Digireads Publishing House <https://www.bbc.co.uk/learningenglish/thai/features/drama/earnest-ep->

Answer: _____

- Reference list 2

Alderson, J.C. & Urquhart, A.H. Reading in a Foreign Language. London: Longman, 1984.

Anderson, N.J. Exploring Second Language Reading – Issues and Strategies. Canada; Heinle & Heinle, 1999.

Grellet F. Developing Reading Skills. Cambridge: Cambridge University Press, 1981.-171 p.

Harmer J. The Practice of English Language Teaching. London and New York: Longman, 1991.- 205 p.,

European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 8, 2020 Part III, ISSN 2056-5852, Progressive Academic Publishing, UK Page 12 www.idpublications.org

Nuttal, C. Teaching Reading skills in a foreign language. Oxford: Heinemann, 1982. –135 p.

Peacock, M. The Effect of Authentic Materials on the Motivation of EFL Learners in English. Language Teaching Journal 51,197 – p.2

Ur, P. A Course in Language Teaching, Cambridge: Cambridge University Press, 1996. – 185 p.

Answer: _____

Exercise 5. You work as a teaching assistant at The Glasgow School of Art. You wrote a scientific paper about the usage of modern literature in English language teaching in secondary schools and you need to send it to a scientific journal. Think of the appropriate title and affiliation.

Title _____

Affiliation _____

Exercise 6. Are these statements true (T) or false (F)?

- | | | |
|--|---|---|
| 1. A scientific paper is always formal and it can in no way be written in an informal style. | T | F |
| 2. An introduction should offer research results in the last paragraph. | T | F |
| 3. Scientific papers about language teaching can only have an introduction, research methodology, and research results. A theoretical overview is not necessary. | T | F |
| 4. A scientific paper without research methodology will probably not be accepted for publishing in a scientific journal. | T | F |
| 5. You should write an abstract before you write your scientific paper. | T | F |
| 6. The part of a scientific paper which usually has the largest percentage of quotes and paraphrases is a theoretical overview. | T | F |
| 7. You should always write your hypotheses as statements which are bound to be confirmed. | T | F |
| 8. The difference between a qualitative and a quantitative analysis is in the usage of research instruments. | T | F |
| 9. Interviews and focus groups can only have open-ended questions. | T | F |
| 10. If your research instrument is an online survey, you can only use multiple choice questions. | T | F |

Exercise 7. Decide whether these questions are formed properly and explain why. Think in terms of analysing the answers for the purpose of your research.

Q1. What is your occupation?

- a) Student
- b) Teacher
- c) Non-teaching staff

Comment _____

Q2. Why do you think that learning English is important?

- a) Because it is lingua franca.
- b) Because everyone speaks it everywhere.
- c) Because it is the language of business and tourism.

Comment _____

Q3. Is this statement true or false: *It is impossible to learn a language without using the Internet.* TRUE/ FALSE

Comment _____

Q4. Do you think that there is a difference in language usage between the British and the Americans?

Comment _____

Q5. How satisfied are you with this year's curriculum?

- ☐ Very dissatisfied
- ☐ Not satisfied
- ☐ Neutral
- ☐ Satisfied
- ☐ Very satisfied

Comment _____

Exercise 8. Paraphrase the following quotes:³⁰

- A) 'When learning a foreign language, the majority of students strive to achieve fluency, while a substantial part also aim at native-like proficiency in it.'

Paraphrase _____

- B) 'English weak forms are a challenging field for research, especially when it comes to their production and perception by non-native learners.'

Paraphrase _____

³⁰ Quotes A, B and C are taken from the article 'English Weak Forms- a Challenge for Bulgarian Learners of English? A Pedagogical Perspective' written by Stoykova, N. (2018)

- C) 'However, achieving a native-like proficiency in a foreign language is a daunting task, especially because apart from lexis and grammar, there come the phonetics and phonology of the foreign language as well.'

Paraphrase _____

- D) 'Education has experienced significant changes in recent years due to technological advancements. Language teaching, as a specific branch of education, has experienced these changes as well. Foreign language teachers tend to use the latest methodological trends, and they do their best to be well-informed regarding everything that educational technology can provide in their field.'³¹

Paraphrase _____

- E) 'When it comes to foreign language teaching, new technologies also became an indispensable part of teaching practice due to multiple benefits of the usage of ICT tools and digital media for developing and practicing language skills.'³²

Paraphrase _____

31 The quote is taken from the article 'Traditional Language Teaching Versus ICT Oriented Classroom', written by Veljković Michos, M., Nasradin, K., Bošković Marković, V. (2019)

32 The quote is taken from the article 'Teachers' Perception of the Use of ICT in Foreign Language Teaching at a Higher Education Institution', written by Veljkovic Michos, M. and Boskovic Markovic, V. (2020)

Exercise 9. Compare the original quote and the paraphrase and discuss the paraphrase.

Original quote:

'English weak forms are a challenging field for research, especially when it comes to their production and perception by non-native learners. According to some of my students, weak forms sound "weird" and "indolent", and their users are "sloppy". During my rather short experience of three years of teaching at university, 90% of all my students were surprised to find out that such forms even existed.'³³

Paraphrase:

Research on English weak forms is difficult, especially when it comes to how non-native learners produce and understand them. Some of my pupils claim that weak forms have a "weird" and "indolent" tone, and that their users are "sloppy." 90% of all of my students over my fairly little tenure of three years of teaching at the university were shocked to learn that such forms even existed.

Discuss _____

Exercise 10. Find a synonym for the underlined words and phrases, then rewrite each sentence using them.

A) Around 10 000 kids may get their home by the proposed 'foster home' program.

³³ The quote is taken from the article 'English Weak Forms- a Challenge for Bulgarian Learners of English? A Pedagogical Perspective' written by Stoykova, N. (2018)

B) All of the people in this team work hard. The effect of that was a huge increase in their pay.

C) Snowboarding is a fun way to stay fit and at the same time look cool. It is slowly becoming a popular sport worldwide.

Exercise 11. You are preparing a survey on one of the following subjects. Write a survey of five questions to collect the most useful data. Choose the type of your questions based on the topic.

- A) The role of films in the teaching of foreign languages
- B) The connection between English literature and creative writing
- C) English idioms and phrases in marketing

Your questions:

1.

2.

3.

4.

5.

Chapter 5



5. WRITING A SCIENTIFIC PAPER

5.1. WRITING A SCIENTIFIC PAPER. WHERE AND HOW TO FIND THE APPROPRIATE REFERENCES. WEBSITES AND RESEARCH METHODS. HOW TO APPLY FOR A SCIENTIFIC CONFERENCE PAPER. THE IMPORTANCE OF PEER REVIEWS

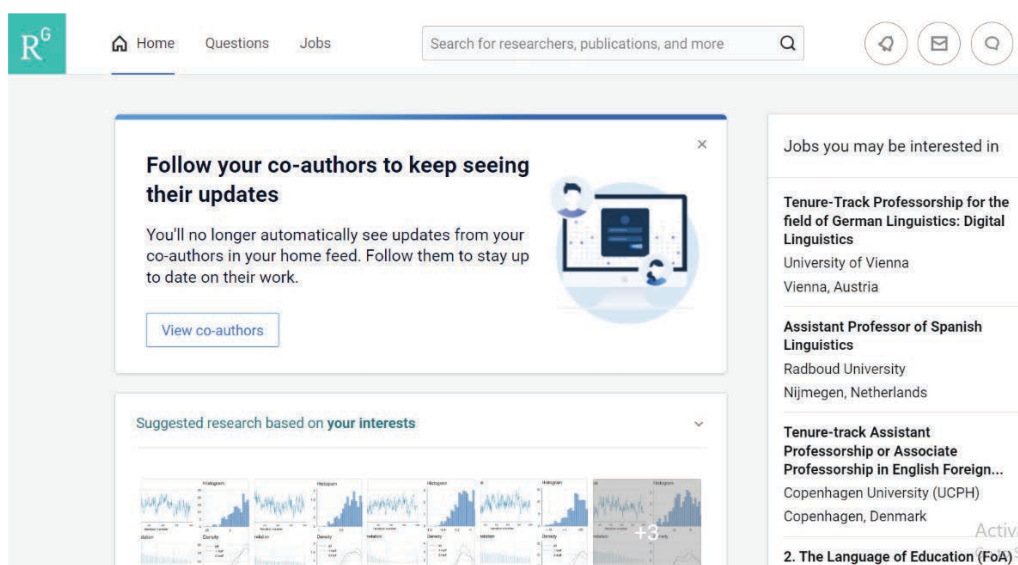
Once a journal or a conference publishes an open call for papers, you might start thinking about the appropriate topic for your article, but also about finding appropriate references for the theoretical overview and for your bibliography. The easiest way to find these open calls is to 'bookmark' the websites of the journals where you would like to publish your papers, and to pay attention to them at the beginning of each month. In order to find the best topic, some authors read numerous abstracts and articles, and then they decide to write about a similar topic, but from a different perspective, or by conducting a different study. There are several websites that can be used for finding the appropriate references and you need to know how to use them appropriately. On the other hand, there are some websites that should not be used for references, such as blogs, Wikipedia, social network sites (such as Instagram, Facebook, Pinterest, etc). The reason for this is quite simple: anyone can post anything and these sources might not be credible. You should also be careful with Google, as there might be some articles which have been rejected in a scientific journal, or which have only been used as a part of university homework or exercise. Some of the websites useful for finding scientific articles are included below. All of these websites function similarly: by typing the keywords you are interested in, you get a whole list of papers. More precisely, you will retrieve the abstracts, and, once you read them, you will choose which of these articles to download and read. If you are still uncertain after reading the abstract, you will also read their summaries and reference lists, which will both help you reach your final decision about whether to read that paper or not.

