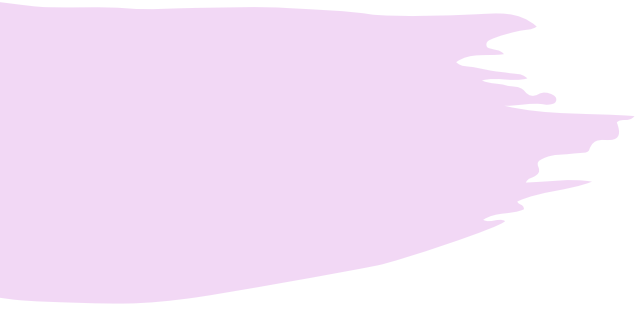


# ***Week 2: TRR Presentations Suggestions***

- 1.** Save your great Research Ideas for next time.
- 2.** Your Research Idea and (1) Research Question need to be doable and achievable for THIS project (time).
- 3.** Your questionnaire will be sent to your groupmates only.
- 4.** Adapt your TRR (topic, problem, question) based on the suggestions and post your TRR on Padlet under “Week 2: Updated TRR” today for revision



# ***WEEK 3 LESSON 1***

# *Agenda*



Asynchronous task  
revision



Research project:  
Literature review



Assignment

# *Literature review*

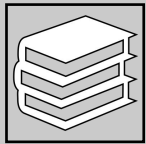


WHAT IS LITERATURE  
REVIEW?



WHERE CAN YOU FIND  
ARTICLES FOR YOUR TOPIC?

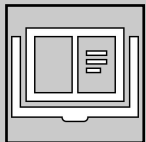
# *What is literature review?*



The term “the literature” is the body of scholarly work on a particular topic (JSGS Professional Workshop Series, 2016).



A literature review is a formal analysis and critique. It surveys, highlights, summarizes, synthesizes, interprets, and critiques this body of work (**Cedarville University, 2012**).



A literature review is a **comprehensive summary** of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research (Bloomsburg University of Pennsylvania, 2020).



***Where can you  
find articles?***

ü <https://scitechdaily.com/news/technology/>

ü <https://www.newscientist.com/subject/technology/>

ü <https://www.technology.org/>

etc

# ***Summary: Put these in the correct order***

- A) Focus of the article (e.g. Research problem and question)
- B) Findings and/or conclusion
- C) Article's title, author and year
- D) Main ideas: key concepts and ideas



# SUMMARY ①



Moving out of linguistic boxes:  
the effects of translinguaging strategies for multilingual classrooms (Makalela, 2015)

Article's title,  
author and year

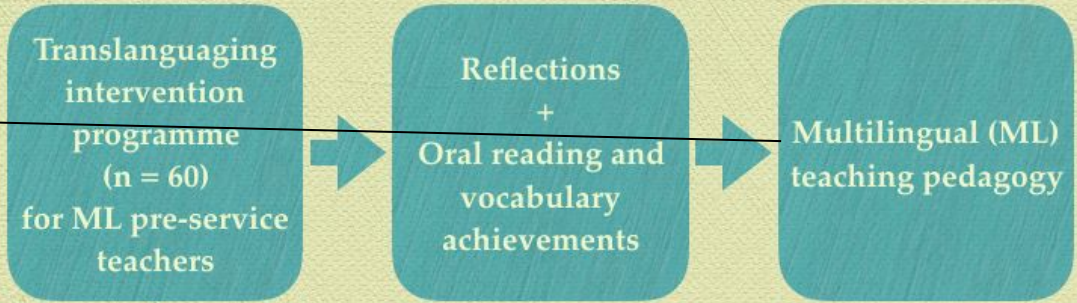
Focus of  
the article  
(e.g. Research  
problem and  
question)

Main ideas: key  
concepts and  
ideas

Findings and/or  
conclusion



Multiple discursive methods  
(in 3 non-cognate languages)  
=  
Linguistically + culturally  
transformative?



Multiple discursive methods = flexible use of the target language (TL):

- contrastive elaboration (criss-crossing between languages)
- brainstorming & writing in any languages + reporting in TL
- reading in L1 + retelling in TL



- Work in groups ( $\pm 15$  minutes):

A:

B:

C:

D:

1) Read the following article:

<https://scitechdaily.com/fawkes-a-new-software-tool-cloaks-your-images-to-trick-facial-recognition-algorithms/>

2) Prepare a summary with all four elements (from the previous slide). You can collaborate in a Microsoft Word file on Teams.

3) Share your summary with the class.

Don't forget to delegate the roles: leader, note-taker, timekeeper, and presenter.



## ***Activity: Summary***

***Summary:  
Asynchronous  
task***



Go to padlet.com



Create a post with your name under "Week 3: Literature review"



Post the titles of and links to 3-5 articles



Watch and post your answer on Padlet under "Week 3: Summary Writing"

What's the most essential rule for writing a summary in your opinion? Why?"

