BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

TADQIQOTLAR OLIB BORISHDA LINGVISTIK METOD VA YONDASHUVLAR

2022

Tursunov M.M. **filologiya fanlari bo'yicha falsafa doktori (PhD), katta o'qituvchi**

O‘ZBEKISTON RESPUBLIKASI
OLIY VA O‘RTA MAXSUS TA’LIM VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG KADRLARNI QAYTA TAYYORLASH VA ULARNING MALAKASINI OSHIRISH MINTAQAVIY MARKAZI

“TADQIQOTLAR OLIB BORISHDA LINGVISTIK METOD VA YONDASHUVLAR”

MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Filologiya va tillarni o’qitish: ingliz tili

Buxoro-2022

Modulning o‘quv-uslubiy majmuasi Oliy va o‘rta maxsus ta’lim vazirligining 2020 yil 7 dekabrdagi 648-sonli buyrug‘i bilan tasdiqlangan o‘quv dasturi va o‘quv rejasiga muvofiq ishlab chiqilgan.

Tuzuvchi: M.M.Tursunov filologiya fanlari bo’yicha falsafa doktori (PhD), katta o’qituvchi.

Taqrizchi: Z.I.Rasulov filologiya fanlari nomzodi, dotsent.

O‘quv -uslubiy majmua Buxoro davlat universiteti Ilmiy Kengashining qarori bilan nashrga tavsiya qilingan (2021 yil “30” dekabrdagi 5-sonli bayonnoma)

MUNDARIJA

I. ISHCHI DASTUR

Kirish

“Tadqiqotlar olib borishda lingvistik metod va yondashuvlar” moduli «integrativ yondashuv» tushunchalarining mazmun-mohiyatini o’rganish, til o’qitishda kommunikativ yondashuv, kommunikativ kompetensiyalarni o’rgatishda diskursiv va integrativ yondashuv, darsni rejalashtirishda milliy standart, mustaqil talimda o’quv jarayonini rejalashtirish, baholash, fidbek mexanizmlarini amalga oshirish o’quv materialini baholash mezonlarini aniqlash, dars materialini tanlashda va yaratishda asosiy strategiyalar: moslik, samaralilik, murakkablik darajasi, mazmun-mundarijasi, dars maqsadiga mosligi, tayyor resurslarni dars maqsadiga moslashtirish, masofaviy va ananaviy darslarni integrasiya qilish masalalarini qamrab oladi.

Modulning maqsadi va vazifalari

“Tadqiqotlar olib borishda lingvistik metod va yondashuvlar” modulining maqsadi: Oliy talim muassasalari pedagog kadrlarini qayta tayyorlash va ularning malakasini oshirish kursining maqsadi pedagog kadrlarni innovasion yondoshuvlar asosida o’quv-tarbiyaviy jarayonlarni yuksak ilmiy-metodik darajada loyihalashtirish, sohadagi ilg’or tajribalar, zamonaviy bilim va malakalarni o’zlashtirish va amaliyotga joriy etishlari uchun zarur bo’ladigan kasbiy bilim, ko’nikma va malakalarini takomillashtirish, shuningdek ularning ijodiy faolligini rivojlantirishdan iborat.

“Tadqiqotlar olib borishda lingvistik metod va yondashuvlar” modulining vazifalari:

- “Filologiya va tillarni o’qitish: ingliz tili” yo’nalishida pedagog kadrlarning kasbiy bilim, ko’nikma, malakalarini takomillashtirish va rivojlantirish;
- birlamchi va ikkilamchi malumotlar yig’ish va ushbu malumotlarni tahlil qilish yo’llari haqida malumot berish;
- pedagoglarni ilmiy tadqiqot ishlariga kengroq jalb etish maqsadida ularga tadqiqot haqida umumiy tushuncha berish;
- ilmiy tadqiqot ishlari uchun malumotlarni qidirish, topish, saralashning

o’ziga xos yo’llari haqida malumot berish;

- ilmiy tadqiqot natijalarini turli Skopus bazasida indekslangan jurnallarda chop etish yo’llarini tushuntirish;
- tadqiqot va tadqiqotnini tashkil etish uchun malumot yig’ish metodologiyasi haqida tushuncha berish.

“Filologiya va tillarni o’qitish: ingliz tili” yo’nalishida qayta tayyorlash va malaka oshirish jarayonlarini fan va ishlab chiqarishdagi innovasiyalar bilan o’zaro integrasiyasini taminlash.

Modul bo’yicha tinglovchilarning bilimi, ko’nikmasi, malakasi va kompetensiyalariga qo’yiladigan talablar

Tadqiqot va tadqiqotnini tashkil etish uchun malumot yig’ish metodologiyasi haqida malumotga ega bo’ladi;

birlamchi va ikkilamchi malumotlar yig’ish va ushbu malumotlarni tahlil qilish haqida malumotga ega bo’ladi;

tadqiqotning uslubiy taminoti kompetensiyasiga ega bo’ladi;

malumotni tahlil qilish uchun metod va yondashuvlarni rejalashtirish, malumotlar, vosita, tahlil o’rtasidagi bog’liqlikni farqlay olish kompetensiyasiga ega;

tahlil etish natijasida malumot tayyorlash: maqola, kitob va dissertasiya shakldagi tahliliy materiallar yozish kompetensiyasiga ega bo’lish;

Scopus va Science Direct xalqaro ilmiy-texnik malumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt-faktorga ega jurnallarda chop etish kompetensiyasiga ega.

Tinglovchi:

- “Filologiya va tillarni o’qitish: ingliz tili” yo’nalishida pedagog kadrlarning kasbiy bilim, ko’nikma, malakalarini takomillashtirish va rivojlantirishni o’rganadi;
- birlamchi va ikkilamchi malumotlar yig’ish va ushbu malumotlarni tahlil qilish yo’llarini bilib oladi;
- pedagoglarni ilmiy tadqiqot ishlariga kengroq jalb etish maqsadida ularga tadqiqot haqida umumiy tushuncha oladi;

- ilmiy tadqiqot ishlari uchun malumotlarni qidirish, topish, saralashning o'ziga xos yo'llari haqida malumot oladi;
- ilmiy tadqiqot natijalarini turli Skopus bazasida indekslangan jurnallarda chop etish yo'llari haqida tushuncha oladi;
- tadqiqot va tadqiqotnini tashkil etish uchun malumot yig'ish metodologiyasi haqida ***bilishi*** kerak.

Tinglovchi:

- Tadqiqot va tadqiqotnini tashkil etish uchun malumot yig'ish metodologiyasi haqida malumotga ega bo'lish;
- birlamchi va ikkilamchi malumotlar yig'ish va ushbu malumotlarni tahlil qilish haqida malumotga ega bo'lish;
- tadqiqotning uslubiy taminoti kompetensiyasiga ega bo'lish;

malumotni tahlil qilish uchun metod va yondashuvlarni rejalashtirish, malumotlar, vosita, tahlil o'rtasidagi bog'liqlikni farqlay olish;

tahlil etish natijasida malumot tayyorlash: maqola, kitob va dissertasiya shakldagi tahliliy materiallar yozish;

- Scopus va Science Direct xalqaro ilmiy-texnik malumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt-faktorga ega jurnallarda chop etish ***ko'nikmalariga*** ega bo'lishi lozim.

Tinglovchi:

- Tadqiqot va tadqiqotnini tashkil etish uchun malumot yig'ish metodologiyasi haqida malumotga ega bo'lish;
- birlamchi va ikkilamchi malumotlar yig'ish va ushbu malumotlarni tahlil qilish haqida malumotga ega bo'lish;
- tadqiqotning uslubiy taminoti kompetensiyasiga ega bo'lish;
- malumotni tahlil qilish uchun metod va yondashuvlarni rejalashtirish, malumotlar, vosita, tahlil o'rtasidagi bog'liqlikni farqlay olish;
- tahlil etish natijasida malumot tayyorlash: maqola, kitob va dissertasiya shakldagi tahliliy materiallar yozish;
- Scopus va Science Direct xalqaro ilmiy-texnik malumotlar bazasidan

foydalanish va ilmiy maqolalarni yuqori impakt-faktorga ega jurnallarda chop etish ***malakalariga*** ega bo'lishi zarur.

Tinglovchi:

- Tadqiqot va tadqiqotnini tashkil etish uchun malumot yig'ish metodologiyasi haqida malumotga ega bo'lish;
- birlamchi va ikkilamchi malumotlar yig'ish va ushbu malumotlarni tahlil qilish haqida malumotga ega bo'lish;
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malumotni tahlil qilish uchun metod va yondashuvlarni rejalashtirish, malumotlar, vosita, tahlil o'rtasidagi bog'liqlikni farqlay olish;

tahlil etish natijasida malumot tayyorlash: maqola, kitob va dissertasiya shakldagi tahliliy materiallar yozish;

- Scopus va Science Direct xalqaro ilmiy-texnik malumotlar bazasidan foydalanish va ilmiy maqolalarni yuqori impakt-faktorga ega jurnallarda chop etish ***kompetensiyalariga*** ega bo'lishi lozim.

Modulning o'q**uv rejadagi boshqa modullar bilan bogliqligi va uzviyligi**

Modul mazmuni o'quv rejadagi barcha o'quv modullari bilan uzviy bog'langan holda pedagoglarning tilshunoslik va til o'qitish malakasini orttirishga xizmat qiladi.

Modulning oliy talimdagi o'rni

Modulni o'zlashtirish orqali tinglovchilar zamonaviy metodlardan mos ravishda amalda qo'llash malakasi va kasbiy salohiyatlarini rivojlantiradilar.

Nazariy va amaliy mashg'ulot mavzulari

№	Mavzu	Hammasi	Jami o'quv yuklamasi	Nazariy	Amaliy
1	Introduction to the course. Basic steps in the research process	2	2		2

2	Data collection methods	2	2		2
3	Research types and methods	2	2		2
4	Using appropriate sources for research writing	2	2		2
5	Types of data analysis: techniques and methods	2	2		2
6	Plagiarism	2	2		2
7	Citation	2	2		2
8	Publishing research paper in global scientific research journals including Scopus indexed journals	2	2		2
	Jami:	**16**	**16**		**16**

AMALIY MASHG‘ULOTLAR

TOPIC 1. Introduction to the course. Basic steps in the research process

1. Identifying and developing the research topic
2. Doing a preliminary and ways to search for necessary information
3. Locating materials and evaluating sources
4. Proofreading

TOPIC 2. Data collection methods

1. Interviews
2. Questionnaires and surveys
3. Observations
4. Documents and records
5. Focus groups and oral histories

TOPIC 3. Research types and methods

1. Experiments, surveys, questionnaires, interviews and case studies as research doing types

2. Participant and non-participant observation

3. Observational trials

4. Studies using the Delphi method

TOPIC 4. Using appropriate sources for research writing

1. Primary sources
2. Secondary sources
3. Tertiary sources
4. Using various sources and tools

TOPIC 5. Types of data analysis: techniques and methods

1. Working with text analysis, statistical analysis, diagnostic analysis, predictive analysis and prescriptive analysis
2. Data requirement gathering, data collection, data cleaning
3. Data analysis, data interpretation
4. Data visualization

TOPIC 6. Plagiarism

1. Direct plagiarism
2. Self-plagiarism
3. Mosaic plagiarism
4. Accidental plagiarism

TOPIC 7. Citation

1. Formats of various citations
2. Mechanism of putting appropriate citations

TOPIC 8. Publishing research paper in global scientific research journals including Scopus indexed journals

1. Discovering Scopus indexed journals
2. Identifying the best journal/publication
3. Composing research paper as per the guidelines of the journal
4. Submitting scientific paper

II. MODULNI O‘QITISHDA FOYDALANILADIGAN INTERFAOL TA’LIM METODLARI

ASSESSMENT

The measurement of the ability of a person, the quality or success of a teaching course. Assessment may be by test, interview, questionnaire, observation and so on.