The order of the steps and activities for publishing a scientific paper can sometimes be completely the opposite. Namely, you can firstly write an entire scientific article, and then find the appropriate journal which would publish it. Sometimes, authors of papers write to editors of scientific journals to confirm whether the topic of their article would be interesting. Once they receive a confirmation, they will officially send over the article. If they receive a negative response, they will simply choose another journal, and start the process all over again.

The websites that you can use for finding the appropriate academic sources are listed below.

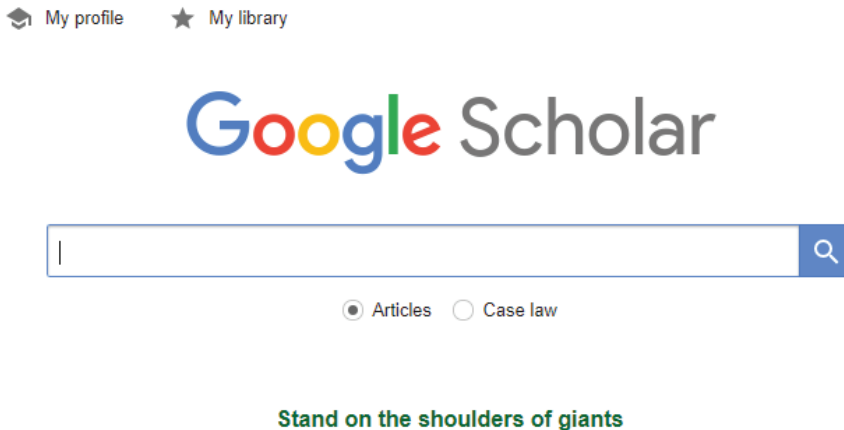
1. **Research Gate:** <https://www.researchgate.net/>: by creating your own profile, you become a member of this network which serves as a link among various researchers from the whole world. All authors who have their profiles on Research Gate can post their articles or abstracts for everyone to read. In this way, they increase the chances of having their articles cited. Once you create your profile, you add your fields of interest, education, and you can start following various authors whose papers you might have already read or are about to read.

Picture 11. Research Gate



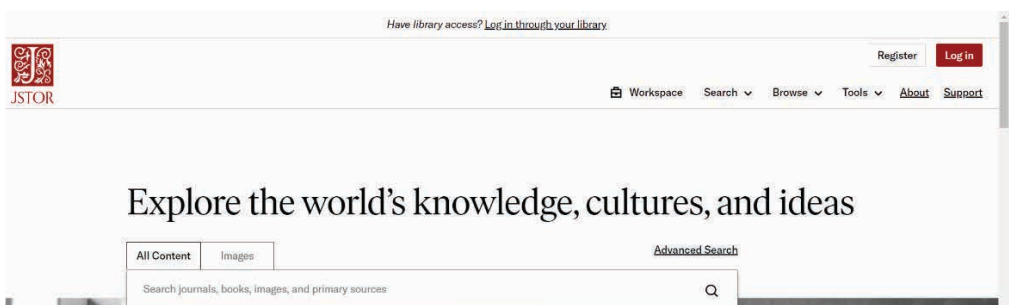
2. **Google Scholar:** <https://scholar.google.com/> : by using your Gmail account, you have your own Google Scholar profile. You can edit your profile by naming your institution/ university, listing your interests and education, and Google Scholar will offer you papers based on your interest list.

Picture 12. Google Scholar



3. **Jstor:** <https://www.jstor.org/>: this website provides access to more than 12 million journal articles, books, images, and primary sources in 75 disciplines and it functions as a digital library. Once you register, you can choose several articles and/or books and educational materials and download them onto your virtual library.

Picture 13. Jstor



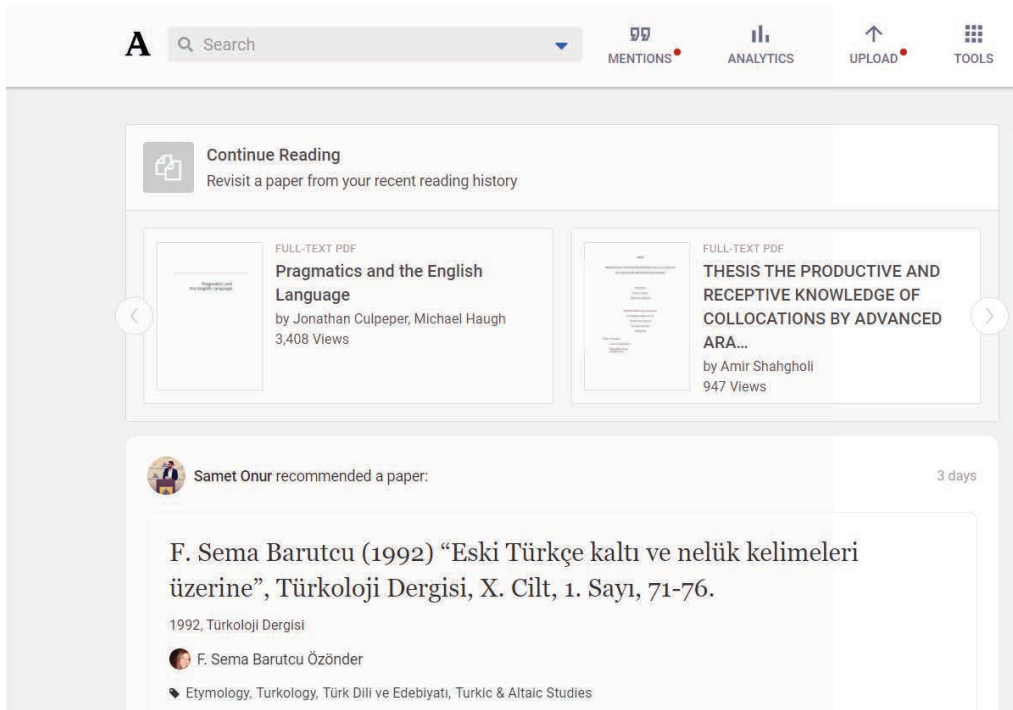
4. **Singipedia:** <https://singipedia.singidunum.ac.rs/>: this website was created by Singidunum University and it encompasses several units: books and coursebooks, scientific articles, and papers from scientific conferences organised by Singidunum University. It also includes a search engine with keywords, so you can type the name of the author or the article you would like to download.

Picture 14. Singipedia



5. **Academia:** <https://www.academia.edu/>: this website is quite similar to Research Gate, though it might be a bit more complicated for beginners. Once you log in, you can upload your papers and download other authors' papers. You can also use this network for other options, such as translation, advanced search, courses, etc. You can also check how many times you have been mentioned as an author, as well as your analytics. You can also use Academia's premium account, but it is not free of charge.

Picture 15. Academia



There are many websites which update open calls for journals and conferences, so it is quite easy to get informed. However, it is not always easy to decide which journal or conference to choose. Your decision should be based on several factors: the impact factor³⁴ of the journal, how often the journal is published (the more often it is published, the greater the chances are of having your own article published), who the members of the editorial team are (if it is one of your former professors or a colleague, you can get in touch with them and check the status of your article if you do not get an official feedback), who the previous authors are (if there is an acknowledged author, then you can recognise that it is a serious journal), whether the journal is open access³⁵ or not (for you as an author, it is better if it is an open access journal because that way you can get

34 The impact factor (IF) is a measure of the frequency with which the average article in a journal has been cited in a particular year. It is used to measure the importance or rank of a journal by calculating the times its articles are cited. The calculation is based on a two-year period and involves dividing the number of times articles were cited by the number of articles that are citable.

35 Open access journals are those that offer free and open online access to all articles, without asking for additional payment. This means that anyone can read any article published in an open access journal, without any restrictions.

more quotes more easily, since more people will be able to read your article), where the conference is held (how serious that institution/ university is), if there is a registration fee, etc. If you need to pay in order to have your article published, this does not mean that the journal or the conference is of high quality. Once you have received or found an open call, have searched your references, and decided on your topic, your next steps involve applying for the conference or for the scientific journal. In order to do this, you need to read the instructions for authors carefully, as these instructions include, for instance, the rules when it comes to the number of words in your abstract, the length of your article and which citation style you should use. This section is usually visible on a conference's or journal's website as *Authors*, as seen in Pictures below. If you want your paper to be accepted, you should stick to these rules completely and, what is important, you should not send the same abstract or paper to two different conferences or journals. Most conferences and journals have a link which you can use for sending your abstract in e-form, and some of them require you to send them your abstract in an email. Sometimes you will have to be patient with receiving feedback, especially from a scientific journal, as it might take a full year before you receive a reply. When it comes to conferences, as they are usually held once per year, you will receive your information in due time.

