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DEVELOPING RESEARCH PAPER WRITING FOR EFL/ESL UNDERGRADUATE STUDENTS

1. Introduction

Scientific writing plays a main role in academic contexts because scholarly publications contribute to career promotion and reputation. A dissertation or a thesis provides an opportunity for students to identify a topic and obtain deep insights into research work (Swales, 1990). In recent years, there has been a rapid growth of successful manuscripts; however, manuscript publications still remain new and problematic (Day & Gastel, 2012). For example, non-English speaking scientists have problems with the discourse community in writing research articles, they make more errors in their texts (Purves, 1988, as cited in Hyland, 2003); tend to plan less than L1 writers, and have more difficulty in setting goals and generating materials (Flower & Hayes, 1981); L2 writers are also less inhibited by teacher-editing and feedback (Silva, 1993, 1997; Krapels, 1990; Leki, 1992, as cited in Hyland, 2003). Moreover, the low level of learners' motivation in learning writing was found because EFL teaching has focused on the language form of the target language (e.g., completing English grammar and vocabulary exercises) (Tran, 2007). To find solutions to those matters, approaches of L2 writing teaching and learning have become a great concern since 1980 (Hyland, 2003). The findings of those studies showed that each writing teaching approach has its own strengths and limitations. For example, positive points of the product approach emphasized the imitation of input, repetition, controlled writing and accuracy, whereas writing skills are ignored in this approach.

Also, in the last years, EFL teachers have been integrating the process genre based and communicative approaches into their writing classes (Tran, 2007). However, previous researchers have paid more attention to different genres (i.e., transactional letter writing, essay writing, business writing, argumentative writing, narrative writing and report writing). Now, the policy of education emphasizes the improvement in Higher Education (HE) quality to meet the requirements of the global developments in all fields and demands of well-trained and qualified workforce.

Thus, English majored students are taught four skills of English as their major subjects, namely, speaking, listening, writing, and reading. In particular, compulsory academic writing genres such as sentences writing, letters, paragraphs writing, essays writing etc., are required to study in the first and second academic year. As mentioned, RPW is one of the popular genres of academic writing required for university students (Ahn, 2012).

Regarding these problems and realistic needs of education, this study aims to determine and propose the core components of the content of a RPW program using PGA to teach the third year university students in academic year, who major in English studies in English Department. This paper is, therefore, believed to contribute to practical applications for RPW program developers, lecturers, undergraduate and postgraduate students in EFL/ESL contexts. The research question is addressed: "Which core components of RPW program are essential for English majored students?"

Theoretical Framework of Curriculum Planning for English Language Teaching

This work considers the content, the form and structure of the RPW program with the role of context for the development of the core content of the program as a need of HE. The term "content" and "knowledge base" are used alternatively by many researchers (e.g., Day, 1991; Richards, 1998). Lafayette (1993) argued that knowledge of language proficiency, civilization and culture, and language analysis are needed in the program. Knowledge of various disciplines affecting English teaching and learning approaches focuses on knowledge of psycholinguistics, linguistics, L2 acquisition, sociolinguistics, and research methods (Day, 1993, p. 4). In terms of academic writing, Richards (1998) stated that a good writer needs to produce a clear text considering readers' perspectives.

According to Badger and White (2000), writing in PGA is referred to as creating a situation and providing sufficient supports for learners to determine the purpose and other aspects of social contexts. Hyland (2003b) also emphasized the text and context, and the role of language in written communication. He also highlighted the process of learning and acquiring genres instead of solely focusing on the end product, or a specific variety of genre. Adapted from Badger and White's (2000), Yan (2005) proposed six steps for teaching writing: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising.

PGM of RPW has three main stages: 1) prewriting/planning includes sub-processes: text analysis, noting down, generating ideas, organizing and ordering; 2) while-writing includes translating/drafting/writing practice; 3) post-writing includes sub-processes: revising and editing, feedback giving, rewriting/redrafting, evaluating and publishing:

1) Prewriting/Planning Text analysis: refer to the analysis of writing samples to provide input for students to identify the scheomatic (or generic) structure, discourse structure, linguistic conventions of a particular genre regarding the purpose and audience of writing. This activity helps writers to select the core content required in their writing and help them know how to present it.

Generating: include activities which help writers find out what they are going to write about. It is effective if a practical purpose for discussion is provided to help learners share their experiences leading to motivation enhancement for writers.

Organizing: include activities which help writers identify priorities in what they have to say and help writers emphasize the most important parts of their arguments to ensure what is being written about is relevant to potential readers.

Ordering: refer to a review of the way in which writers organize their texts for communication with potential readers effectively.

2) While-writing: Translating/drafting/writing practice

This stage includes activities such as practicing writing in groups, in pairs or individually. A set of writing tasks is provided. It focuses on controlled writing and free writing tasks. The writers then translate plans and ideas into the provisional text.

3) Post-writing

Revising and Editing: revising refers to reading back over the text, which helps maintain an overall coherence of the text. Good writers should tend to concentrate on getting the content right first and leave details such as correcting spelling, punctuation and grammar until later.