BAHOLASH metodi

Shaxsning qobiliyatini, o‘qitish kursining sifati yoki muvaffaqiyatini o‘lchash va baholash demakdir. Shuningdek, baholash test, suhbat o‘tkazish, savol javob, kuzatish va hokazolar orqali amalga oshirish mumkin.

AUTHENTIC TASK

An authentic task is a task that native speakers of a language would do in everyday life. When learners do an authentic task they are doing something that puts real communicative demands on them. A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

AUTENTIK VAZIFA

Mahalliy tilda so‘zlashuvchi kishi kundalik hayotida bajaradigan doimiy vazifalar bo‘lib, til o‘rganuvchi ana shunday vaziyatlardan haqiqiy so‘zlashuvda foydalansa, samaraliroq bo‘ladi. Dars jarayonida tilni o‘rganishda real hayotda uchraydigan voqea-hodisalar ifoda etilgan matnlarni qo‘llash foydalidir. Autentik materiallar darsliklarda berilmaydi.

BRAINSTORMING

(in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas.Brainstorming often serves as preparation for another activity.

AQLIY HUJUM uslubi

Bevosita jamoa bo‘lib “fikrlar hujumi” ni olib borish demakdir. Bu uslubdan maqsad, mumkin qadar katta miqdordagi g‘oyalarni yig‘ish, talabalarni ayni bir xil fikrlashdan xoli qilish, ijodiy vazifalarni yechish jarayonida dastlab paydo bo‘lgan

fikrlarni yengishdir.

CASE STUDY

It is about a person, group, or situation that has been studied over time. The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group)

"KEYS-STADI" uslubi

Bu uslub aniq vaziyat, hodisaga asoslangan o'qitish uslubi hisoblanadi. Shuningdek, vaziyat bilan tanishish, axborotlarni umumlashtirish, axborot tahlili va har bir yechimning afzal va zaif jihatlarini belgilash demakdir.

CLUSTER

Is the task of grouping a set of objects in such a way that objects in the same group (called a **cluster**) are more similar (in some sense or another) to each other than to those in other groups (clusters).

TARMOQLAR uslubi

Fikrlarning tarmoqlanishi pedagogik strategiya bo'lib, u talabalarning biron-bir mavzuni chuqur o'rganishiga yordam berib, ularni mavzuga taalluqli tushuncha yoki aniq fikrlarni erkin va ochiq uzviy bog'lagan ketma-ketlikda tarmoqlashni o'rgatadi.

DISCUSSION METHOD

It demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter arguments, it sharpens their powers of reason, analysis and articulation. It thus provides them with fundamental skills necessary for success in any discipline or profession.

BAHS-MUNOZARA

Usulida guruh a'zolari biror muammoni yechish maqsadida o'z g'oyalarini og'zaki taklif etadilar. Usuldan samarali foydalanish uchun ishtirokchilar muhokama predmetiga oid yetarli bilim va tajribaga ega bo'lishlari lozim. Bu usul kattalar ta'limida ko'proq samara beradi.

ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

“MUZYORAR” metodi

Qizdiruvchi, faoliyatga jalb qiluvchi mashq. Talabalarning o‘zaro tanishishi va ishchi muhit yaratish maqsadida qo‘llaniladi. Bu metod xonadagi ruhiy taranglikni yengish, guruhning shakllanish jarayonini tezlatish, muloqot va axborot almashinuvini yo‘lga qo‘yish, shuningdek, samimiylik va hamkorlik muhitini yaratishga yordam beradi.

INFORMATION GAP ACTIVITY

an activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn’t. This gives a real purpose to a communication activity. An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

AXBOROT ALMASHISH METODI

Bu uslub shundayki, talabalar juft yoki ikki guruh bo‘lib turli xil axborotga ega bo‘lishadi, yoxud biri bilgan axborotni ikkinchi talaba bilmaydi. Bu esa suhbatlashish uchun xaqiqiy maqsad paydo qiladi. Bu uslub asosan chet tilida gapirish, muloqotga kirish uchun yordam beradi. Shuningdek, rasmlardan ham foydalanish mumkin.

INTERACTION PATTERN

Mode of work (individual work, pair work, group work) used in learning or teaching.

INTERFAOLLIK

O‘zaro harakat qilmoq ma’nosini beradi. O‘zaro harakat turlari: O‘qituvchi-talaba; talaba-talaba; o‘qituvchi-talabalar; talalar-talabalar; talabalar-o‘qituvchi.

JIG-SAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes

part in pooling information to establish the meaning or message of the whole text.

“ARRA” METODI

Bu usulda asosan guruh bo‘lib ishlanadi. Har bir guruh a’zosining qo‘liga matnning bir bo‘lagi beriladi, so‘ngra mazmunini o‘qib bilib olgandan so‘ng, barcha qatnashchilar tomonidan butun matn tuziladi. Bunday metod o‘qitishni o‘rganishda qo‘llaniladi.

MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distracters.

KO‘P TARMOQLI TANLOV TESTLARI

Bu metod asosan, testda qo‘llaniladi. O‘rganuvchi uchun tuziladigan testlardagi savolda 4 yoki 5 ta javoblar beriladi. Bitta berilgan savoldagi 4 yoki 5 ta javobining bittasi to‘g‘ri bo‘ladi, qolganlari esa o‘xshash javoblar tariqasida beriladi.

PRESENTATION

The way which something is offered, shown or explained others. A formal monologue presents ideas, opinions or a business proposal.

TAQDIMOT

Axborot, nazariya yoki tamoyillarni talabalarga yetkazish maqsadida ekspert tomonidan o‘tkaziladigan tadbir. U turli (ma’ruza, savol berish, munozara yuritish) shakllarda o‘tkazilishi mumkin. Taqdimotning mazmuni uslub sifatida o‘qituvchiga ko‘proq bog‘liq bo‘ladi.

WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

“CHIGILNI YOZISH”

Darsga berilgan yangi mavzuni yoritish va talabalarni mavzuga jalb qilish

maqsadida qo‘llanadigan uslublardan biridir.

TRUE-FALSE ACTIVITY

It is a strategy of teaching students, where a teacher allows students to compare two different historical perspectives to the same question. It allows students to see differing opinions to the same problem and go about doing history. It is designed to add inquiry into the teaching of history.

“TO‘G‘RI-NOTO‘G‘RI”

Talabalarni o‘qitishda qo‘llaniladigan shunday yondashuvki, unda talabaga berilgan bitta savolni ikkita turli xil tomonini taqqoslashiga imkon yaratadi. Shuningdek, bu metod talabalarga bir xil muammoga turli xil berilgan fikrlarni ko‘rib chiqish va tanlashga huquq beradi. O‘qitish usulini yana takomillashtirish va mavzuni yoritishga yordam beradi.

GAP FILL ACTIVITY

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

NUQTALAR O‘RNIGA QO‘YISH

Bu usul asosan, talabalarni matn bilan ishlash jarayonida gaplarda berilgan nuqtalar o‘rniga kerakli so‘zlarni qo‘yish uchun ishlatiladi. Bu esa til o‘rganuvchi uchun tushirib qoldirilgan so‘zlarni mukammal o‘rganishlari uchun foydali. Bunday mashqlar ko‘pincha yopiq matnlarda beriladi.

III. AMALIY MASHG‘ULOTLARINING MAZMUNI

TOPIC 1. Introduction to the course. Basic steps in the research process

5. Identifying and developing the research topic
6. Doing a preliminary and ways to search for necessary information
7. Locating materials and evaluating sources
8. Proofreading

1. The ability to develop a good research topic is an important skill. An instructor may assign you a specific topic, but most often instructors require you to select your own topic of interest. When deciding on a topic, there are a few things that you will need to do:

- brainstorm for ideas
- choose a topic that will enable you to read and understand the literature
- ensure that the topic is manageable and that material is available
- make a list of key words
- be flexible
- define your topic as a focused research question
- research and read more about your topic
- formulate a thesis statement

Be aware that selecting a good topic may not be easy. It must be narrow and focused enough to be interesting, yet broad enough to find adequate information. Before selecting your topic, make sure you know what your final project should look like. Each class or instructor will likely require a different format or style of research project.

Use the steps below to guide you through the process of selecting a research topic.

Step 1: Brainstorm for ideas

Choose a topic that interests you. Use the following questions to help generate

topic ideas.

- Do you have a strong opinion on a current social or political controversy
- Did you read or see a news story recently that has piqued your interest or made you angry or anxious?
- Do you have a personal issue, problem or interest that you would like to know more about?
- Do you have a research paper due for a class this semester?
- Is there an aspect of a class that you are interested in learning more about?

Look at some of the following topically oriented Web sites and research sites for ideas.

- Are you interested in current events, government, politics or the social sciences?
  - Try Washington File
- Are you interested in health or medicine?
  - Look in Healthfinder.gov, Health & Wellness Resource Center or the National Library of Medicine
- Are you interested in the Humanities; art, literature, music?
  - Browse links from the National Endowment for the Humanities
- For other subject areas try:
  - the Scout Report or the New York Times/ College Web site

Write down any key words or concepts that may be of interest to you. Could these terms help be used to form a more focused research topic?

Be aware of overused ideas when deciding a topic. You may wish to avoid topics such as, abortion, gun control, teen pregnancy, or suicide unless you feel you have a unique approach to the topic. Ask the instructor for ideas if you feel you are stuck

or need additional guidance.

Step 2: Read General Background Information

- Read a general encyclopedia article on the top two or three topics you are considering. Reading a broad summary enables you to get an overview of the topic and see how your idea relates to broader, narrower, and related issues. It also provides a great source for finding words commonly used to describe the topic. These keywords may be very useful to your later research. If you cant find an article on your topic, try using broader terms and ask for help from a librarian.

For example, the Encyclopedia Britannica Online (or the printed version of this encyclopedia, in Thompson Library's Reference Collection on Reference Table 1) may not have an article on Social and Political Implications of Jackie Robinsons Breaking of the Color Barrier in Major League Baseball but there will be articles on baseball history and on Jackie Robinson.

Browse the Encyclopedia Americana for information on your topic ideas. Notice that both online encyclopedias provide links to magazine articles and Web sites. These are listed in the left or the right margins.

- Use periodical indexes to scan current magazine, journal or newspaper articles on your topic. Ask a librarian if they can help you to browse articles on your topics of interest.

- Use Web search engines. Google and Bing are currently considered to be two of the best search engines to find web sites on the topic.

Step 3: Focus on Your Topic

Keep it manageable

A topic will be very difficult to research if it is too broad or narrow. One way to narrow a broad topic such as "the environment" is to limit your topic. Some common ways to limit a topic are:

- by geographical area

Example: What environmental issues are most important in the Southwestern

United States

- by culture

Example: How does the environment fit into the Navajo world view?

- by time frame:

Example: What are the most prominent environmental issues of the last 10 years?

- by discipline

Example: How does environmental awareness effect business practices today?

- by population group

Example: What are the effects of air pollution on senior citizens?