In order to decide whether your paper will be accepted or not, the editors need to go through a peer review process, meaning that your paper will be read by several experts (usually two or three), after which you will receive your positive or negative reviews. During this process, they might use a specific *correction code*, which can be defined as a strategy used to show the mistakes that have been made in a written document. This code usually uses abbreviations such as WW (wrong word), T (tense), P (punctuation), R (register), etc. Correction code is also often used by teachers in classes in order to highlight the mistakes made by their pupils or students. As Taylor (2009) claims, reviewers usually pay attention to the following aspects of one's scientific paper:

- The study's contribution to knowledge, theory, or practice in a field
- The study's research design and methodology
- The study's findings, particularly, how they are presented and interpreted
- The researcher's conclusions
- The writing quality, clarity, and style, and the organisation of the information presented.

If there are two reviewers who provide differing reviews (one review is positive and the other is negative), then your paper is sent to a third reviewer or to the editors themselves, who will then decide whether the paper will be accepted or rejected. Usually, the decision is not that simple, and it does not often happen that the paper is accepted without any requests or changes. Most often, reviewers will accept the paper with either minor or major changes, which means that the author needs to make some additional changes, then resend the paper with these changes inserted, and finally wait again until the final confirmation has been sent. Sometimes, the reviewers can ask questions related to the research method and research results and the author is expected to send his/her answers, but this is not commonly the case with language papers. If the paper is rejected, the author will also receive comments about the paper so that he/she knows what to improve in order to have the article published, but without the opportunity to send the same paper to the same journal. These comments and reviews are usually very valuable, even when the paper is rejected, as they help the authors find out which mistakes they have made and what they should change in order to publish their research. These comments and reviews are usually related to research methodology and theoretical overview.

Picture 16. An example of an open call for scientific papers

Call For Papers

International Journal of English Literature and Social Sciences (IJELS)(ISSN: 2456-7620) is a **bi-monthly peer-reviewed refereed journal** that inviting Literature Essays, Review Articles, Research articles, case studies, conference proceeding and short communication in the field of **English Literature, Humanities and Social Sciences**. IJELS welcomes quality work that focuses on research, development, and review.

After submission, all papers will be evaluated by experienced editorial members for their originality, Language perspective, and correctness, the relevance of topic and presentation quality.

Why publish with us?

- Open access to all researchers.
- Proper peer review process.
- Our journal indexed in different reputed publisher databases.
- Eminent editorial Board and Reviewers throughout the world.
- Rapid publication after acceptance.
- Certificate to all authors.
- DOI from CrossRef to each published paper.

Submission open to Current Issue

- **Last Date of Submission:** Aug 20, 2022
- **Feedback Notification :** within 1 Month after submission (Online Peer Review System)
- **Online Publication:** within 72 Hours after Confirmation

Important Links:

- [Author Guidelines](#)
- [Peer Review Process](#)

Picture 17. Sinteza 2022 conference- how to find instructions for authors



Picture 18. Instructions for authors of a scientific conference

INSTRUCTIONS FOR AUTHORS

Papers must be formatted in accordance with the attached instructions (template) and must be **at least five** full pages long and **at most seven** full pages long, including the title page and references, **in the given document template**. All papers must be written **in English**, the official language of the conference.

Microsoft Word Template can be downloaded from the following link:

Microsoft Word Template – Use this for formatting your paper (.docx)

Authors are strongly advised to submit papers that have been carefully proofread and edited prior to submission.

Below are the links to some of the most frequently used proofreading services:

- [grammarly.com](https://www.grammarly.com)
- proof-reading-service.com
- webshop.elsevier.com/languageservices/languageediting

By registering and submitting an abstract / article electronically, the authors irrevocably agree that, in the case of the official acceptance of the text by the Editorial Board of the Conference, it shall be published in the conference proceedings, publicly available at the official web site of the conference, as well as on other websites for which conference review organisers can increase accessibility and visibility to the local and international scientific community.

[Click here to submit your paper](#)

Picture 19. Instructions for authors of a scientific journal

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

✓	The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
✓	Is your submission fully anonymized? Please do not include any identifying information in the manuscript file. Submitter (author) information is collected separately, via the online submission form.
✓	The submission file is in Microsoft Word.
✓	The text is in Times New Roman, 12-point font, 1.5. spacing; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
✓	All tables, charts, figures and images need to be in jpg format. Their resolution must be at least 300 dpi.
✓	The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines.
✓	Where available, DOI number are added.

When sending your paper for publishing, it might be helpful to address the following questions:³⁶

- o What is the research question and topic?
- o What theoretical basis is the article drawing from?
- o What are the assumptions about the social world and technology that are being made by the authors?
- o What is the proposed theory/framework/model?
- o What are the key concepts?
- o How do the key concepts relate to each other?
- o What level of analysis is the theory targeted at?
- o What is the contribution of the paper?
- o What are the implications of the paper?
- o What are the limitations of the paper?
- o How can the model/theory/framework be applied to and/or tested in practice?

³⁶ Adapted from: <https://libguides.usc.edu/writingguide/theoreticalframework>

5.2. THE DIFFERENCE BETWEEN FINAL THESIS, MASTER'S THESIS AND PHD THESIS/DISSERTATION

As undergraduate students, you are usually not required to write scientific papers. However, at some faculties, in order to graduate, you need to write a final thesis, also known as bachelor's thesis, and defend it in front of your professors. This final thesis is, for most students, the first academic writing they have ever written. The next time they will be required to write an academic paper is after their master's studies, which is known as the master's thesis. Prior to obtaining their PhD degree, all students need to write and defend their PhD thesis. Each of these theses is more demanding as the intensity of their studies increases. All of these theses are quite similar to a regular scientific paper, as they all need to include the same sections: an introduction, body paragraphs, research, and a conclusion. The difference lies in the length and quality of these theses, though the length depends on the topic and the method of analysis. To be more precise, the final (undergraduate) thesis is the shortest (between 5,000 and 7,000 words, which is around 20 pages, depending on the spacing), while a master's thesis is longer (between 40 and 80 pages), and the PhD thesis, or dissertation, is by far the longest (between 70,000 and 100,000 words, which is approximately around 160- 180 pages, depending on spacing). Of course, word count and number of pages can vary, also depending on the topic of the thesis, so it may happen that a final thesis has more pages than a master's thesis, but this does not necessarily mean that either of them are poorly written. In other words, it is not about the quantity, but rather the quality of these theses that is in question once they are to be defended in front of professors. What is important to remember is that you should use your theses (especially master's and PhD thesis) to publish a scientific paper afterwards, with slight changes to the initial text.

Evans, Gruba and Zobel (2014) define a thesis as 'an extended argument which must demonstrate logical, structured, and defensible reasoning based on credible and verifiable evidence presented in such a way that it makes an original contribution to knowledge, as judged by experts in the field' (p.1).

You can find three examples of table of contents for a final thesis, master's thesis, and PhD thesis in the Appendix.³⁷

³⁷ All examples are taken from <https://www.researchgate.net/>

5.3. CHAPTER 5: EXERCISES

Exercise 1: Form a table of contents by using Microsoft Word

Exercise 2. Find articles related to at least three of these topics by using some of the above-mentioned websites:

- Language and advertising
- Language and cultural identity
- Language and politics
- Language and gender
- Offensive language and free speech
- The usage of euphemisms in English
- Business English versus general English
- English for specific purposes
- Teaching English as a second language
- The role of teacher in the English classroom

Exercise 3. Find an open call for a conference paper or a journal paper about English language and/or literature and describe their main instructions for potential authors:

Chapter 6



6. CRITICAL ANALYSIS ESSAY

6.1. TYPES OF ESSAYS IN ENGLISH

An essay is a focused piece of writing designed to inform or persuade its readers. There are many types of essays in English, but they are often defined according to categories: argumentative, expository, narrative, and descriptive essays. Each of them has their own, unique purpose: some tell a story, some are descriptive, and others attempt to alter opinions. So, let us briefly explain what each of these four main types of essays in English signify, and what their purpose is.

The most fundamental kind of essay in English is the expository essay, usually referred to as a definition essay. It offers a concise, straightforward explanation of a subject without the need for a novel argument, only a well-rounded and structured point of view. It can evaluate both your knowledge of the subject and your writing skills (information organisation and communication). A non-argumentative explanation or definition of a concept is the goal of an expository essay. Expository essays, without any mention of the writer's feelings or emotions, compare, explore, and discuss issues. Textbooks, journalism, business writing, technical writing, articles, and directions all use expository writing.