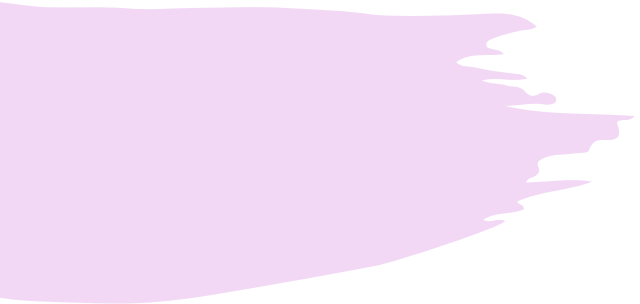
<https://www.youtube.com/watch?v=eGWO1ldEhtQ>



Deadline: Before Lesson 3

# ***Grammar: Paraphrasing. Summarizing***

- [https://forms.office.com/Pages/ResponsePage.aspx?id=8xWPFcCDBkmCTGm9xQ2dYT3lhK-1GbdfjB\\_7w54PiM9UREV\\_OVEoxT1pGRVAzQjRMNVpEVUNNTVFIVi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=8xWPFcCDBkmCTGm9xQ2dYT3lhK-1GbdfjB_7w54PiM9UREV_OVEoxT1pGRVAzQjRMNVpEVUNNTVFIVi4u)



# ***Asynchronous task (based on the OEAP textbook)***



Go to page 51 (Unit 3D) and do Task 2



Read task 3 and listen to Extract 1 (to access the audio file, click on the link

<https://drive.google.com/drive/folders/1ctO0bJWEgFq0hEjr6wIA93BhUmAJryld?usp=sharing>)



Read task 5 and listen to Extract 2 (to access the audio file, click on the link

<https://drive.google.com/drive/folders/1ctO0bJWEgFq0hEjr6wIA93BhUmAJryld?usp=sharing> )



Write your opinion on padlet.com on ***“To what extent do you think the media change the way we think?”***

# ***Self-study task:***

- Make sure you are enrolled to the course “*Understanding research methods*” on Coursera  
<https://www.coursera.org/learn/research-methods>. Watch 3 short videos in week 2: Sandra Halperin says..., Reza Gholami says..., Charlotte Horlyck says...  
(<https://www.coursera.org/learn/research-methods/home/week/2> )
- **Leave short answers to the questions below on Padlet wall by the end of this week:**
  - 1. *What does Sandra Halperin think on the value of a literature review?*
  - 2. *What Reza thinks on doing a literature review?*
  - *Write a brief description of how you carry out a literature review and what do you usually start from?*

# *Assignment: Article Summaries*

Choose

Choose 3-5 articles related to your research project topic.

Write

Write a summary for each article.

Include

Include all four elements of summary in your presentation (See Slide 6).

Use

Use the rubric.

Record

Record a video presentation of 3-4 minutes with PPT slides.

Submit

Upload your presentation on Flipgrid in Teams (Limit: 500 MB) **by Week 3, Lesson 3.**



# English | SE 6



by Alibek Kurmangaliyev



Join with Google



Join with Microsoft



Remember Me



# Rubric for Presentation (Articles Summary) (5%)

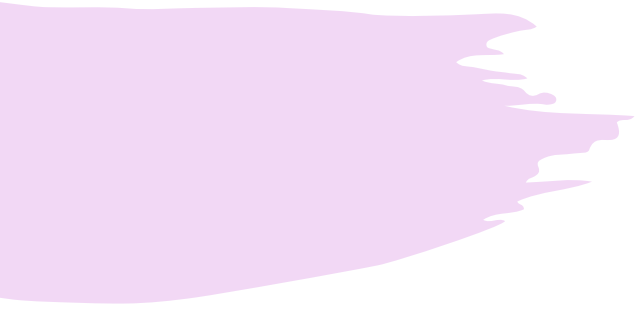
Criterion	Possible score	Given score
<b>Content</b>		
All summary elements (Title, author, year, focus, main ideas, findings/conclusion) are present.	15	
Summaries are clear and correlated to the topic.	15	
Summaries reflect the author's views and are true to the sources.	15	
The article sources are cited.	10	
<b>Design</b>		
Slides display elements of effective design (fonts, colors, backgrounds, etc.) are effective, consistent and appropriate	5	
Animation, images and/or sounds are effectively used to emphasize important points and do not distract	5	
Text is clear and easy for the audience to see. There is not too much text on slides.	5	
<b>Presentation</b>		
Student speaks with a clear, strong voice and does not read from the slides.	5	
Speaker uses correct pronunciation.	5	
Speaker uses a range of grammar appropriately.	5	
Adequate vocabulary is used flexibly.	5	
There is a definite beginning and succinct ending.	5	
The presentation is between 3-4 minutes long uploaded on Flipgrid	5	

# *Peer feedback form*

---

<b>Criterion</b>	<b>Yes/No</b>	<b>What can be improved?</b>
All summary elements (Title, author, year, focus, main ideas, findings/conclusion) are present.		
Summaries are clear and correlated to the topic.		
Summaries reflect the author's views and are true to the sources.		
The article sources are cited.		

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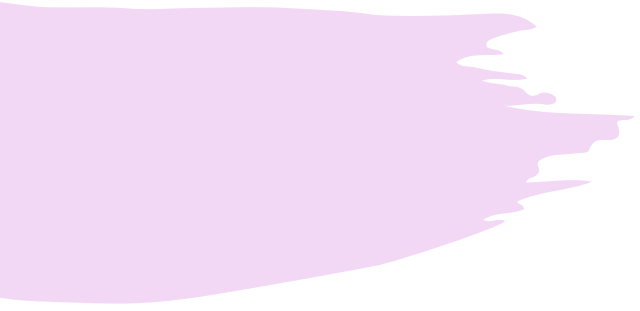


# ***WEEK 3 LESSON 2***

# ***UNIT 4A READING FROM OXFORD EAP***

OEAP: 4A. Reading Task 2 (1.2.3) and Task 3.1 (p.58), Task 7

Grammar: Tense Review



# ***WEEK 3 LESSON 3***

## ***Lesson 3: Activity***

- Go to private channels on Teams: A, B, C, or D
1. Watch the presentations of your teammates on Flipgrid
  2. Prepare peer feedback (See Peer feedback form in this ppt)
  3. Share your feedback with your teammate .
  4. Come back to the general channel.
  5. Be ready to share the feedback you received.