Remember that a topic may be too difficult to research if it is too:

- locally confined - Topics this specific may only be covered in these (local) newspapers, if at all.

Example: What sources of pollution affect the Genesee County water supply?

- recent - If a topic is quite recent, books or journal articles may not be available, but newspaper or magazine articles may. Also, Web sites related to the topic may or may not be available.

- broadly interdisciplinary - You could be overwhelmed with superficial information.

Example: How can the environment contribute to the culture, politics and society of the Western states?

- popular - You will only find very popular articles about some topics such as sports figures and high-profile celebrities and musicians.

If you have any difficulties or questions with focusing your topic,discuss the topic with your instructor, or with a librarian

Step 4: Make a List of Useful Keywords

Keep track of the words that are used to describe your topic.

- Look for words that best describe your topic
- Look for them in when reading encyclopedia articles and background and general information
- Find broader and narrower terms, synonyms, key concepts for key words to widen your search capabilities
- Make note of these words and use them later when searching databases and catalogs

Step 5: Be Flexible

It is common to modify your topic during the research process. You can never be sure of what you may find. You may find too much and need to narrow your focus, or too little and need to broaden your focus. This is a normal part of the research process. When researching, you may not wish to change your topic, but you may decide that some other aspect of the topic is more interesting or manageable.

Keep in mind the assigned length of the research paper, project, bibliography or other research assignment. Be aware of the depth of coverage needed and the due date. These important factors may help you decide how much and when you will modify your topic. You instructor will probably provide specific requirements, if not the table below may provide a rough guide:

Your boss or professor may have told you in the past that you need to proofread your work before submitting it. Although you didn't admit it at the time, it's possible that you asked yourself the following questions: What is proofreading anyway? What is involved in the proofreading process? Why should I even bother? You might know that proofreading does not involve in-depth changes or fact checking and that proofreading is not the same as editing. It seems that, when we're talking about proofreading, the matter of what proofreading is not comes up a lot more than what proofreading is.

While that information is helpful, it still doesn't answer your original question: what is proofreading?

Here's the simplest definition, which the rest of this article will explain in greater detail:

Proofreading is the process of reviewing the final draft of a piece of writing to ensure consistency and accuracy in grammar, spelling, punctuation, and formatting.

What is traditional proofreading?

One of the things clouding people's understanding of what proofreading entails is the fact that the word is used differently in different fields. Asking "What is proofreading?" to someone in the publishing profession, for example, will likely garner a very different reply than asking someone at a university.

Someone in the publishing industry would view proofreading as the last possible opportunity to revise a manuscript before it is printed and published. The proofreader compares the proofs—printed versions of the manuscript, which include all the formatting, page numbers, headers, etc. that will be included in the final edition—with the edited copy to make sure that no errors have been introduced by the formatting or printing.

But wait—I thought proofreading was about fixing spelling mistakes?

The word proofreading has taken on a definition separate from the role it plays in the publication of manuscripts

What most people are referring to when they use the word proofreading is the process of checking a document for any kind of grammatical, typographical, or formatting errors. Proofreading should always be the last step taken before a document is published online, handed in to a professor, submitted for a job application, or otherwise shared with its intended audience.

What kinds of errors are identified and fixed during proofreading?

By the time a document is ready to be proofread, it should have been edited already. This means its content should already be well organized, well written, and easy to understand. Editing also involves removing errors, but it focuses more on making sure the document makes sense as a whole.

Proofreading, on the other hand, is about finding errors both small and large that

were either missed or introduced during editing. Proofreaders ensure that the document's final draft is completely free of grammatical errors (e.g., subject–verb agreement problems, incorrect word choices, improper punctuation usage, and incorrect spelling) as well as formatting and typographical errors. They also make sure the document adheres to the chosen style guide.

Unlike traditional proofreaders in the publishing industry, document proofreaders are not limited in the number of revisions they can make to a document, as there is generally no elevated proofreading cost associated with making more changes. However, if proofreaders find that most of the document still requires extensive changes, they may recommend that it undergo another round of editing.

Conclusion

Though a proofread is less extensive than an edit, it is an important step when preparing a piece of writing to be read by other people, as errors can cause confusion or be seen as unprofessional. Scribendi's proofreading services will help you polish your writing and ensure it is ready for your readers.

TOPIC 2. Data collection methods

6. Interviews
7. Questionnaires and surveys
8. Observations
9. Documents and records
10. Focus groups and oral histories

Data collection is a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results. It focuses on finding out all there is to a particular subject matter. Data is collected to be further subjected to hypothesis testing which seeks to explain a phenomenon.

Before broaching the subject of the various types of data collection. It is pertinent to note that data collection in itself falls under two broad categories; Primary data collection and secondary data collection.

Primary Data Collection

Primary data collection by definition is the gathering of raw data collected at the source. It is a process of collecting the original data collected by a researcher for a specific research purpose. It could be further analyzed into two segments; qualitative research and quantitative data collection methods.

Qualitative Research Method

The qualitative research methods of data collection does not involve the collection of data that involves numbers or a need to be deduced through a mathematical calculation, rather it is based on the non-quantifiable elements like the feeling or emotion of the researcher. An example of such a method is an open-ended questionnaire.

Quantitative Method

Quantitative methods are presented in numbers and require a mathematical calculation to deduce. An example would be the use of a questionnaire with close-ended questions to arrive at figures to be calculated Mathematically. Also, methods of correlation and regression, mean, mode and median.

Secondary Data Collection

Secondary data collection, on the other hand, is referred to as the gathering of second-hand data collected by an individual who is not the original user. It is the process of collecting data that is already existing, be it already published books, journals and/or online portals. In terms of ease, it is much less expensive and easier to collect.

Your choice between Primary data collection and secondary data collection depend on the nature, scope and area of your research as well as its aims and objectives.

There are a bunch of underlying reasons for collecting data, especially for a researcher. Walking you through them, here are a few reasons;

Integrity of The Research

A key reason for collecting data, be it through quantitative or qualitative methods is to ensure that the integrity of the research question is indeed maintained.

Reduce the likelihood of errors

The correct use of appropriate data collection of methods reduces the likelihood of

errors consistent with the results.

Decision Making

To minimize the risk of errors in decision making, it is important that accurate data is collected so that the researcher doesn't make uninformed decisions.

Save Cost and Time

Data collection saves the researcher time and funds that would otherwise be misspent without a deeper understanding of the topic or subject matter.

To support a need for a new idea, change and/or innovation

To prove the need for a change in the norm or the introduction of new information that will be widely accepted, it is important to collect data as evidence to support these claims.

What is a Data Collection Tool?

Data collection tools refer to the devices/instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system. Case Studies, Checklists, Interviews, Observation sometimes, and Surveys or Questionnaires are all tools used to collect data.

It is important to decide the tools for data collection because research is carried out in different ways and for different purposes. The objective behind data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed.

The objective behind data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed - Click to Tweet

The Formplus' online data collection tool is perfect for gathering primary data, i.e. raw data collected from the source. You can easily get data with at least three data collection methods with our online and offline data gathering tool. I.e Online Questionnaires, Focus Groups and Reporting.

In our previous articles, we've explained why quantitative research methods are more effective than qualitative methods. However, with Formplus data collection tool, you can gather all types of primary data for academic, opinion or product

research.

Observation is a key data collection technique for UX research.

Observational research typically happens in the users' home, workplace, or natural environment and not in a lab or controlled setting.

With this research, you can understand how people naturally interact with products and people and the challenges they face.

It can provide inspiration and ideas for opportunities for improvement and innovation.

While it may seem like observation is as simple and uniform as watching and taking notes, there are some subtle differences that can affect the type of data you collect. The role the observer plays forms a continuum from completely removed to completely engaged with the participant.

As you plan your next observational research project and choose the right type for it to be successful, consider the following:

Ethics of Observing. On both ends of the spectrum (a fully detached or fully engaged observer), you face ethical considerations, as those being observed aren't aware of it. For that reason, most observational research you'll conduct falls somewhere in between.

Think about quantifying the results. While observational research is typically associated with qualitative methods, you can still quantify the occurrences of behaviors or statements made by the participants to get an idea about the frequency of customer attitudes and actions.

Improve the reliability and validity of your observations. Consider having multiple independent researchers observe and code their notes. Using multiple observers with differing perspectives (e.g. product manager and researcher) helps identify areas of agreement and disagreement and makes your observational data more trustworthy and reliable.

Keep these caveats in mind as you chose a role for an observational research project. The four types of observational roles we discuss here are based on the

distinctions made by the sociologist Raymond Gold in 1958 but apply to any field of research.

1. Complete Observer

This is a detached observer where the researcher is neither seen nor noticed by participants. It's one way of minimizing the Hawthorne Effect as participants are more likely to act natural when they don't know they're being observed.

While this was once considered an objective role for the ethnographer, it's fallen out of favor because it's the role most likely to raise ethical questions about possible deception. How would you feel if you found out someone was watching you, but you didn't know? Sort of Big Brotherish, most likely.

However, in public places like coffee shops, office building lobbies, airports, subway stations, or even public bathrooms the complete observer role may be the only means to collect the type of data you need. And with the ubiquity of video cameras, remote observation remains a viable option.

2. Observer as Participant

Here the researcher is known and recognized by the participants and in many cases, the participants know the research goals of the observer.

There is some interaction with the participants but the interaction is limited. The researcher's aim is to play a neutral role as much as possible.

This approach is generally used when "following a customer home" to understand how someone uses software products to accomplish goals.

3. Participant as Observer

Here the researcher is fully engaged with the participants. She is more of a friend or colleague than a neutral third party. While there is full interaction with participants, they still known that this is a researcher.

This method is often used when studying remote indigenous populations or inner-city cultures. There's an anthropologist joke[pdf] that a household photo of a native village consists of a married couple, their parents, and a graduate student.

4. Complete Participant

This is a fully embedded researcher, almost like a spy. Here the observer fully engages with the participants and partakes in their activities.

Participants aren't aware that observation and research is being conducted, even though they fully interact with the researcher. This has sometimes been referred to as "going native," in reference to performing indigenous fieldwork.

In customer research, this is like a secret shopper or the show Undercover Boss. The idea is that the best way to understand a type of role, people, or culture is to experience it firsthand. Want to understand Burning Man? Then go as a complete participant.

Summary

Gathering authentic qualitative data can be a challenge in UX research; one way to do so is with observation outside of a controlled environment where participants are more likely to act natural.

There are four types of observational research you can do, ranging from detached observation with no participation on your part (complete observer) to immersing yourself completely in the environment (complete participant). Which you choose depends on your goals, timeframe, and properly balancing the ethical considerations.

TOPIC 3. Research types and methods

1. Experiments, surveys, questionnaires, interviews and case studies as research doing types

2. Participant and non-participant observation

3. Observational trials

4. Studies using the Delphi method

Observation allows researchers to experience a specific aspect of social life and get a firsthand look at a trend, institution, or behavior. Participant observation involves the researcher joining a sample of individuals without interfering with that group's normal activities in order to document their routine behavior or observe them in a

natural context. Often researchers in observational studies will try to blend in seamlessly with the sample group to avoid compromising the results of their observations.

Observational research is a type of descriptive research that differs from most other forms of data gathering in that the researcher's goal is not to manipulate the variables being observed. While participants may or may not be aware of the researchers' presence, the researchers do not try to control variables (as in an experiment), or ask participants to respond to direct questions (as in an interview or survey based study). Instead, the participants are simply observed in a natural setting, defined as a place in which behavior ordinarily occurs, rather than a place that has been arranged specifically for the purpose of observing the behavior. Unlike correlational and experimental research which use quantitative data, observational studies tend to use qualitative data.