A prolonged, argument-based thesis is presented in an argumentative essay, also known as a persuasive essay. It necessitates a compelling thesis statement and assesses the writer's capacity for independent investigation and opinion expression. In this kind of essay, the author must provide convincing evidence to support his or her claims in order to persuade the reader to agree with them. These essays do not only present an opinion; they also present an argument for or against a particular point and provide evidence to support it. They may use objective data to argue against other sides and favour one side of a debate. It is crucial to note that these essays must give both sides of the debate. A typical structure for an argumentative essay includes an introduction, a thesis statement, body paragraphs with a counterargument and evidence to support your main claim, and a conclusion. Advertising, opinion and editorial writing, reviews, and job applications all use this style of writing.

An essay that tells a tale is a narrative essay. These essays are typically written in the first person because it helps engage the reader and since it is typically a story about a personal experience someone had. However, it may also be a creative investigation of something they have not experienced. Unlike academic

writing or journalism, which rigidly adhere to fact-based language, this form of essay is written in a more creative manner. All forms of fiction, poetry, biographies, human interest tales, and anecdotes contain it.

A descriptive essay describes something in great sensory detail. In order to paint a vivid image of what they are describing—the attributes and characteristics of people, objects, events, and feelings—the authors of this sort of essay must be able to utilise language imaginatively and make powerful word choices. Before beginning to create narrative essays, many authors opt to practice writing descriptive essays. Writing that is descriptive can be found in fiction, poetry, advertisements, journals, and diaries.

6.2. WHAT IS A CRITICAL ANALYSIS ESSAY?

Another type of essay in English is the critical analysis essay, which belongs to academic writing. Unlike an abstract, summary, or scientific paper in general, the critical analysis essay is a very subjective type of writing, whose purpose is to evaluate somebody else's work (a book, an essay, a movie...) in order to increase the reader's understanding of it. A critical analysis is a subjective piece of writing, because it expresses the writer's opinion or evaluation of a text. In order to be able to write a critical analysis essay, one must firstly practice critical reading. Critical reading includes several steps:³⁸

- Recognise the author's thesis and purpose
- Analyse the structure of the writing by identifying all main ideas/ topics
- Define the purpose of the article/movie/book (it could be to inform using factual material, to persuade with appeal to reason or emotions, to entertain, to affect people's emotions)
- Evaluate the means by which the author has accomplished his/her purpose
- If the purpose is to inform, has the material been presented clearly, accurately, with order and coherence?
- If the purpose is to persuade, you should look for evidence, logical reasoning, and contrary evidence
- If the purpose was to entertain, you should determine how emotions are affected: does it make you feel any positive or negative emotions? Why did it affect you?

38 Adapted from: <https://www2.southeastern.edu/Academics/Faculty/elejeune/critique.htm>

- Consider the following questions: How are the elements organised? Who is the intended audience? What are the writer's assumptions about the audience? What kind of language and imagery does the author use? Is the language formal or informal?

6.3. ELEMENTS OF A CRITICAL ANALYSIS ESSAY

Each critical analysis essay consists of several elements which are common to all types of essays in English: the introduction, body paragraphs, and conclusion. One part of these body paragraphs is the summary of the item that has been analysed, and that part is objective. Other body paragraphs are more subjective, as they represent the personal attitude of the writer of the essay towards the object of analysis. Once you learn how to summarise, you will have already learned how to write one section of your critical analysis essay, but in order to be able to write a critical analysis essay, you need to know what your role as an author is. As Taylor (2009) claims, a critical analysis begins with the following questions:

- **Q1.** What is the author's motivation in writing this work?
 - Agreeing with, defending or confirming a particular point of view
 - Proposing a new point of view
 - Conceding to an existing point of view, but qualifying certain points
 - Reformulating an existing idea for a better explanation
 - Dismissing a point of view through an evaluation of its criteria
 - Reconciling two seemingly different points of view
- **Q2.** How does the author approach the subject matter? What kinds of words does he or she use?
 - Observing and identifying objects for analysis
 - Describing features
 - Defining, referring, classifying, distinguishing, or comparing terms
 - Illustrating or exemplifying a general point to explain or apply it
 - Theorising about or explaining why things are the way they are
 - Conjecturing or speculating about explanations
 - Evaluating the adequacy of our observations

- **Q3.** What is the overall structure of the author's work? How do the separate parts fit together?
 - Look at points in the article that feature repetition or summary.

Book reviews, movie reviews and theatre reviews also belong to the category of critical analysis, though they are less formal than a critical analysis essay and have fewer rules when it comes to writing, yet more rules when it comes to the content. For example, spoilers are not allowed, you should name the main characters/ actors/actresses at the very beginning of the review, etc. Let's take a look at some examples:

Example 1. A movie review

Pirates of the Caribbean: The Curse of the Black Pearl (2003)

Directed by amazing Gore Verbinski, Pirates of the Caribbean: The Curse of the Black Pearl is an adventurous and fantasy film, the "firstborn" in the Pirates of the Caribbean film series. With legendary Johnny Depp at the forefront of this masterpiece, Orlando Bloom, Keira Knightley, and Geoffrey Rush are just some of the renowned names who played an important role in the film.

The movie is based on actual Walt Disney's Pirates of the Caribbean attraction at Disney theme park and follows a story of Captain Jack Sparrow (Depp) who attempts to regain his ship, The Black Pearl, which fell in the hands of Captain Barbosa (Rush). In the opening scene, young Elizabeth (Knightley) rescues a boy, William Turner (Bloom), from drowning and takes a medallion hanging around his neck. Many years later, Captain Barbosa who is cursed all along with his crew is coming to town to find the medallion which can make them immortal again. In the whole hustle and bustle happening, Elizabeth is kidnapped by Barbosa and taken away to the Black Pearl. Sparrow and Turner ultimately agree to find and save Elizabeth and take the ship back. Upon the agreement, a whole series of adventures begins.

What personally amazed me the most was music and costume design of the film. The complete soundtrack for the movie, including the film's most famous theme "He's a pirate", was composed and produced by distinguished Klaus Bedelt and Hans Zimmer. Therefore, the ubiquitous music theme that pervades throughout the film, and the next four parts of the same, have become widespread and commonly performed by orchestras all around the globe. What's more interesting is the fact that they paid much attention to makeup and costumes. Dedication and effort they've put in creating these is unbelievable, and still something that people, including

myself, admire nowadays. Moreover, the makeup and masks would take hours and hours of preparing before the filming every single day, not to mention how many people were involved in the preparation process behind the set.

Never had I thought in my life that I would like fantasy movies, but *Pirates of the Caribbean* film series stole my heart. After watching *The Curse of the black Pearl*, I could not help it, but to wait patiently for the next sequel of the film. I mostly enjoyed the music and watching Johnny Depp's undeniable acting along with his stunts, which would make me laugh, yet wonder what was going to happen next.

Example 2. A book review

A History of Water by Edward Wilson-Lee review – an early glimpse of globalisation³⁹

Edward Wilson-Lee ends this exhilarating book wondering how it is that, as the world becomes global, the people in it have become insular. Indeed, he suggests, the further we travel, the more anxious and even aggressive we become when encountering those who look and act differently from ourselves. To feel safe, we scuttle back to assumptions and attitudes that are familiar, parochial and, in the long run, stifling. He likens it to “sitting in next-door rooms, pretending that we are in a world of our own”.

His passionate point is that it needn't be like this, and to prove it he takes us back to Portugal in the 16th century. This might seem eccentric, but for much of the high renaissance Portugal was the primary conduit between Europe and the rest of the unfolding world. It was the merchants and missionaries from Europe's most westerly kingdom who were among the first from their continent to meet the sheikhs of Oman, the kings of West Africa and the emperors of China. More than this, these Portuguese pioneers were careful to carry back their impressions to the motherland, painting a picture, or perhaps forging a template, that would set the parameters for global encounters over the next 500 years.

To show how different minds reacted to the challenge of a new world opening up, Wilson-Lee presents us with two contrasting accounts. The first is from Damião de Góis, a minor Portuguese functionary who travelled the world in an official capacity, curious and alert, ready to be amazed at what he found and confident enough to allow new ideas about everything from personal salvation to talking monkeys to work upon him. It was this expanded vision of what personhood might mean

39 Taken from: <https://www.theguardian.com/books/2022/aug/10/a-history-of-water-by-edward-wilson-lee-review-an-early-glimpse-of-globalisation>

that he carried back to Lisbon's Torre do Tombo, or Tower of Records, where he was appointed guarda-mor, or chief archivist. Here he attempted to create a new world order, at least on paper, consisting of the polyphony of echoes and contrasts that he had experienced of his travels.

Against this expansive vision Wilson-Lee sets the work of Luís de Camões, Portugal's greatest poet. Of particular interest here is *The Lusiads*, his epic account of Vasco da Gama and the Portuguese heroes who sailed around the Cape of Good Hope opening a new route to India. The title itself clangs with nationalist pomp, being derived from the ancient Roman name for Portugal, Lusitania. In addition, De Camões transforms Da Gama and his crew into Jason and the Argonauts, semi-divine heroes questing east in search of miraculous treasures. Despite his impeccable humanist credentials, the Iberian Shakespeare's narrative is one of triumphalist place-naming, land-staking and colonial bluster. The British Victorians, naturally, loved him.