Feedback: include peer feedback and teacher feedback. Peer feedback provides input and authentic audience. Teacher feedback reduces mistakes on content and organization of the text, word choice, language use and mechanics use.

Rewriting/Redrafting: after getting feedback, writers attempt to rewrite based on feedback provided. Evaluating: writers learn how to evaluate their writing based on the checklist provided for the assessment of their writing. Students can work in pairs in this activity.

Publishing: involve teaching students know how to determine and select potential journals or conferences to submit their papers.

Research Paper Writing (RPW)

Day and Gastel (2012) emphasize that unlike other genres of writing designed for entertainment purpose, scientific writing focuses primarily on writing and publishing scientific papers, referring to a provision of new scientific findings. Scientific writing is also viewed as the transmission of a clear signal to a recipient. Thus, the words of the signal should be clear, simple and well-ordered as possible. Metaphors, similarities, idiomatic expressions should seldom be used in research papers; and the meaning should be clear. Based on some perspectives on the definitions of RPW of previous scholars, RPW mainly gains deep insights into some common types of research papers including research articles, review papers, research proposals, research reports, conference reports or theses called dissertation, referring to writing for scientifically academic purpose, and for academic readers because those are the popular genres required in academic and working environments.

Therefore, the current work attempts to detect and propose core components in RPW program in order to help students to use the format, language use and mechanics in research papers conventionally and precisely. Moreover, the material emphasizes the important role in the selection of the relevant content of research papers, which means that, the content referring to ideas presented in the writing should be coherent and rele-

vant to the topic and writing genre. Also, the structure of research papers should be introduced to help students write for meeting the needs of a specific organization.

Findings and Discussions

In this work, through the obtained data from the DT, RPW program was proposed to enable ESL/ESL lecturers to teach English RPW using PGA for ESL/ESL university students, who have already studied academic writing skills and had knowledge of different genres: sentences writing, paragraphs writing, letters writing, essays writing and etc. However, these students have not attended writing courses: research proposals, research reports, research articles, conference reports, review papers and theses. Therefore, this section presents the core components of RPW program for teaching EFL/ESL university students how to write several common genres of research papers including research proposals, research reports, research articles, conference reports, review papers and theses.

However, to fit the demands and requirements of students' learning needs, in this study, the proposed structure and activities of the program are different from that of the previous one.

Conclusion

This study is limited to propose the core components of (RPW) program perceived as essential for EFL/ESL undergraduate students using PGA in order to develop RPW programs based on the results obtained from DT. EFL/ESL undergraduate students for this study are those who major in English and study four skills of English: listening, speaking, reading, writing. Noticeably, it is suggested that HE institutions in general and lecturers in specific should adjust or modify the content of each section or change its structure to fit their real contexts.

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EFL/ESL bakalavr tələbələri üçün tədqiqat işi formalarının inkişafı
Xülasə

Araşdırılan əsərin tamamlanmasında tədqiqat işinin yazılması başlıca rol oynayır. Zəif yazı əsərin dərc olunmasını gecikdirə bilər. O səbəbdən də EFL/ESL tələbələrin, əsasən də aspirantların tədqiqat işi yazma qabiliyyətlərini inkişaf etdirməkdən ötrü tədqiqat işi yazma proqramını inkişaf etdirmək lazımdır. Təəssüf ki, bu günə qədər kurrikulumun ərsəyə gəlməsində cavabdeh olanlar buna az diqqət etmişlər. Ona görə də bu araşdımanın məqsədi tədqiqat işi yazma proqramının əsas komponentlərini təyin etməkdir, çünki bu EFL/ESL tələbələrinin tədqiqat işi yazmalarını inkişaf etdirir. Nəticələr göstərdi ki, EFL/ESL tələbələrinin tədqiqat işi yazma proqramının inkişafı elə əsas komponentləri təyin etmək və təsdiqləmҙkdir. Bu araşdırma, tədqiqat işi yazma proqramını yaradanlara, bakalavr tələbələrə və aspirantlara EFL/ESL kontekində böyük töhfə verə biləcəyinə inam yaradır.

Развитие письменной формы исследовательской работы для студентов бакалавриата EFL/ESL
Резюме

Написание исследовательской работы играет главную роль в завершении всей исследовательской работы. Плохая письменная работа может отложить публикацию. Следовательно, необходимо развить программу, чтобы усовершенствовать способность письменной формы исследовательской работы для студентов EFL/ESL, особенно для бакалавров ВУЗов, которые привлеклименьше внимания разработчиков учебных программ. Следовательно, это исследование направлено на определение основных компонентов этой программы, воспринимающая как основной для студентов бакалавриата EFL/ESL, чтобы развить программу развития письменной формы исследовательской работы.Результаты показали, что основные компоненты этой программы для студентов бакалавриата EFL/ESL, были определены и подтверждены. Эта статья, следовательно, считается сделает большой вклад к практическому применению для разработчиков этой программы, лекторов, бакалавров и аспирантов в контексте EFL/ESL.

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