For example, social psychologists Roger Barker and Herbert Wright studied how a sample of children interacted with their daily environments. They observed the children go to school, play with friends, and complete daily chores, and learned a great deal about how children interact with their environments and how their environments shape their character. Similarly, anthropologist Jane Goodall studied the behavior of chimpanzees, taking careful notes on their tool making, family relationships, hunting, and social behavior. Her early work served as the basis for future research on chimpanzees and animal behavior in general.

Advantages of Observational Studies

By observing events as they naturally occur, patterns in behavior will emerge and general questions will become more specific. The hypotheses that result from these observations will guide the researcher in shaping data into results.

One advantage of this type of research is the ability to make on-the-fly adjustments to the initial purpose of a study. These observations also capture behavior that is more natural than behavior occurring in the artificial setting of a lab and that is relatively free of some of the bias seen in survey responses. However, the

researcher must be careful not to apply his or her own biases to the interpretation. Researchers may also use this type of data to verify external validity, allowing them to examine whether study findings generalize to real world scenarios.

There are some areas of study where observational studies are more advantageous than others. This type of research allows for the study of phenomena that may be unethical to control for in a lab, such as verbal abuse between romantic partners. Observation is also particularly advantageous as a cross-cultural reference. By observing people from different cultures in the same setting, it is possible to gain information on cultural differences.

Disadvantages of Observational Studies

While observational studies can generate rich qualitative data, they do not produce quantitative data, and thus mathematical analysis is limited. Researchers also cannot infer causal statements about the situations they observe, meaning that cause and effect cannot be determined. Behavior seen in these studies can only be described, not explained.

There are also ethical concerns related to observing individuals without their consent. One way to avoid this problem is to debrief participants after observing them and to ask for their consent at that time. Overt observation, where the participants are aware of the researcher’s presence, is another option to overcome this problem. However, this tactic does have its drawbacks. When subjects know they are being watched, they may alter their behavior in an attempt to make themselves look more admirable.

This type of research can also be very time consuming. Some studies require dozens of observation sessions lasting for several hours and sometimes involving several researchers. Without the use of multiple researchers, the chances of observer bias increase; because behavior is perceived so subjectively, it is possible that two observers will notice different things or draw different conclusions from the same behavior.

Case Studies

A case study is a method of obtaining in-depth information on a person, group or phenomenon to provide descriptions of specific or rare cases.

A case study in psychology is a descriptive research approach used to obtain in-depth information about a person, group, or phenomenon. It is different from survey research, which involves asking a group of participants questions through interviews or questionnaires. Cast studies also tend to be far more in-depth than observational research in that they use multiple measures or records and focus on a single subject. (A multiple-case design can be used in some instances.) Case studies may be prospective or retrospective; prospective studies feature criteria that are established and include additional cases that meet those criteria as they become available, while retrospective studies use criteria to select cases from historical records. Case studies also tend to use qualitative data, such as interviews, but may occasionally use quantitative data as well, like questionnaires. They are often seen in clinical research, where the treatment of a specific individual is monitored to determine what is effective.

Case studies use techniques such as personal interviews, direct observation, psychometric tests, and archival records to gather information. They are used to explore causation in order to find underlying principles. However, they cannot be generalized to the overall population, as can experimental research, and they cannot provide predictive power, as can correlational research. Rather, they can provide extensive information for the development of new hypotheses for future testing, or about a rare or otherwise hard-to-study event or condition. As such, they are often seen in clinical research, where the treatment of a specific individual is monitored to determine what is effective.

For instance, a client in a mental health hospital could be studied as he progresses through a course of treatment involving individual counseling, group therapy and medication. While any results from the study could only be applied to that particular client, the results could inform a future hypothesis about the relative effectiveness of such treatment options.

Techniques Used in Case Studies

The most common techniques used to collect data for case studies are:

personal interviews

direct observation

psychometric tests

archival records

Advantages of Case Studies

One major advantage of the case study in psychology is the potential for the development of novel hypotheses for later testing. Case studies are used to explore ideas on a subject and can determine underlying principles. An “average” or “typical” case is often not the richest in terms of information, but with a case study, researchers can choose the most informative subjects to examine in depth. Picking and choosing data like this is impossible in experimental studies. This method can also provide incredibly detailed descriptions of specific and rare or otherwise hard-to-study cases. With rare events, such as specific injuries to the brain or sociopathic behavior, a case study allows for a detailed analysis of the behaviors and situations related to these events which could not be recorded ordinarily. Lastly, this type of research also allows for the observation of phenomenon in real-life situations.

Disadvantages of Case Studies

A researcher cannot draw cause and effect relationships from case studies. Even though a case study may indicate that a specific circumstance is associated with a particular trait or situation, it does not mean that all cases relate to those same factors. Case studies also cannot test hypotheses. While they can gather information to inform hypotheses, they cannot support or refute a prediction. Case studies cannot be generalized to the overall population, as in experimental research, nor can they provide predictive power, as in correlational research. The observations made in a case study are based on a very limited sample, and since this sample is not randomized or typically very large, the findings cannot be

extrapolated to apply to broader contexts.

Well-Known Case Studies

Some famous case studies in psychology include:

Phineas Gage: Gage was a rail construction foreman who survived an accident in which a tamping rod went through his skull and brain. The injury destroyed most of his frontal cortex, and subsequently had dramatic effects on his personality, therefore informing scientists about the connection between regions of the brain and personality and behavior.

Freud and Little Hans: Sigmund Freud completed an extensive case study about a 5-year-old boy he called “Little Hans,” exploring the reason for his phobia of horses.

Little Albert: John Watson’s study of classical conditioning in a 9-month-old boy named Albert examined whether it was possible to condition an otherwise emotionally stable child to fear a stimulus that most children would not find fearful.

John Money and the John/Joan case: An examination of the impacts of sexual reassignment surgery on David Reimer.

Genie: The case study of a child who was raised in total isolation and thought of as “feral.”

Jean Piaget’s studies examined phases of cognitive and intellectual development.

Interviews

Interviews are a type of qualitative data in which the researcher asks questions to elicit facts or statements from the interviewee. Interviews used for research can take several forms:

Informal Interview: A more conversational type of interview, no questions are asked and the interviewee is allowed to talk freely.

General interview guide approach: Ensures that the same general areas of information are collected from each interviewee. Provides more focus than the

conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.

Standardized, open-ended interview: The same open-ended questions are asked to all interviewees. This approach facilitates faster interviews that can be more easily analyzed and compared.

Closed, fixed-response interview (Structured): All interviewees are asked the same questions and asked to choose answers from among the same set of alternatives.

Surveys

The survey method of data collection is a type of descriptive research, and is likely the most common of the major methods. Surveys have limited use for studying actual social behavior but are an excellent way to gain an understanding of an individual's attitude toward a matter.

Similar to an interview, a survey may use close-ended questions, open-ended questions, or a combination of the two. "Closed-ended questions" are questions that limit the person taking the survey to choose from a set of responses. Multiple choice, check all that apply, and ratings scale questions are all examples of closed-ended questions. "Open-ended questions" are simply questions that allow people to write in their own response.

Surveys are a highly versatile tool in psychology. Although a researcher may choose to only administer a survey to sample of individuals as their entire study, surveys are often used in experimental research as well. For example, a researcher may assign one group of individuals to an experimental condition in which they are asked to focus on all the negative aspects of their week to induce a negative mood, while he assigns another group of people to a control group in which they read a book chapter. After the mood induction, he has both groups fill out a survey about their current emotions. In this example, the mood induction condition is the independent (manipulated) variable, while participants' responses on the emotion survey is the dependent (measured) variable.

Advantages of Surveys

The benefits of this method include its low cost and its large sample size. Surveys are an efficient way of collecting information from a large sample and are easy to administer compared with an experiment. Surveys are also an excellent way to measure a wide variety of unobservable data, such as stated preferences, traits, beliefs, behaviors, and factual information. It is also relatively simple to use statistical techniques to determine validity, reliability, and statistical significance.

Surveys are flexible in the sense that a wide range of information can be collected. Since surveys are a standardized measure, they are relatively free from several types of errors. Only questions of interest to the researcher are asked, codified, and analyzed. Survey research is also a very affordable option for gathering a large amount of data.

Disadvantages of Surveys

The major issue with this method is its accuracy: since surveys depend on subjects' motivation, honesty, memory, and ability to respond, they are very susceptible to bias. There can be discrepancies between respondents' stated opinions and their actual opinions that lead to fundamental inaccuracies in the data. If a participant expects that one answer is more socially acceptable than another, he may be more motivated to report the more acceptable answer than an honest one.

When designing a survey, a researcher must be wary of the wording, format, and sequencing of the questions, all of which can influence how a participant will respond. In particular, a researcher should be concerned with the reliability of their survey. "Reliability" concerns the degree to which the survey questions are likely to yield consistent results each time. A survey is said to have high reliability if it produces similar results each time. For example, a reliable measure of emotion is one that measures emotion the same way each time it is used. However, for a survey to be useful, it needs to be not only reliable, but valid. If a measure is has high "validity", this means that it is in fact measuring the concept it was designed to measure (in this case, emotion). It is important to note that a survey can be reliable, but not valid (and vice versa). For example, just because our emotion

survey is reliable, and provides us with consistent results each time we administer it, does not necessarily mean it is measuring the aspects of emotion we want it to. In this case, our emotion survey is reliable, but not necessarily valid.

Structured surveys, particularly those with closed-ended questions, may have low validity when researching affective variables. Survey samples tend to be self-selected since the the respondents must choose to complete the survey. Surveys are not appropriate for studying complex social phenomena since they do not give a full sense of these processes.

Key Elements of a Successful Survey or Interview

While survey research is one of the most common types of psychological study, it can be difficult to create a survey that is free of bias and that reliably measures the factors it aims to capture. A researcher must have a strong understanding of the basics before they can create a valid survey from scratch. Surveys must be carefully worded and include appropriate response formats. The way a question is written can confuse a participant or bias their response, and poorly framed or ambiguous questions will likely result in meaningless responses with very little value. Questions should be clear, address only one topic at a time, and avoid leading the respondent to a specific answer (in other words, a question should not suggest the correct response in how it is worded). When designing a survey, it is important to understand your audience and use words they will understand and make sure your survey is not too long for them to easily complete.

TOPIC 4. Using appropriate sources for research writing

5. Primary sources
6. Secondary sources
7. Tertiary sources
8. Using various sources and tools

Primary resources contain first-hand information, meaning that you are reading the author’s own account on a specific topic or event that s/he participated in.

Examples of primary resources include scholarly research articles, books, and diaries. Primary sources such as research articles often do not explain terminology and theoretical principles in detail. Thus, readers of primary scholarly research should have foundational knowledge of the subject area. Use primary resources to obtain a first-hand account to an actual event and identify original research done in a field. For many of your papers, use of primary resources will be a requirement.

Examples of a primary source are:

Original documents such as diaries, speeches, manuscripts, letters, interviews, records, eyewitness accounts, autobiographies

Empirical scholarly works such as research articles, clinical reports, case studies, dissertations

Creative works such as poetry, music, video, photography

How to locate primary research in NCU Library:

From the Library's homepage, begin your search in Roadrunner Search or select a subject-specific database from the A-Z Databases.