Wilson-Lee's point is that we all need to be a bit more De Góis and a bit less De Camões. Employing prose as luscious as it is meticulous, Wilson-Lee shows us the world through De Góis's eyes, a wonderful tapestry that includes Ethiopians and Sami, Hieronymus Bosch (he owned three of the master's fever-dream paintings) and elephants that can write in dust with their trunks. In 1531 De Góis was hugely affected by an audience he had with Martin Luther in Wittenberg when the great man's wife served him hazelnuts and apples. There was a point to the meal's simplicity that went beyond grandiose self-denial. Luther believed that the obsession with international capitalism, which brought spices and other exotic delicacies pouring into Europe, was pointless and wasteful. Shopping locally and growing your own (Mrs Luther had a very nice kitchen garden) was the righteous way to go.

As De Góis heads farther east on his travels, Wilson-Lee is able to open up a fabulous vista while demonstrating the challenges it represented to those Portuguese travellers who were convinced that their brand of Christianity was the right one. At the Russian court, for instance, De Góis encountered stories of a melon-like seed growing in the Caspian Sea that sprouted something very like a lamb, attached to the stem at the navel, with hooves and wool in addition to a goatly head. If you cut it then it bled but it had no flesh, its body being instead like crabmeat. For western travellers, this wasn't a matter of taxonomical wonder but doctrinal nightmare. Could this vegetarian lamb be counted as fit to eat during Lent?

De Góis did not have a happy ending – stories about his tendency to 'go native' started filtering back to Portugal.

The wonders that De Camões wrote about were really not that different – he was particularly keen on mermaids while De Góis favoured mermen – but the point was that he took enormous pains to make sure his version kept European man at the centre of the world. And it worked. The *Lusiads*, first printed in a relatively modest form, was soon being published in elaborate editions crammed with notes that explained the poet's meaning and placed his works among the great authors of the European tradition. Before long the book was being translated into Latin, Spanish, English and French. Three hundred years later, the Romantics adopted De Camões as their beau idéal of what a poet ought to be, with Wordsworth, Melville and Poe all taking him as their inspiration. Meanwhile Friedrich Schlegel and Alexander von Humboldt wrote admiring commentaries on *The Lusiads* – “the most perfect of epics” – sealing its author's place in the literary canon.

De Góis, by contrast, did not have a happy ending. Stories about his tendency to “go native” started filtering back to Portugal. He hurried home to clean up his reputation, not least by marrying a pious Catholic woman. It was not enough, though, to keep him safe from the Inquisition, which had sniffed heterodoxy and was determined to follow through. After harrying him for years, in 1571 they finally put the old man in prison and brought to trial. The charge was that he was insufficiently devoted to the Catholic church – he was believed to be a secret Lutheran or, at least, someone who didn't think that the outwards fiddle faddle of religion mattered much compared with what was going on inside. He was noted to be particularly indifferent to fasting, papal indulgences and all those saints whose names no one could quite remember. He might even have allowed one of his guests to urinate accidentally on a crucifix.

De Góis was spared execution, or at least so it seemed. After serving 18 months in a monastery repenting his sins, he was back on the streets. On 30 January 1574, though, he was found dead. The surviving accounts agree that there were signs of violence, but conflict over whether he was burnt or strangled and whether he was at home or at an inn. There is something about the indeterminacy of his end that suits a life spent resisting the idea of closed or coercive narratives.

A History of Water is an oddly named book – presumably the water refers to the endless seas and inland rivers that carried bodies, goods, ideas and quarrels around the world in the 16th century – but it is a delightful one. It can be dense at times. You will need to keep your wits about you. But that, perhaps, is the whole point of Wilson-Lee's argument: truth is tricky and experience slippery. The greatest sin is not to stumble or even fall but to insist, against all evidence to the contrary, that you are certain about what it all means.

There are several sample outlines for critical analysis essays that could be found in literature. Here is one example:

SAMPLE OUTLINE FOR CRITICAL ESSAY:⁴⁰

1. Background information to help your readers understand the nature of the work
 - A) Information about the text that is being critically analysed
 - i. Title
 - ii. Author
 - iii. Information about the publication: where and when it has been published
 - iv. Explanation of topic and purpose of the text
 - B) Thesis statement which defines writer's fundamental response to the text
2. Summary of the text
3. Portrayal of the text
 - A) Organisation and content of the text
 - B) Discussing the style of the text
 - C) Discussing the effectiveness of the text
 - D) Discussing how the author approached the topic
 - E) Discussing whether the text is of any significance to a specific audience

As a critical analysis essay has several elements, sometimes students get confused by how to start their essay and how to organise it properly. After the first sentence in the introduction, in which it is necessary to name the authors of the paper, its title, as well as the name of the journal or conference where the paper has been published and the publication date (if available), the authors of a critical analysis essay should briefly describe the main topic of the paper being analysed. After that, in the second paragraph, it is necessary to summarise the whole article. In the third (and sometimes fourth or maybe fifth) paragraph of the essay, the authors need to state their own opinions on the quality of the article: its content, style, research methodology, research results, etc. This is the part of the essay in which they are allowed to be more subjective, while remaining very formal, and each negative comment they have has to be thoroughly explained and objectively analysed. In the final paragraph of your critical analysis essay, you conclude whether you would recommend the text to your audience or not. You can see these elements in their appropriate order in the following table.

40 Adapted from: <https://www2.southeastern.edu/Academics/Faculty/elejeune/critique.htm>

Table 4. Elements of a critical analysis essay

Paragraph 1: INTRODUCTION	<ul style="list-style-type: none"> • Name the title and the author(s) of the text, when and where it was published • Describe the main topic of the text
Paragraph 2: SUMMARY	<ul style="list-style-type: none"> • Summarise the text
Paragraphs 3 and 4 (and potentially 5): ANALYSING THE TEXT	<ul style="list-style-type: none"> • Content analysis • Language and style analysis • Research methodology analysis • Research results analysis
Paragraph 6: CONCLUSION	<ul style="list-style-type: none"> • Stating whether you would recommend the text or not

According to Polit and Beck (2008), if you are writing a critical analysis essay of a research study, you should organise the body of your essay according to the paper's structure. They recommend that you start with a brief description and an analysis of the strengths and weaknesses of the research design and methodology, and then critically review the presentation and interpretation of the findings and the researchers' conclusions. According to these authors, it is important to balance your analysis to include both strengths and weaknesses (if you can find any), but also to justify your criticism by providing specific examples of said weaknesses and strengths. When quoting or paraphrasing, you should use the APA or MLA citation style. When writing your conclusion, you should conclude your analysis by briefly summing up the strengths and weaknesses of the study, and by assessing its contribution to the advancement of knowledge, theory, or practice, while, at the same time, considering suggesting research directions and methodological considerations for future researchers.⁴¹

In the Table below adapted from lbspaces.open.ac.uk, you can find some of the questions you need to consider as an author of a critical analysis essay.

41 Adapted from: Writing a Critical Review | UNSW Current Students

Table 5. Critical analysis essay: question you need to ask

Elements of a critical analysis essay	Questions to ask, information to include
Important information	Where and when was the article published? Who wrote it? What was the purpose of the study? Which approach was used?
Research design and methodology	Was the chosen method appropriate? How does the method address questions of validity? Are there any limitations and do they affect research results?
Interpretation of research results	Can research results be applied to other studies?
Writing quality, style and organisation	Is the writing objective? Is the style formal?
The value of the research	What contribution does the study make?

As the author of a critical analysis essay, you can either recommend it or criticise all of its elements (introduction, body paragraphs, research methodology, research results, even the conclusion). In any case, there are certain words and expressions that you can use to form your sentences, as can be seen in the list below:⁴²

Words and expressions used in a critical analysis essay

- Identifying a weakness in a single study or paper
 - o Johnson fails to fully define what ...
 - o Jones fails to acknowledge the significance of ...
 - o The author overlooks the fact that ...
 - o What Johnson fails to do is to draw a distinction between ...
 - o The paper would appear to be overly-ambitious in its claims that...
 - o An additional weakness is that we are given no explanation of how ...
 - o No attempt was made to quantify the association between 1 and 2.
 - o The main weakness of the study is the failure to address how ...
 - o The study fails to consider the differing categories of damage that ...
 - o The research does not take into account pre-existing ... such as ...