Use the Scholarly/Peer-Reviewed Journal limiter to narrow your search to journal articles.

Once you have a set of search results, remember to look for articles where the author has conducted original research. A primary research article will include a literature review, methodology, population or set sample, test or measurement, discussion of findings and usually future research directions.

Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. This type of source is written for a broad audience and will include definitions of discipline specific terms, history relating to the topic, significant theories and principles, and summaries of major studies/events as related to the topic. Use secondary sources to obtain an overview of a topic and/or identify primary resources. Refrain from including such resources in an annotated bibliography for doctoral level work unless there is a good reason.

Examples of a secondary source are:

Publications such as textbooks, magazine articles, book reviews, commentaries, encyclopedias, almanacs

Locate secondary resources in NCU Library within the following databases:

Annual Reviews (scholarly article reviews)

Credo Reference (encyclopedias, dictionaries, handbooks & more)

Ebook Central (ebooks)

ProQuest (book reviews, bibliographies, literature reviews & more)

SAGE Reference Methods, SAGE Knowledge & SAGE Navigator (handbooks, encyclopedias, major works, debates & more)

Most other Library databases include secondary sources.

Tertiary sources of information are based on a collection of primary and secondary sources. Examples of tertiary sources include:

textbooks (sometimes considered as secondary sources)

dictionaries and encyclopedias

manuals, guidebooks, directories, almanacs

indexes and bibliographies

You need to be familiar with the variety of different types of information source available to you, ranging from textbooks through journal articles and conference papers to research theses and dissertations.

You need to know the circumstances in which each of these different types of information source is appropriate. It is important that you identify the types of source that will be most appropriate for the type and level of work on which you are engaged.

You also need to be familiar with the wide range of search tools available.

Some are more appropriate than others for finding particular types of information, and you need to be able to select those that are most appropriate for finding the information you need at any given time.

TOPIC 5. Types of data analysis: techniques and methods

5. Working with text analysis, statistical analysis, diagnostic analysis, predictive analysis and prescriptive analysis
6. Data requirement gathering, data collection, data cleaning
7. Data analysis, data interpretation
8. Data visualization

Data Analysis is a process of collecting, transforming, cleaning, and modeling data with the goal of discovering the required information. The results so obtained are communicated, suggesting conclusions, and supporting decision-making. Data visualization is at times used to portray the data for the ease of discovering the useful patterns in the data. The terms Data Modeling and Data Analysis mean the same.

Data Analysis Process consists of the following phases that are iterative in nature

Data Requirements Specification

Data Collection

Data Processing

Data Cleaning

Data Analysis

Communication

Data Analysis Process

Data Requirements Specification

The data required for analysis is based on a question or an experiment. Based on the requirements of those directing the analysis, the data necessary as inputs to the analysis is identified (e.g., Population of people). Specific variables regarding a population (e.g., Age and Income) may be specified and obtained. Data may be numerical or categorical.

Data Collection

Data Collection is the process of gathering information on targeted variables identified as data requirements. The emphasis is on ensuring accurate and honest

collection of data. Data Collection ensures that data gathered is accurate such that the related decisions are valid. Data Collection provides both a baseline to measure and a target to improve.

Data is collected from various sources ranging from organizational databases to the information in web pages. The data thus obtained, may not be structured and may contain irrelevant information. Hence, the collected data is required to be subjected to Data Processing and Data Cleaning.

Data Processing

The data that is collected must be processed or organized for analysis. This includes structuring the data as required for the relevant Analysis Tools. For example, the data might have to be placed into rows and columns in a table within a Spreadsheet or Statistical Application. A Data Model might have to be created.

Data Cleaning

The processed and organized data may be incomplete, contain duplicates, or contain errors. Data Cleaning is the process of preventing and correcting these errors. There are several types of Data Cleaning that depend on the type of data. For example, while cleaning the financial data, certain totals might be compared against reliable published numbers or defined thresholds. Likewise, quantitative data methods can be used for outlier detection that would be subsequently excluded in analysis.

Data Analysis

Data that is processed, organized and cleaned would be ready for the analysis. Various data analysis techniques are available to understand, interpret, and derive conclusions based on the requirements. Data Visualization may also be used to examine the data in graphical format, to obtain additional insight regarding the messages within the data.

Statistical Data Models such as Correlation, Regression Analysis can be used to identify the relations among the data variables. These models that are descriptive of the data are helpful in simplifying analysis and communicate results.

The process might require additional Data Cleaning or additional Data Collection, and hence these activities are iterative in nature.

Communication

The results of the data analysis are to be reported in a format as required by the users to support their decisions and further action. The feedback from the users might result in additional analysis.

The data analysts can choose data visualization techniques, such as tables and charts, which help in communicating the message clearly and efficiently to the users. The analysis tools provide facility to highlight the required information with color codes and formatting in tables and charts.

Your coding environment

Take the time now to scroll quickly up and down this page. You'll notice that there are a lot of different types of information, including:

text (like the text you're reading right now!),

code (which is always contained inside a gray box called a code cell), and

code output (or the printed result from running code that always appears immediately below the corresponding code).

We refer to these pages as Jupyter notebooks (or, often just notebooks), and we'll work with them throughout the mini-course. Another example of a notebook can be found in the image below.

Data visualization is the practice of translating information into a visual context, such as a map or graph, to make data easier for the human brain to understand and pull insights from. The main goal of data visualization is to make it easier to identify patterns, trends and outliers in large data sets. The term is often used interchangeably with others, including information graphics, information visualization and statistical graphics.

Data visualization is one of the steps of the data science process, which states that

after data has been collected, processed and modeled, it must be visualized for conclusions to be made. Data visualization is also an element of the broader data presentation architecture (DPA) discipline, which aims to identify, locate, manipulate, format and deliver data in the most efficient way possible.

Data visualization is important for almost every career. It can be used by teachers to display student test results, by computer scientists exploring advancements in artificial intelligence (AI) or by executives looking to share information with stakeholders. It also plays an important role in big data projects. As businesses accumulated massive collections of data during the early years of the big data trend, they needed a way to quickly and easily get an overview of their data. Visualization tools were a natural fit.

Visualization is central to advanced analytics for similar reasons. When a data scientist is writing advanced predictive analytics or machine learning (ML) algorithms, it becomes important to visualize the outputs to monitor results and ensure that models are performing as intended. This is because visualizations of complex algorithms are generally easier to interpret than numerical outputs.

Why is data visualization important?

Data visualization provides a quick and effective way to communicate information in a universal manner using visual information. The practice can also help businesses identify which factors affect customer behavior; pinpoint areas that need to be improved or need more attention; make data more memorable for stakeholders; understand when and where to place specific products; and predict sales volumes.

Other benefits of data visualization include:

the ability to absorb information quickly, improve insights and make faster decisions;

an increased understanding of the next steps that must be taken to improve the organization;

an improved ability to maintain the audience's interest with information they can

understand;

an easy distribution of information that increases the opportunity to share insights with everyone involved;

eliminate the need for data scientists since data is more accessible and understandable; and

an increased ability to act on findings quickly and, therefore, achieve success with greater speed and less mistakes.

Data visualization and big data

The increased popularity of big data and data analysis projects have made visualization more important than ever. Companies are increasingly using machine learning to gather massive amounts of data that can be difficult and slow to sort through, comprehend and explain. Visualization offers a means to speed this up and present information to business owners and stakeholders in ways they can understand.

Big data visualization often goes beyond the typical techniques used in normal visualization, such as pie charts, histograms and corporate graphs. It instead uses more complex representations, such as heat maps and fever charts. Big data visualization requires powerful computer systems to collect raw data, process it and turn it into graphical representations that humans can use to quickly draw insights.

While big data visualization can be beneficial, it can pose several disadvantages to organizations. They are as follows:

To get the most out of big data visualization tools, a visualization specialist must be hired. This specialist must be able to identify the best data sets and visualization styles to guarantee organizations are optimizing the use of their data.

Big data visualization projects often require involvement from IT, as well as management, since the visualization of big data requires powerful computer hardware, efficient storage systems and even a move to the cloud.

The insights provided by big data visualization will only be as accurate as the information being visualized. Therefore, it is essential to have people and processes in place to govern and control the quality of corporate data, metadata and data sources.

Examples of data visualization

In the early days of visualization, the most common visualization technique was using a Microsoft Excel spreadsheet to transform the information into a table, bar graph or pie chart. While these visualization methods are still commonly used, more intricate techniques are now available, including:

Infographics

Bubble clouds

Bullet graphs

Heat maps

Fever charts

Time series charts

Some other popular techniques include:

Line charts. This is one of the most basic and common techniques used. Line charts display how variables can change over time.

TOPIC 6. Plagiarism

5. Direct plagiarism
6. Self-plagiarism
7. Mosaic plagiarism
8. Accidental plagiarism

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster online dictionary, to "plagiarize" means:

to steal and pass off (the ideas or words of another) as one's own

to use (another's production) without crediting the source

to commit literary theft

to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

turning in someone else's work as your own

copying words or ideas from someone else without giving credit

failing to put a quotation in quotation marks

giving incorrect information about the source of a quotation

changing words but copying the sentence structure of a source without giving credit

copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See our section on citation for more information on how to cite sources properly.

What about images, videos, and music?

Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism. The following activities are very common in today’s society. Despite their popularity,

they still count as plagiarism.

Copying media (especially images) from other websites to paste them into your own papers or websites.

Making a video using footage from others' videos or using copyrighted music as part of the soundtrack.

Performing another person's copyrighted music (i.e., playing a cover).

Composing a piece of music that borrows heavily from another composition.

Certainly, these media pose situations in which it can be challenging to determine whether or not the copyrights of a work are being violated. For example:

A photograph or scan of a copyrighted image (for example: using a photograph of a book cover to represent that book on one's website)

Recording audio or video in which copyrighted music or video is playing in the background.

Re-creating a visual work in the same medium. (for example: shooting a photograph that uses the same composition and subject matter as someone else's photograph)

Re-creating a visual work in a different medium (for example: making a painting that closely resembles another person's photograph).

Re-mixing or altering copyrighted images, video or audio, even if done so in an original way.

The legality of these situations, and others, would be dependent upon the intent and context within which they are produced. The two safest approaches to take in regards to these situations is: 1) Avoid them altogether or 2) Confirm the works' usage permissions and cite them properly.

What is self-plagiarism?

Self-plagiarism is commonly described as recycling or reusing one's own specific words from previously published texts. While it doesn't cross the line of true theft of others' ideas, it nonetheless can create issues in the scholarly publishing world. Beyond verbatim sections of text, self-plagiarism can also refer to the publication

of identical papers in two places (sometimes called “duplicate publication”). Moreover, it is best practice to cite your previous work thoroughly, even if you are simply revisiting an old idea or a previously published observation.

In short, self-plagiarism is any attempt to take any of your own previously published text, papers, or research results and make it appear brand new.

Why is self-plagiarism wrong?

Although some forms of self-plagiarism may seem harmless, the rationale for avoiding this practice is threefold, ranging from the philosophical to the practical:

1. The fundamental role of research papers

The broadest reason to avoid self-plagiarism deals with the integrity of the research record, and of scientific discovery as a whole. It is widely understood that each published manuscript will include new knowledge and results that advance our understanding of the world. When your manucsript contains uncited recycled information, you are countering the unspoken assumption that you are presenting entirely new discoveries.