⁴² Adapted from: <https://www.phrasebank.manchester.ac.uk/being-critical/>

- o The author offers no explanation for the distinction between 1 and 2.
- o Johnson makes no attempt to differentiate between different types of an item.
- Offering constructive suggestions
 - o The study would have been more interesting if it had included ...
 - o These studies would have been more useful if they had focused on ...
 - o The study would have been more relevant if the researchers had asked ...
 - o The survey would have been more useful if it had asked participants about ...
 - o The research would have been more relevant if a wider range of an item had been explored
- Introducing problems and limitations: theory or argument
 - o The main weakness with this theory is that ...
 - o The key problem with this explanation is that ...
 - o However, this theory does not fully explain why ...
 - o One criticism of much of the literature on an item is that ...
 - o However, there is an inconsistency with this argument.
 - o A serious weakness with this argument, however, is that ...
 - o One question that needs to be asked, however, is whether ...
 - o Johnson's argument relies too heavily on qualitative analysis of ...
 - o Johnson's interpretation overlooks much of the historical research ...
 - o Many writers have challenged Johnson's claim on the grounds that ...
 - o Johnson's analysis does not take account of an item, nor does he examine ...
 - o It seems that Johnson's understanding of the X framework is questionable.
 - o One of the limitations with this explanation is that it does not explain why...

- Introducing problems and limitations: method or practice
 - o One major drawback of this approach is that ...
 - o Perhaps the most serious disadvantage of this method is that ...
 - o All the studies reviewed so far, however, suffer from the fact that ...
 - o Another problem with this approach is that it fails to take an item into account.
 - o Critics have also argued that not only do surveys provide an inaccurate measure of an item, but the ...
 - o Nevertheless, the strategy has not escaped criticism from governments, agencies, and academics.

Here is one example of a critical analysis essay:

Example 1. Critical analysis essay

In the article 'The Use of Internet to Increase Student Motivation in the Foreign Language Learning Process' published in journal 'Sinteza' in 2019, Gagić, Zelić and Čolović highlight the importance of incorporating the Internet utilization into foreign language classes in order to increase students' motivation. The article provides a plethora of instructions on how to stimulate students' performance as well.

The writers of this paper introduce the topic by thoroughly explaining what motivation is and how important it is for the learning process. It is stated that motivation is a psychological process that affects the initiation, direction, intensity, and duration of certain behavior (Kordić and Babić, 2014). Moreover, to portray the significance of technology in contemporary society, the authors explain how much millennial generation depends on it and how little interest they have for anything that is not related to technological instruments.

Furthermore, the authors present a variety of methods that could be used to motivate students during lectures. Firstly, it is suggested that the use of interactive boards, tablets and multimedia teaching aids can create an interactive environment for students, and therefore, they will feel inspired to participate. Secondly, it is proposed that teachers should personalize the curriculum based on their students' interests, as they will be much more interested to cooperate if the topic is closely related to them. Thirdly, educators should compliment learners' good behavior and should not constantly correct them. It is explained that praising students may have an immensely beneficial effect on their self-confidence, as it encourages them to

continue with the improvement of their work and performance. Finally, the writers claim that teacher represents a role model to their students and, for that reason, are advised to share their enthusiasm with them.

The paper has an intriguing topic as it outlines the seriousness of motivation and the crucial role it plays in both teaching and learning process. It also offers an abundance of guidelines on how to stimulate students in modern classroom. The style of writing is easy to understand, as the writers do not rely on the utilization of incomprehensible vocabulary. The references are contemporary and appropriate, and they are adequately cited.

On the other hand, the article has many insufficiencies. Even though the language used by the authors is comprehensible, it is extremely informal as well. The writers should have used more academic and formal way of writing. The title does not complement the structure of the entire paper, as it states that the main purpose of the article is to indicate that the Internet plays an extremely vital role in students' motivation. However, the writers only briefly address this statement, and simply proceed to list other methods that are utilized for stimulating learners, while completely neglecting the importance of the Internet and technology. It can be argued that the orthography of the paper is inappropriate, since the authors continuously ignore the utilization of commas.

This paper can be quite informative as it suggests many distinctive ideas of how to help students stay motivated and how to increase their performance during lectures. Anyone interested in learning more about the methods used by teachers to create enjoyable and interactive working environment for their learners should read this article, while being aware that it does not provide detailed information regarding the Internet utilization in classroom, as the title suggests.

6.4. CHAPTER 6: EXERCISES

Exercise 1. Choose a scientific article and write a critical analysis essay, following all the rules that have been mentioned in the previous section. Then give your essay to a peer for peer review.

Exercise 2. Read these critical analysis essays and correct all the mistakes you can find. In the comments, write down your overall opinion about the essay, naming all its advantages and disadvantages:

Essay 1

English language professor from the 'St. Kliment Ohridski University' in Sofia, Nikoleta Stoykova, in her 2018 article 'English Weak Forms – A Challenge for Bulgarian Learners of English?: A Pedagogical Perspective' attempts to present English language learners' acquisition and production of the weak word forms. The main focus is on the challenges Bulgarian students may encounter, and how their English may be affected by their native language. Although the article has myriad of valuable points, some drawbacks are evident as well.

As Stoykova argues, in order to become fluent speakers of English, students need to familiarize themselves with phonetics and phonology, incorporating the accurate usage of weak word forms. The research with 20 first-year Bulgarian students in English and American Studies at Sofia University 'St. Kliment Ohridski' was conducted. Students were asked to read aloud a short piece of text in English from 'The North Wind and the Sun', not knowing the actual purpose of the study. The recordings were saved and analyzed by counting the incorrectly pronounced function words. The research results have shown that 15% of the weak word forms presented in the text were pronounced correctly by all 20 students. Utterances such as 'and', 'he', and 'should' were pronounced as strong forms by all 20 speakers examined. In conclusion, the author emphasizes the reasons for the mispronunciation of such words, them being lack of knowledge of the English language, students' anxiety and concern of being misunderstood, as well as fear of sounding 'too foreign'.

Providing the adequate order of the necessary elements, the article was clearly presented and easy to follow. The introduction is well-structured and explains the reasons behind this study, as it is supported by the background story. With adequate citations which are related to the main issue and are properly quoted, Stoykova introduces the previous works significant for this topic, such as 'Weak Forms in Present-day English' (Obendorfer, 1998). Using the convenient research methodology relevant to the subject matter with the sample and the task serving the purpose of this experimental study, the author provides us with a precisely described process

of the examination and thereafter research results. Data collection is thoroughly presented, by detailed interpretation of the research findings. Furthermore, graphs that accompany the results enrich this paper.

Although the title of the article is concrete and interesting, it should be more formal, for instance: 'The Bulgarian Learners' Usage of English Weak Word Forms from a Pedagogical Perspective'.

Despite having all essential elements, the theoretical overview is incorporated with the introduction and the summary has the same content as the abstract. Since there are many citations and analyses of the previous works related to this topic, it would be preferable if introduction and theoretical overview are separate sections. As abstract provides us with fundamental information about research, the summary should be more specific and detailed. The language used is quite formal, though the usage of the personal pronoun 'I' should be avoided. The references are suitable, although 'Towards the Description of the Bulgarian English Interlanguage' (Danchev, 1988) is rather old and should be replaced with a more recent source.

To sum up, regardless of its drawbacks, this article is thoroughly recommended to all people concerned about the English language acquisition as it provides a unique overview of Bulgarian students' experience. This study could be of crucial importance for all further researches about learning English as a foreign language.

Comments _____

Essay 2

In the article "The Use of Internet to Increase Student Motivation in the Foreign Language Learning Process" written by Gagic, Zelic and Colovic and published in Sinteza in 2019, the authors highlight the difficulties teachers experience while motivating their students due to the increased use of technology. The authors of this paper further analyze the importance of using digital tools in the teaching process and suggest their incorporation in conventional teaching methods. In order to make the lessons more likeable, aid in concentration and practice companionship, teachers are advised to use computer-based tasks.

Firstly, the authors suggest that motivation can be divided into intrinsic and extrinsic motivation. Intrinsic motivation is characterized as the type of motivation which brings fulfillment and joy. On the other hand, extrinsic motivation is described as the type of motivation which involves completing a task in order to bring instrumental value. Furthermore, the authors of this paper summarize the impact of motivation on different learning styles. If teachers are able to foresee student's beliefs, the results suggest that teachers are more likely to motivate the student's learning process.

Secondly, the authors report on the strategies for student motivation. They suggest that using different materials, such as technology-related supplies, can be useful for motivation. In addition, the use of interactive boards and tablets, learning through the internet and applications, as well as the usage of modern audio-visual teaching aids are a considerable way for critical thinking and research ability development. The authors further suggest that an interactive white board may increase the willingness of students to participate, as well as make the lessons more amusing. However, the researchers highlight that a teacher should also focus on other possibilities for motivation in order to accommodate to their classroom' needs.

In the first part of the article, the title is appropriate and is closely connected to the topic. However, as the research progresses, the authors of this paper disregard the digital aspect of the topic. Moreover, the authors of this paper present the description and definition of motivation in order to familiarize the reader with the topic. Regarding the elements of the research, the authors have omitted the research results and the summary of this paper. The authors also fail to mention the research methods used to gather the necessary information. However, the order of the elements which are presented in the paper are adequate. The content of the elements is insufficient in regard to the qualitative and quantitative analysis and data. The language and writing style of this paper lack the use of articles, but the language is formal, and the use of colloquial language is avoided. On the other hand, some of the sentences were not fully comprehensible. If one wanted to analyze if the results

are in accordance with the theme of the paper and if they are adequate, they could not be able to do so because they are non-existent.