“Salami slicing” data, reusing old material to publish again, and duplicate publication erode your standing in your field and also the public’s trust in research and science more broadly.

2. Publisher copyright - your own words may not belong to you

It is important to note that the standard process of publication in many journals includes ceding copyright of the finished paper to the publisher. While you are still the intellectual owner of the ideas and results, the publication is property of the journal. As such, reuse of that material without citation and/or permission is not acceptable. While this is counterintuitive, in the eyes of the law, reusing your own words is copyright infringement, even if you wrote them.

Open access journals commonly use Creative Commons licenses allowing for reuse with attribution. In these cases, reuse of your own words is acceptable, but it is always necessary to cite the original publication.

3. Journals will catch it and your publication process will be delayed or blocked

The vast majority of scholarly journals use software like iThenticate® to screen for plagiarized work upon submission. If you have copied text from a previously published paper, it will be flagged during this process. Even if you are not rejected for the issue, it will cause a delay as the editor asks you questions and you rewrite or otherwise more clearly identify reused materal.

One of the most common mistakes a student makes is bad paraphrasing. You have to cite your source, even when paraphrasing, but you don't use quotation marks if you are putting the concept into your own words. Putting an idea into your own words does not mean changing a word here and there, which is sometimes called patchwriting. You need to restate the concept and fit it into the wording of your paper, making your point clear. This involves reading the source, thinking about it, and then rewriting that concept in a completely different way. Look at the following examples that illustrate good and bad paraphrasing:

Original Source:

Increasingly, researchers have been turning to identical and fraternal twins for answers, with dramatic results. They are finding that genetics, in addition to familial interests, educational, social and other environmental pressures, have a considerable impact on how we choose what we do--and how happy we are with that choice.

Accidental Plagiarismtext annotation indicator might occur when you do not really understand how to properly paraphrase, quote and cite your research. Not knowing the proper method of documentation can result in students misattributing someone else's words or ideas as their own. In other words, if you have paraphrased research from a book or an article or a website, but you do not include an in-text citation, the reader will assume that the idea and/or words are yours, not someone else's. Even if you include the name of the source in your reference list at the end of the essay, the missing in-text citation makes it plagiarism.

It is your responsibility as a student to understand when and how to cite and reference sources and to understand the rules of whichever citation styletext annotation indicator you are required to use.

Intentional Plagiarismtext annotation indicator is the act of deliberately using and presenting someone else's work as your own original work. This would include buying papers online, as well copying & pasting information from sources directly into your essay or assignment without quotation marks, in-text citations and/or references. However, whether a person intentionally or unintentionally plagiarizes, both will have consequences. Not knowing is not an excuse.

How can I avoid accidental plagiarism?

Take good notes. Make sure to write down all the bibliographic informationtext annotation indicator (including URLs and page numbers) and keep the information with your notes. If you copy word-for-word from the source, use quotation marks so you know that the words are not your own and make note of the page number. If you paraphrase information, you don't need quotation marks, but still make note of the page number and complete bibliographic information so you can easily find it again if you need to.

Create your bibliographytext annotation indicator or reference list as you work to help keep track of where you found your information. Some people like to use different colours of ink or highlighting when writing to help keep track of what you think and what other researchers say. (Don't forget to create a legend so you remember what each colour represents.)

But how could I intentionally plagiarize someone else's work? Wouldn't it be obvious to me that I was stealing someone else's words or ideas?

Not necessarily. Being confused or disorganized can easily lead to accidental plagiarism. For example, not knowing or understanding how to paraphrase or use quotations properly, how to cite and reference sources, what the rules are for a specific citation style, and so on, means that you can easily make a mistake.

Not knowing the proper method of documentation can result in misattributing credittext annotation indicator. Also, it's very easy to just forget where parts of the information you are gathering came from and what parts of your notes are in your own words and what sections are properly paraphrased. It is your responsibility as a student to understand and to know when to cite and reference sources and to

understand the rules of whichever citation style you are required to use.

TOPIC 7. Citation

3. Formats of various citations
4. Mechanism of putting appropriate citations

A citation style is a set of rules on how to cite sources in academic writing. Whenever you refer to someone else's work, a citation is required to avoid plagiarism.

Citation style guidelines are often published in an official handbook containing explanations, examples, and instructions. The most common citation styles include:

MLA style in the humanities.

APA style in psychology and education.

Chicago notes and bibliography in history.

Chicago author-date in the sciences.

However, there are many other widely used styles. In this guide, we will cover all the main citation styles used by universities and journals.

Differences between citation styles

Different citation styles have different rules for in-text citations, reference list entries, and (sometimes) the formatting of your paper. The differences can be very subtle, so it's important to carefully check the rules of the style you are using.

Types of in-text citation

When you refer to a source (for example, by quoting or paraphrasing), you have to add a brief citation in the text. There are three main types of citation:

Parenthetical citation: You put the source reference in parentheses directly in your text. This usually includes the author's last name along with the publication date and/or the page number.

Note citation: You put the source reference in a footnote or endnote.

Numeric citation: You number each of your sources in the reference list and use the correct number when you want to cite a source.

Reference list entries

At the end of your paper, you include a list of all the sources you cited. Each entry on the list corresponds to an in-text citation, and gives the reader full publication information to easily find the source.

Citation styles differ in the naming of this list: in APA it is the reference page, in MLA it is the works cited, and in Chicago A it is the bibliography.

There are also differences in the order of information and how you format each entry. The format often depends on the type of source (e.g. book, website, or journal article). The easiest way to create reference entries is to use a citation generator.

Formatting

Some citation styles also have rules about the formatting of your paper as a whole. This might include guidelines for what should go on the cover page; margins, spacing and font size; titles and headings; or even how to write numbers and abbreviations.

However, these rules are generally more flexible and less important than the citation rules. It’s a good idea to check if your citation style has formatting guidelines, but if not, aim for a clear, consistent and easily readable format.

Which citation style should you use?

First, always check the requirements of your university department or the submission guidelines of the target journal.

Citation styles for journal submissions

Academic journals usually require you to use a specific citation style. For example, the European Journal of Criminology uses the Harvard citation style, whereas the Journal of Management and the Journal of Marketing use APA Style. Some journals even have their own style guide.

If you use a program such as EndNote, Mendeley or Zotero to manage your references, then you can simply select your target journal from a list, and the correct citation style will loaded automatically.

Citation styles for student papers

University departments often mandate a specific citation style, but sometimes you are allowed to choose which style you use. In this case, consider your discipline and choose a style that gives the most relevant information.

For example, if you are writing a humanities paper with a lot of quotations, MLA style is a good choice to cite page numbers without interrupting the flow of your argument. If you are writing a scientific paper where you cite a lot of studies, an author-date system like APA or Chicago B is best so that your reader can immediately see the recency of your sources.

If you're still in doubt, check with your instructor. The most important thing, however, is to pick one style and apply it consistently throughout your paper.

What are the citation styles?

There are (3) major citation styles used in academic writing:

- Modern Language Association (MLA)
- American Psychological Association (APA)
- Chicago, which supports two styles:
  - Notes and Bibliography
  - Author-Date.

There are many other citation styles used in specific academic journals. To explore additional styles, check out the **Other Citation Styles page**.

Which citation style should I use?

The citation style you choose will largely be dictated by the discipline in which you're writing, and for most assignments your instructor will assign a style to you. However, as you progress through your academic career, you may find more flexibility in choosing a style that works for you. It's always best to check with

your instructor and colleagues as to what style is appropriate. If you have flexibility, use the guide below to help you decide.

Humanities: English, Art History, Philosophy, Music, Religion, Language, Linguistics, Etc.	**Social Sciences, Education, Engineering,** etc.	**History,** or the Humanities	**Physical, Natural, or Social Sciences**
Try: **MLA** MLA style uses parenthetical in-text citations and a "Works Cited" list at the end of a paper to link sources	Try: **APA** APA style uses parenthetical in-text citations and a "References" list at the end of the paper to link sources	Try: **Chicago Notes & Bibliography** Chicago notes utilizes footnotes and endnotes to link text to sources.	Try: **Chicago Author-Date** Chicago author-date utilizes parenthetical in-text citations and a references or works cited list at the end, similar to the APA style.
The humanities place emphasis on **authorship** and interpreting primary sources in a historical context. The **author's name** is the first piece of information	These disciplines place emphasis on the **date** of creation or publication, in an effort to track currency and relevancy.	Typically accompanied by a "Bibliography" page.	Typically accompanied by a "References" or "Works Cited" page.

preceding title and publication information on the "Works Cited" list at the end of the work.	The **date** is listed immediately following the author's name in the "References" list.		
For more information on the MLA style and how to use it, check out the **MLA style page**.	For more information on the APA style and how to use it, check out the **APA style page**.	For more information on this style and how to use it, check out the **Chicago Notes and Bibliography style page**.	For more information on this style and how to use it, check out the **Chicago Author-Date style page**.

TOPIC 8. Publishing research paper in global scientific research journals including Scopus indexed journals

1. Discovering Scopus indexed journals
2. Identifying the best journal/publication
3. Composing research paper as per the guidelines of the journal
4. Submitting scientific paper

1. Choose your journal

You must submit your article yourself to one journal only. First, see the list of journals by subject area.

From this list you can go to the homepage of any journal to find if it is the right journal for your article. Look at, for example:

- the editorial aims of the journal
- what type of articles are accepted
- impact factor (if applicable).

2. Send any questions to the right person

If you have questions about the journal (e.g. impact factor or time to publication), all contact details are on the Editorial Team link on the journal's home page.

The Content Editor will be able to answer your questions regarding getting our paper published, e.g.:

- time to publication
- time to review
- using Manuscript Central to submit and track the progress of your paper.

The Publisher will be able to answer your questions regarding the journal's vision, scope and quality indices, e.g.:

- impact factor
- where the journal is abstracted and indexed
- scope and objectives of the journal.

Don't forget that you can always e-mail an Editor outlining your proposed article (sending just the abstract, not the whole paper) to see whether they think your article is suitable; they are usually more than willing to offer advice and will often suggest an alternative journal if they feel their journal is not the best one for your article.

3. Submit your article

Every journal homepage has a link to 'Author guidelines'. Every journal has different guidelines. This is where you will find details of how to submit, and what

to submit, to the journal. Follow these author guidelines carefully. If you do not, will increase the chances that your article will not be accepted.

Eagerly looking to have your research paper published in one of the most well-recognized and renowned **Scopus indexed journals 2020**, but are not aware of how to go about doing so? This article is meant just for people like you, in that it offers a step by step process of how you can search, identify, and go about approaching the best Scopus indexed journal or publication in your respective discipline to have your research paper published in.

However if you're someone who is not even aware of what Scopus indexed publications and journals are then you might first want to start of by getting to know what a Scopus indexed journal is and why **getting your research paper** published in this journal is the best way for you to gain prominence in your field as a recognized researcher and scientific experimenter who undertakes groundbreaking and pioneering research studies and exploratory pursuits that yield phenomenal results and outcomes.

Scopus is one of the biggest citation databases for peer-reviewed publications, papers, and colloquiums that exists in the globe today. Any body who is of repute within the academic community seeks to have their research work published in **Scopus indexed journals** and publications because they are trusted and read by millions academics, researchers, scholars and other professionals across the world. One the most well-known and prominent journals get to be indexed in Scopus.

One can rest assured that any journal or publication that is a Scopus indexed journal or publication, is of the highest quality. This is because Scopus has strict policies and criteria as far as allowing journals to be indexed. Any journal or publication that is selected by Scopus to be listed as part of its master list is carefully vetted for its authenticity, validity, quality of content, range of research, up-to-dateness of the information published and many more criteria. Once a journal or publication is listed within the master list of Scopus it becomes recognized as a Scopus indexed journal.

Steps Involved In Publishing Your Paper In A Scopus Indexed

Journal/Publication

Discovering Scopus Indexed Journals

- Scopus has made it effortless and straightforward for anybody looking for Scopus indexed journals that are pertinent to their topic of interest and subject of study, to do so.
- Because there are hundreds of thousands of Scopus indexed journals across all domains present today, it can be pretty hard for somebody looking for a relevant Scopus indexed journal to find one, just by skimming through the master list of Scopus.
- This is why Scopus has made it possible for users to search for their favorite journals by entering in simple details such as –
- their preferred subject of interest,
- the title of the specific journal/publication that they're looking for,
- the name of the publisher, and
- its ISSN code.
- Using any one of the details above accurately will help people in finding the exact journal/publication that is listed in Scopus' master list.
- Having specific details about the journal that you are looking for, such as its title, the name of the publisher and its ISSN code will make it easier for you to find the particular publication.
- However, if you are unaware of these specific details for the journal that you're searching for, then you might want to perform a broader search by just entering in the subject area and conducting a broader subject search, which will take more time, but is also effortless because Scopus offers more options to narrow down your search.

Identifying the Best Journal/Publication That Is Scopus Indexed

- The primary goal of everyone seeking to have their research work and papers published in Scopus indexed journals is so that they can gain the recognition of prominent domain experts and peers from their fields.
- However, blindly **publishing your research paper** in any journal or

publication is not the best way to go about spreading the word about your research work.

- One should always first begin by identifying the most relevant and appropriate journal to their current field/subject of interest/study.
- As detailed above Scopus has numerous journals and publications listed as part of its master list that it has deemed to be authentic, reliable and of great quality.
- There are certain criteria that one must keep in mind when determining if a journal or publication that they have found on Scopus' master list is the most relevant to their research and work, such as –
- the number of readers/followers that a journal has,
- the topics that a journal is known for covering,
- the caliber of authors/researchers who have their work published in the journal,
- the opportunities that will be available as a result of getting your work published,
- their reputation and popularity within your specific field/domain, and
- whether the journal is an open-access journal or a close access one.
- When it comes to deciding between whether to choose a close access journal or an open-access journal to publish your work, it is important to remember that an open access journal requires authors as well as co-authors to pay a processing fees in the event that the journal chooses to publish their work.

Compose Your Research Paper As Per The Guidelines Of The Journal

- Now that you have identified the perfect journal to have your research work published in that is sure to fetch you the attention and recognition that you require to –
- further your standing in your profession,
- gain recognition as a reputed researcher,
- acquire critical funding to carry on your research work, and
- obtain lucrative collaborative as well as career opportunities,

- you should begin taking steps to ensure that your paper is edited and formatted in the best manner possible.
- In order to do so, start by reading and gaining a concrete understanding of all the terms and conditions of the publication that you have determined to have your work published in.
- Then proceed to check out all the previous issues of the publication and read through the papers that have been published therein and make note of the best papers.
- Doing this in combination with acquiring a thorough understanding of the journal's terms and conditions is bound to give you a fair idea of –
- the format of all the papers published in the journal,
- the preferred style/tone of writing,
- how to accentuate your findings to make it appealing to readers.
- This will help you make your research paper have the most impact those who read it as well as demonstrate to the publishers that you are someone who does your homework and prepare well.
- In turn, by impressing them, you may be approached time and again by them to publish your work in their journal, which can lead to you becoming a regular feature on their publication.

Submitting Your Paper

- Upon preparing your paper completely to suit the format, style and voice of the journal that you have chosen to have your work published in, all that is left is to submit your completed paper.
- Again a good and solid understanding of the journal's terms and conditions will help you understand how to go about submitting your paper, because you will know exactly –
- where to submit your paper,
- when to submit it (deadlines for submission),
- the required fees to pay before submission (if any), and
- any other procedural necessities to follow before submission.

- **Most Scopus indexed journals** involve following a simple online submission procedure for authors and co-authors to submit their work.
- This involves inputting basic details including –
- name,
- email address,
- their topic/subject of study,
- the type of research that they have conducted,
- the institution/university/company that they belong to,
- their goal/objective for conducting their research, etc.
- Submitting this information most often involves filling in a form, in which case, it is crucial that you make sure that all the information that you are entering is highly accurate and up-to-date.
- This is important because any misinformation or mismatching details can lead to the reviewing committee of the journal (that is responsible for verifying the credibility, relevant and up-to-dateness of every paper that is submitted before it is selected for publication) dismissing or rejecting your submission.
- Having your research paper rejected or dismissed because of some minor misinformation in the details that you might have entered or a small error will mean you will have to go through the entire process all over again leading to a lot of wasted time and resources.

Notification Of Acceptance From The Publisher

- Once your paper has been submitted all you have to do now is wait for the reviewing committee of the journal/publication to do their job, which takes anywhere from around five to thirty days (this period sometimes even takes up sixty days or two months), depending on the complexity of the work that you have published and how many pending submissions they have to verify.
- After the reviewing committee has determined your research paper to meet all their standards and worthy of publication in their journal they will send you a notification stating that the review process is finished and your paper has been chosen for publication in their journal.

- If your paper is rejected, it is important to move on and not be dejected, but instead, focus on where you went wrong and try to improve yourself the next time around.

Transferring Of Copyrights

- The transfer of copyrights is an incredibly essential procedure for getting your research work published in a journal, as different journals/publications involve varying copyright procedures and rules.
- This is another instance where reading and acquiring a concrete understanding of the terms and conditions of the journal comes into play, as doing so will help you realize in advance what the transferring of copyrights to the journal in question entails exactly.

Confirmation Of Your Paper Being Published

- Now that the review process and transfer of copyrights to the publisher have been completed successfully, all that is left is for the publishers to actually publish your paper in their journal.
- As soon as they do this, you are likely to receive a notification from the publishers stating that your paper was published along with other details including
- in which issue it was published,
- if there were any changes made to it at the last minute, etc.
- Many journals even offer a review period within which authors can choose to make edits to their papers as well as formatting changes in case they need to be made.

IV. GLOSSARIY

Termin	O‘zbek tilidagi sharhi	Ingliz tilidagi sharhi
Action orientedness	Birgalikda (masalan, juftlik, guruh bo‘lib ishlash va h.k. kabi ta’lim ko‘rinishlari orqali) o‘rganish, mashg‘ulotlarda ijodiy va faol ishtirok etish, turli loyihalarni tayyorlash, shuningdek, o‘qitish orqali o‘rganish	Co-operative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching
An uneasy situation	Muloqot paytida yuzaga kelishi mumkin bo‘lgan o‘ng‘aysiz holatlar (a) ma’ruzachi notanish mavzuga duch kelishi, (b) suhbatdoshning ma’ruzachini tushuna olmasligi singari vaziyatlar (Canale&Swain, 1980)	A breakdown that might happen during the communication because of (a) a speaker comes across the unfamiliar topic, (b) a speaker faces a situation, in which his/her interlocutor fails to understand the speaker (Canale & Swain, 1980)
Assessment	Testlardan foydalanishni qamrab oluvchi turli usullarda ma’lumot yig‘ish jarayoni. Test baholash tizimining bir qismi va vositasi; test baholash jarayonida vosita bo‘lib xizmat qiladi	A broader process involving various ways of collecting data including the use of tests. Therefore, a test is a part and a means of assessment; it serves as a tool in this process
A test	Talabalarning bilimlari yoki qobiliyatlari to‘g‘risida	A specific technique for gathering information about

	ma’lumot to‘plashning o‘ziga xos texnikasi	students’ knowledge or abilities
CEFR	Umumiy Yevropa til ko‘nikmasi qolipi butun Yevropa bo‘ylab ishlatiladigan tillarni o‘rganish, o‘rgatish va baholashga doir masalalarni o‘z ichiga oladi	Common European Framework of Reference (CEFR) is an international standard for describing language ability
CLT	Til o‘rganish maqsadi va vositasining o‘zaro munosabatini bildiradigan chet tillarni o‘qitishdagi yondashuv	An approach to teaching of foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language
Communicative competence	Til foydalanuvchisining madaniyat, an’analar, umumiy qoidalar va me’yorlar nuqtai nazaridan qanday qilib, nimani va qayerda to‘g‘ri gapira olish qobiliyati va bilimi. Ijtimoiy mazmunni anglash qobiliyati va ijtimoiy kontekstda tushunilishi	An ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context
Compensation	So‘zlovchining lingvistik qoidalar bo‘yicha yetarli bilimga ega bo‘lmaganligi sababli yuzaga keladigan kommunikativ muammolarni	A communicative process, in which a speaker uses verbal and non-verbal language to compensate for communication problems

	o‘rnini qoplash maqsadida ma’ruzachi tomonidan og‘zaki va og‘zaki bo‘lmagan tilni ishlatish jarayoni	that is caused by speaker’s insufficient knowledge in linguistic rules
Constructive Approach	Konstruktivistik ta’lim nazariyasiga asoslangan. Mazkur nazariya tilni o‘rganish har doim talaba oldindan bilgan bilimga asoslanishini va bu bilim sxema deb ataladi	Based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema
Cooperative or Collaborative learning	Bunday yondashuvda til o‘rganuvchilar kichik guruhlar yoki juftliklar singari hamkorlikda kooperativ jamoa bo‘lib mashqlarni birgalikda bajarishadi. Ikkinchi tilni o‘rganish muhitida talabalar tilni o‘rganishga doir vazifalarni hamkorlikda yoki maqsadga erishish uchun o‘z ona tilini kommunikativ ishlatishiga yo‘l qo‘yib beriladi	In such an approach, classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language
Cultural metaphors	Millat madaniyati, mafkurasi va ijtimoiy institutlarini ifodalovchi obrazli so‘zlar. Bunday majoziy so‘zlar o‘zida	Figurative utterances that represent a nation’s culture, ideology and social institutions. As such,

	biror ishni qanday qilish va dunyoni ko‘rish usullarini o‘z ichiga oladi. Shunday qilib, ushbu so‘zlar biz yashayotgan dunyoni barpo etishda faol; ular biz narsalarni qanday qadrlashimizni bildiradi	figurative utterances carry within themselves the ways of doing things and seeing the world. Thus, these utterances are active in a sense that they construct the world we live in; they determine our valuing of things
Discourse-based teaching	Turli til ko‘nikmalarini o‘rgatish uchun autentik yozma va diskursiv og‘zaki nutqdan foydalanish	Using authentic written and spoken discourse to teach the different language skills
Evaluation	Uchta assesment, test va baholash singari tushunchalar dan biri va eng keng tushunchasi, ham baholash, ham test qilishni, ta’limning barcha sharoitlariga oid dalillarga asoslanadi va o‘zlashtirish ko‘rsatkichini namoyon etadi	The broadest concept out of the three, which encompasses both assessment and a test. It looks at the whole picture of teaching context and functions to make decisions based on the obtained evidence regarding the whole educational setting.
Generalization strategy	Xabarning umumiy ma’nosini buzmasdan ma’lum atamani keng tarqalgan so‘z bilan almashtirish. Masalan, screwdriver so‘zi o‘rnida predmet so‘zini qo‘llash	Replacing a specific term with a commonly used word without destroying a general meaning of a message. For example, using this thing instead of screwdriver, for example