Overall, the authors of this paper have provided a valuable contribution to the study of foreign language teaching due to the article being interesting. However, the study lacks important aspects which could be crucial to the reader. The topic is semi-appropriate, and the elements omit various features which make the basis of every research paper. The writing style could be improved with the re-writing of several sentences and the correct usage of articles. I recommend this paper to those who find an interest in the topic and want to gain general knowledge about it. However, I do not recommend it to those who require research results and factual evidence.

Comments _____

List of key terms

Abstract - one short paragraph which is used as a description for a scientific paper based upon which readers will decide whether they will read the whole paper; there are two types of abstract: informative and descriptive

Acknowledgment - a part of a scientific paper in which the authors can thank those who have helped them organise the paper

APA - a citation style used in academic writing

Appendix - an additional element of some articles which consists of supplementary material which may be helpful to readers

Body paragraph - a part of a scientific paper encountered between the introduction and the conclusion

Case study - an intensive study about a person, a group of people, or a unit, which is aimed at generalising over several units

Citation - a direct quote

Correction code - a code used to show the mistakes made by an author usually by using abbreviations such as WW (wrong word), WO (word order) and many others

Critical analysis essay - an essay whose purpose is to evaluate somebody's work in order to increase the reader's understanding of it

Final thesis - a scientific paper written during your undergraduate studies

Focus group - a group interview

Formal language - a writing style in which you follow certain rules (no abbreviations, no idioms, etc)

Hypothesis - a statement about your research topic which should be either confirmed or rejected, upon conducting your research

Impact factor - a measure of the frequency with which the average article in a journal has been cited in a particular year.

Informal language - a writing style in which you are allowed to use idioms, abbreviations, slang, etc.

Interview - a one-on-one examination of a certain topic

In-text citation - a quote in a scientific paper within a text

Keywords - a list of five to ten words that are used in a scientific paper, provided after an abstract

Likert scale - usually a five, or sometimes seven, point scale which is used to help a respondent express how much they agree or disagree with a particular statement

Linking words - a word, or series of words, which show(s) a connection between clauses or sentences

Master's thesis - a scientific paper written during your Master's studies

MLA - citation style used in academic writing

Open access journals - journals whose articles are free of charge and accessible to everyone

Paraphrase - a quote in the author's own words

Peer review - the act of sharing your work with your colleague for the purpose of assessing its quality

PhD thesis - a scientific paper written during your PhD studies

Plagiarism - copying someone else's words without quoting or referencing the source

Qualitative analysis - a type of analysis in which you describe your research results

Quantitative analysis - a type of analysis in which you provide statistical data about your research results

Reference - a quote listed at the end of a scientific paper

Register - a degree of formality of a language or the language used by a specific group of people in a specific situation

Research instrument - a means used to collect, measure, and analyse data from your scientific research

Reviewer - an expert/ person entrusted with reading a scientific paper and deciding whether it will be accepted for publication or not

Summary - a brief overview of the entire scientific paper, in which each section of the paper is described

Thesis statement - a statement used to declare the main purpose or argument of your writing, which is later on supported within all paragraphs of your writing

Topic sentence - the first sentence in each paragraph which gives an introduction to that paragraph

Variable - an item that is analysed in a research paper, there can be dependent and independent variables

References

- Anderson, G. (1990). *Fundamentals of educational research*. London: The Falmer Press.
- Fraenkel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education*. (5th ed.). Boston: McGraw-Hill Inc.
- Casey, M.A. & Kueger, R.A. (2000). *Focus groups: A practical guide for applied research*. (3rd ed.). Thousand Oaks, CA: Sage.
- Denscombe, M. (2007). *The good research guide for small-scale social research projects*. (3rd ed.). New York: McGraw-Hill.
- Dressman, M., Sadler, R. W. (2020). *The Handbook of Informal Language Learning*. John Wiley and Sons Ltd.
- Evans, D., Gruba, P., Zobel, J. (2014). *How to Write a Better Thesis*. Springer International Publishing Switzerland.
- Gillett, A., Hammond, A. & Martala, M. (2009). *Inside Track. Successful Academic Writing*. London: Longman.
- Gustafsson, J. (2017). *Single Case Studies vs. Multiple Case Studies: a Comparative Study* (Thesis). Halmstad, Sweden: Halmstad University.
- Oshima, A. & Hogue, A. (2007). *Introduction to Academic Writing*. London: Longman.
- Savage, A. & Shafiei, M. (2007). *Effective Academic Writing. The Paragraph*. Oxford: OUP.
- Stoykova, N. (2018). 'English Weak Forms- a Challenge for Bulgarian Learners of English? A Pedagogical Perspective'. *A Pedagogical Perspective. Philologia*, 16(1), 99–106.
- Taylor, G. (2009). *A student's writing guide: How to plan and write successful essays*. Cambridge (UK): Cambridge University Press.
- Bošković Marković, V., Stanišić, N., Veljković Michos, M.(2020)., Is English a male language and Spanish a female language? An explorative study of gender and second language acquisition at a higher education institution in Serbia, *Komunikacija i kultura*, Vol. 11, No. 11, pp. 1-28.
- Veljković Michos, M., Bošković Marković, V. (2020). Teachers' perception of the use of ICT in foreign language teaching at a higher education institution, *Sinteza 2020- International Scientific Conference on Information Technology and Data Related Research*, pp. 93-98.
- Veljković Michos, M., Nasradin, K., Bošković Marković, V. (2019). Traditional Language Teaching Versus ICT Oriented Classroom, *Sinteza 2019 - International Scientific Conference on Information Technology and Data Related Research*, pp. 627-632.
- Zemach, D. E, Rumisek, L. A. (2005). *From Paragraph to Essay*, Macmillan.

Electronic sources:

<https://opentextbc.ca/writingforsuccessh5p/>

<http://lbspaces.open.ac.uk/mod/oucontent/view.php?id=449239§ion>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

<https://student.unsw.edu.au/writing-critical-review>

<https://www.merriam-webster.com/>

<https://www.scribbr.com/working-with-sources/how-to-paraphrase/>

<https://libguides.usc.edu/writingguide/theoreticalframework>

<http://www.psych.uw.edu/writingcenter/writingguides/pdf/summarizing.pdf>

<https://www.thoughtco.com/independent-and-dependent-variable-examples-606828>

<https://libguides.usc.edu/writingguide/theoreticalframework>

<https://www2.southeastern.edu/Academics/Faculty/elejeune/critique.htm>

Writing a Critical Review | UNSW Current Students

<https://www.phrasebank.manchester.ac.uk/being-critical/>

Appendix

Appendix 1. Table of contents of a final thesis

Introduction	4
Motivation	4
Outline	5
Theory of Corporate Culture, Edgar H. Schein's concept	6
Why Schein?	6
Culture according to Schein	6
Culture Formation and Enactment	8
Three Levels of Culture	10
Leadership	12
Discussion & Development	15
Further Concepts of Organizational Culture	15
Critique of his Culture Formation and Leadership Understanding	18
Proposed further Development: Group Agents	21
Introducing Agency	23
Connection to Cultural Change and Change Agents	30
Groups as Cultural Change Agents and Opinion Leaders	33
Discussion of Cultural Group Change Agents	34
Highlighting Cultural Group Change Agents new Scope	35
The changed Domain of Leadership	37
Conclusion	38
Enhanced Understanding of Culture and the Role of Proposed new Theoretical Aspects	38
Evaluation of Desirability	39
Limitations and Further Research	39
Bibliography	41

Appendix 2. Table of contents of a master’s thesis

Introduction 1

Theory 3

 Responsibility 3

 Motivation 18

 Locus of Control 23

 Present study 24

 Hypotheses 26

Method 29

 Overview of measures and construction of scales 29

 Survey 37

 Analysis 39

 Results 39

 Main results 39

 Exploratory research 43

Discussion 45

 Findings 45

 Limitations 48

 Further notions about the present study 51

 Further research 52

 Conclusion 54

References 56

Appendix 63

 Measures 63

 Online Survey 72

Appendix 3. Table of contents of a PhD thesis

TABLE OF CONTENTS

TABLE OF CONTENTS	3
LIST OF APPENDICES	9
LIST OF TABLES	10
LIST OF FIGURES	11
ABSTRACT	12
STATEMENT OF ORIGINALITY	13
ACKNOWLEDGEMENTS	14
DEDICATION	15
CHAPTER 1: INTRODUCTION TO THE STUDY	17
Organisation of the Thesis	18
CHAPTER 2: REVIEW OF THE LITERATURE AND STATEMENT OF THE RESEARCH PROBLEM	21
Career Path Progression, Succession and The Principalship	21
The Impact of School Leadership on Student Learning	26
Collective leadership	28
Instructional leadership	29
Shared leadership	32
Distributed leadership	33
Principal Preparation Programs, Nationally and Internationally	35
The Outcomes of Principal Preparation Programs	41
Summary	42