Ideology	Normativ kontekstdagi e’tiqodlar, amaliyotlar va ijtimoiy institutlar to‘plami. Shunday qilib, ideologiya ma’lum bir vaqt va makonda qaysi til (shakl va semantik) mazmunli va mos ekanligini belgilaydi. Har qanday matn (og‘zaki va yozma) vaqt va makon tushunchasini o‘z ichiga olishi mumkin	A set of beliefs, shared practices and social institutions within a normative context. As such, ideology determines what language (form and semantics) is meaningful and appropriate within a specific time and space. Any text (i.e., spoken and written) can carry an ideology of a time and space
Individualisation	Ta’lim oluvchiga yo‘naltirilgan o‘qitish	Learning which is centred on the learner
Inquiry-based learning (IBL)	Ta’lim oluvchilar o‘zlarini qiziqtirgan savollarini berishadi va o‘zlarini qiziqtirgan savollarga tadqiqot va to‘g‘ridan-to‘g‘ri kuzatuv orqali javob izlashadi. Savollarga javob berish uchun ular o‘zlarining dalillarini taqdim etishadi	Learners pose their own questions and seek answers to their questions via research and direct observation. They present their supporting evidence to answer the questions
Linguistic / grammatical competence	Og‘zaki va yozma nutqlarga grammatik, leksik, sintaktik va uslubiy qoidalarni qo‘llay olish qobiliyati. Tilning kompetensiyasi juda muhimdir, chunki gaplar va jumlalar	The ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important

	qanday tuzilganligi – tilning tarkibiy qismidir. Biroq, ushbu qoidalar kommunikativ maqsadni amalga oshirish uchun yetarli emas, chunki nolisoniy omillar ijtimoiy ma’nolarni yaratishda rol o‘ynaydi	since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings
Mental image (signified)	Mazmunli tasvir, aytilgan tovush tasviri natijasida odamlar ongida paydo bo‘ladi	The meaningful image, which is caused as a result of pronounced sound image in the minds of people
Pragmatic / discourse competence	Ma’noni kontekst yordamida talqin qilish va yetkazish qobiliyati. Dinamik ma’noni tushunish vaqt, makon va ijtimoiy kontekstga bog‘liq. Muloqot qilish jarayonida mazmunga ega tuzilmalar va so‘zlar almashinibgina qolmay, niyatlarni o‘zgartirishadi. So‘zlash/ gapirish ma’ruzachining bunday niyatlarini o‘zida mujassam etadi. Niyat vaqt, makon va ijtimoiy sharoit bilan bog‘liqdir. Muloqotda ushbu niyatlarni	An ability to interpret and convey meaning in context. To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To able to interpret

	izohlash uchun bu amaliy / nutqiy vakolatlarga ega bo‘lishdir	these intentions in communications is to possess a pragmatic/discourse sompetence
Problem-based learning (PBL)	PBL ning asosiy g‘oyasi IBL ga o‘xshaydi: o‘quvchilar muammoni yechimini topish orqali bilimga ega bo‘lishadi. PBL ning IBL dan farqi shundaki, PBL faoliyati talabalarga hayotiy muammolarni taqdim etadi, talabalardan birgalikda yechimni topishni talab etadi. Guruhda ishlash orqali real hayotdagi qiyin muammoni hal qilishda, o‘quvchilar bilimdan tashqari, muloqot qilish va hamkorlik qilish ko‘nikmalariga ega bo‘lishadi	The main idea of PBL is similar to IBL: learners acquire knowledge by devising a solution to a problem. PBL differs from IBL in that PBL activities provide students with real-world problems that require students to work together to devise a solution. As the group works through the challenging real-world problem, learners acquire communication and collaboration skills in addition to knowledge
Reduction strategy	O‘zimiz bilgan maqsadga moslashib and/or (va/yo..yo, yoki)ni kamaytirish. Misol: kerakli so‘zni bilmasa, xaridorlarga tasviriy tushuntirish yo‘li qo‘llaniladi. Shu usul orqali mahalliy so‘zlashuvchining nutqimizni tushunmay qolishini oldini	Reducing and/or adapting what we know to our goal. Example: if we do not know the vocabulary on routes/travels/tickets, buying a ticket from an automatic vending machine, on which the pictorial explanation is

	olish mumkin	accompanied to customers. By this, we avoid the risk of not being understood by a native speaker
Repair strategies	Noqulay vaziyatni yengib o‘tish usullari. Ular qisqartirish strategiyasi, umumlashtirish strategiyasi, boshqa so‘zlar bilan ifodalash (Dornei&Thurrell, 1991)	The ways through which one is able to overcome an uneasy situation. They are reduction strategy, generalization strategy, paraphrases (Dornyei & Thurrell, 1991)
Scaffolding	Vazifaga, atrof-muhitga, o‘qituvchiga va o‘quvchiga e’tibor qaratib, o‘quvchini qo‘llab-quvvatlashga qaratilgan samarali tizimli yondashuv. *Scaffolding* O‘qishni va talabalar imkoniyatidan tashqari faoliyatini qo‘llab quvvatlashni ta’minlaydi	A more systemic approach to supporting the learner, focusing on the task, the environment, the teacher, and the learner. Scaffolding provides temporary frameworks to support learning and student performance beyond their capacities
Sociolinguistic competence	Madaniyat(lar)ning, umumiy ijtimoiy qoidalar va me’yorlarning jamiyatdagi narsalar va jarayonlarni tasvirlashga qanday ta’sir qilishidan xabardor bo‘lish. Sotsiolingvistik kompetensiya o‘quvchilarning turli madaniyatlar bir xil	Being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students’ ability to

	predmetlarni, va mavzularni tavsiflashda turli xil grammatika, sintaksis, semantik, stilistikani qanday tanlashini tushunish qobiliyatini rivojlantirishga qaratilgan jarayon. Shuningdek, biron bir narsaning ijtimoiy kontekstda qanday aytilganligini tushunishni bildiradi	understand how different cultures choice different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context
Sound image (signifier)	Aqliy tasavvurni keltirib chiqarishi kerak bo‘lgan ketma-ketlikdagi harflar	Pronounced letters in a sequential order, which is supposed to cause a mental image
Strategic competence	Turli xil kishilar bilan xorijiy tilda muloqot qilishda har doim ham asosiy so‘zlardan xabardor emasmiz va strategik kompetensiyalar shu kabi yetishmovchiliklarni bir tildan boshqa tilga lingvistik, sotsiolingvistik va pragmatik kompetensiyalar vositasida bartaraf etishga imkoniyat yaratadi	While communicating with different people in a foreign language we are not always aware of certain words and strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of means other than those in linguistic, sociolinguistic, and pragmatic competencies
Structured linguistics	Tilshunoslik kompetensiyasi shveysariyalik tilshunos	Linguistic competence is built upon structural

	Ferdinand de Sossyurning tuzilmaviy lingvistikasi asosida yaratilgan	linguistics of Swiss linguist Ferdinand de Saussure
Task Characteristics	Vazifalarning to‘rtta asosiy xususiyati mavjud: (1) dastlab ma’no (2) amalga oshirilishi kerak bo‘lgan maqsad mavjudligi; (3) vazifani bajarishning ba’zi bir ustuvorlikka egaligi; va (4) haqiqiy munosabatlari mavjudligi	There are four main characteristics of tasks: (1) meaning is primary; (2) there is a goal which needs to be worked towards; (3) task completion has some priority; and (4) there is a real-world relationship
Task-Cycle	TBLT darsi quyidagi topshiriq formatiga amal qiladi: dastlabki tayyorlov topshirig‘i (bosqichi), asosi topshiriq va tilga e’tibor berish bosqichi (Uillis, 1996). Dastlabki tayyorlov topshirig‘i bosqichida o‘qituvchi mavzuni ochib beradi va vazifani tushuntiradi. Vazifani bajarish bosqichida o‘quvchilar topshiriqni bajarishadi va yozma yoki og‘zaki shaklda xabar berishadi. Uchinchi bosqichda o‘qituvchilar ikkinchi bosqichda foydalanilgan tilni tahlil qilishadi va zarurat tug‘ilsa,	The TBLT lesson follows the following task cycle format: pre-task stage, task cycle stage and language focus stage (Willis, 1996). During the pre-task stage a teacher introduces the topic and explains the task. During the send stage of task cycle the learners complete the task and report it either in written or oral form. During the third stage of language focus teacher together with learners analyze the language used during the

	ba’zi masalalar bo‘yicha ko‘proq mashq bajarishadi	second stage and do more practice on some points, if necessary
The extended paraphrases	Uning nomini aniq aytib o‘tishdan ko‘ra uning vazifalarini aytish. Masalan, so‘zlashuv paytida xorijiy tildagi notanish yoki maxsus atamalarga duch kelganda kengaytirilgan iboralarni ishlatish mumkin: bu moslama sizning tilingizda qanday aytiladi, ikkita metall birlashtirilgan ajratib bo‘lmaydigan va elektr energiyasini uzatadigan (ya’ni kashfiyotning vazifasi maqsad qilingan)	Saying its functions rather than mention exactly its name. For example, while talking people can come across special terms that they do not know in foreign language, in which one can use extended paraphrases such as “how one can say this devise in your language, with which you can combine two metals together so that they cannot be separated and transmit electricity” (i.e. the function of a devise is targeted)
The cooperative principle	Muloqot vaqtida har ikkala ma’ruzachi va tinglovchi tomonidan ma’noni saqlab qolish uchun qilinadigan sa’y-harakat (ya’ni to‘g‘ri, samimiy va mos ma’lumot)	An equal amount of effort (i.e. true, sincere and appropriate information) that is invested by both a speaker and hearer to construct meaning while communicating
The maxim of manner	Izchillik (ketma-ketlik, tuzulish), tartibli va rejali nutq,	Coherent (sequence, structure), well ordered and

	noaniqlikning yo‘qligi. Notiq o‘z nutqi tinglovchiga, tinglovchilarga aniq yetkazilishini tushunishi kerak	organized utterance, absence of ambiguity. A speaker should be able to realize that his utterance is transmitted to a hearer, to an audience clearly
The maxim of quality	Haqiqat, jamiyat ichida subyektiv ravishda qabul qilingan haqiqat. Ham gapiruvchining, ham tinglovchining aytilgan ham eshitilgan narsalarning to‘g‘riligiga bo‘lgan ishonchi. Odatda, kishilar bir-biri bilan o‘zaro suhbatlashganda, umumiy, umumiy xotiralar, amaliyot va tajribalarga tayanishadi. Ushbu umumiy amaliyotlar va tajribalar har ikkala suhbatdoshga ma’lum haqiqatni o‘z ichiga oladi	Truth, inter subjectively accepted truth within a society. Both speaker’s and hearer’s beliefs on truthfulness of what is spoken and what is heard. Usually, when people talk to each other, they rely on common, shared memories, practices and experiences. These shared practices and experiences contain within themselves a certain type of truth, which is known to both interlocutors
The maxim of quantity	Ma’ruzachi tinglovchining yangi ma’lumotlarga bo‘lgan ehtiyojini baholash (ko‘proq / kamroq gapirish muvaffaqiyatsiz muloqotga olib kelishi mumkin)	Evaluation by the speaker hearer’s need in new information (much/less speaking may lead to unsuccessful communication)

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