CHAPTER 3: IMPLICATIONS FOR RESEARCH DESIGN	45
Implications for Research Design	48
Case Study	50
Longitudinal Research	51
The Research Method	52
Summary	54
 CHAPTER 4: THE RESEARCH OPPORTUNITY	 55
The Research Context	55
The Research Opportunity	61
The Leadership Centre's <i>Flagship Program</i> of the Association of Independent Schools of New South Wales	61
The Features of the <i>Flagship Program</i>	63
An emphasis on the person as leader	63
Professional Companionship	63
Peer learning	64
The Professional Project	65
The Architecture of the <i>Flagship Program</i>	66
The 10 face to face days	66
The online meetings	67
Shadowing of an experienced Principal	67
The two school visits	67
Shadowing a leader from the corporate sector	68
Assessment	68
The four pre-reading tasks	68

The School Principal's report on the professional project	68
The In-school mentor report	68
The poster	69
The PowerPoint	69
The final 5000 word essay	69
University accreditation	70
Summary	70

CHAPTER 5: RESEARCH AND EVALUATIONS OF THE *FLAGSHIP PROGRAM* 73

Ext ern al Research Studies of the <i>Flagship Program</i>	73
Program Learning Outcomes	75
Recruitment, selection and transitioning to leadership	75
Bridging the program school practice interface	76
Reconciling personal and professional life	76
Endpoints for learning	77
Summary	77
Internal Evaluations of the <i>Flagship Program</i>	78
The theoretical frameworks for evaluation	78
Guskey ' s (2000) evaluation framework	78
Enduring understandings	78
The Au st ralian Professional Standard for Principals	79
Evaluation Processes and Fi ndings	80
Evaluation of face to face days	80
Evaluation of the Professional Companionship experience	81
School Principal evaluation	82

In-school Mentor evaluation	83
Summative 5000-word final paper	83
Summary	84
CHAPTER 6: RESEARCH METHOD	87
Research Design	88
Invitation to Participate	89
The Cohorts	89
2013 Cohort	89
2014 Cohort	89
2015 Cohort	90
The Interviews	91
The interview proforma	93
Data collection and analysis of the interviews	93
The Questionnaires	93
The questionnaire - two years after completion of the <i>Flagship Program</i>	94
The questionnaire - three years after completion of the <i>Flagship Program</i>	94
Data collection and analysis of the questionnaires	94
Summary of the Stages of the Research	95
Triangulation	97
Data Analysis	98
Limitations of the Study	104
Other Ethical Considerations	105
Anonymity	105
Confidentiality	105

Voluntary participation	106
Summary	106

CHAPTER 7: IMPACT AND OUTCOMES OF THE FLAGSHIP PROGRAM ONE

YEAR AFTER COMPLETION	107
Motivations to Apply for the <i>Flagship Program</i>	108
Expectations of the <i>Flagship Program</i>	109
Impact of the <i>Flagship Program</i> on the Participants Themselves, as Leaders	111
The 2014 Cohort	111
An increase in self-awareness and self confidence	111
Relationships are key to leadership	111
Learning leadership	111
Visioning and moving with agility and adaptability	112
Patience when leading change	112
The 2015 Cohort	113
Self-awareness, confidence and self-assuredness as a leader	115
Becoming better listeners	115
Feeling equipped to give feedback to others	115
Outcomes of the <i>Flagship Program</i> on Participants' Leadership Activities	116
The 2014 Cohort	116
Providing greater direction and influence	117
Implementing change	117
Enrolling in postgraduate study	117
The 2015 Cohort	118
A strategic approach to implementing change	118

- Leading change 119
- Investing in others 119
- Outcomes of the *Flagship Program* on Participants' Career Path Trajectories 121
 - On applying for Principal's roles 122
 - Participants Perceived Measures of Success of the *Flagship Program* 123
 - Impact and Outcomes of the *Flagship Program* Overall 125
- Key Findings One Year After Completion of the *Flagship Program* 128

CHAPTER 8: THE IMPACT AND OUTCOMES OF THE *FLAGSHIP PROGRAM* TWO YEARS AFTER COMPLETION

- 131
 - Attitudes and Expectations of Participants, Colleagues and the School Principal towards the *Flagship Program* 132
 - Background Conditions 135
 - Impact of the *Flagship Program* on the Participants Themselves, as Leaders 135
 - The importance of developing relationships 136
 - Integrating work and life 137
 - Values alignment 137
 - Outcomes of the *Flagship Program* on Participants' Leadership Activities 137
 - Teaching 137
 - Distributing leadership 138
 - Teaching, learning and student outcomes 139
 - Student health and wellbeing 139
 - School development 139
 - Communication and cooperation 141
 - Outcomes of the *Flagship Program* on Participants' Leadership Practices Overall 143
 - Outcomes of the *Flagship Program* on Participants' Career Path Trajectories 144
 - Career progression 144

Perceived levels of success in obtaining new roles as an outcome of the <i>Flagship Program</i>	145
Preparation for new roles	146
Key Findings Two Years After Completion of The <i>Flagship Program</i>	148

CHAPTER 9: THE IMPACT AND OUTCOMES OF THE *FLAGSHIP PROGRAM* THREE YEARS AFTER COMPLETION

Background Conditions	151
School factors	151
Timing of the program	152
Support from the School Principal	152
Impact of the <i>Flagship Program</i> on the Participants Themselves as Leaders	152
Outcomes of the <i>Flagship Program</i> on Participants' Leadership Activities	154
Teaching	154
School development	155
Communication and cooperation	155
Outcomes of the <i>Flagship Program</i> on Student Learning	156
Structural changes and program initiatives	157
Data analysis for driving teaching and learning strategies	157
Outcomes of the <i>Flagship Program</i> on Participants' Career Path Trajectories	158
Career Progressions and Aspirations	160
A crucible for discerned decision making	160
A motivator for ongoing leadership and learning	161
A primer for the recruitment process	161
A shaper of personal vision and values	161
Final Reflections from Participants	162
Key Findings Three Years After Completion of The <i>Flagship Program</i>	162

CHAPTER 10: KEY FINDINGS 165

 Key Finding #1 165

 Key Finding #2 166

 Key Finding #3 168

 Key Finding #4 168

 Key Finding #5 169

 Key Finding#6 170

 Key Finding #7 170

 Key Finding #8 171

 Key Finding #9 172

 Key Finding #10 173

 Key Finding #11 173

 Key Finding #12 174

**CHAPTER 11: DISCUSSION OF FINDINGS AND IMPLICATIONS FOR RESEARCH,
POLICY AND PRACTICE 175**

 Summary of Discussion 181

 Implications for Education Research 181

 Implications for Education Policy 183

 Implications for Education Practice 184

CHAPTER 12: CONCLUDING REMARKS 187

REFERENCE LIST 189

LIST OF APPENDICES 203

Author's bio



Valentina Bošković Marković

Ms. Valentina Bošković Marković graduated at Faculty of Philology, University of Belgrade, in 2009. She finished her master studies in the field of American literature at the same faculty in 2011, and she finished her PhD in sociolinguistics in 2016.

Ms. Bošković Marković started her professional career as an English language teacher at Singidunum University in 2010. Before that, she participated in many international programmes regarding EHEA, the organization of international events, and the organisation of language-related courses. She speaks Serbian, English, Italian, French and Greek.

At the moment, Ms. Bošković Marković is involved in projects and research regarding sociolinguistics, business communication, discourse analysis, applied linguistics, cognitive linguistics, academic writing, language and gender and language and education. She has published several scientific papers about gender equality in the English and the Serbian language, the social impacts on language changes, and about teaching English. She has also published a monography about gender-sensitive language in Serbia.

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

001.891(035)

BOŠKOVIĆ Marković, Valentina, 1986-

Academic skills : a guide to academic writing / Valentina Bošković
Marković. - 1st ed. -

Begrade : Singidunum University, 2022 (Belgrade : BiroGraf). - 125 str.
: autorkina slika ; 24

cm

Tiraž 450. - List of key terms: str. 120-121. - Author's bio: str. 135. -
Bibliografija: str. 123-124.

ISBN 978-86-7912-783-9

а) Научни радови -- Техника израде -- Приручници

COBISS.SR-ID 75497225

© 2022

All rights reserved. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, without the prior written permission of the publisher.



Academic Skills

A Guide to Academic Writing

Valentina Bošković Marković

Writing in any language is one of the four essential language skills, along with speaking, reading, and listening comprehension. However, it sometimes seems that this is the skill which students find too demanding, as it is quite often time-consuming and detail-oriented. Furthermore, academic writing is even more demanding, or sometimes frowned upon, as it implies different writing rules and perspectives. That is why learning how to write in an academic setting should be organised step by step, from various perspectives, and in such a way that students do not feel it as a burden. This is exactly what the main goal of this coursebook is: to help students acquire academic skills without feeling the weight of having to learn anything by heart, but with the feelings of achievement and success. The purpose of this coursebook is to guide students through the course Academic Skills during their undergraduate academic studies, but it can also be used as a checklist or as a reminder when one needs to write a scientific article or final/ master's thesis.