# DEVELOPING THE SKILLS OF USING SOURCE MATERIALS IN WRITING ESSAYS

## Mammo Kefele*

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## 1. INTRODUCTION

One serious problem about which many senior
essay advisors in the Institute of Language
Studies have expressed concern is the inabi-
lity of a considerable number of fourth year
students to effectively use source materials
in essays. While advising students how to
write senior essays, the writer of this
article has witnessed this problem in three
forms. Firstly, many students are not
successful in isolating main ideas from
subordinate ideas, and relevant from
irrelevant source information, and tend to
present these in a jumbled manner in their
essays, regardless of whether or not they
support the themes being developed. Second-
ly, even when they identify appropriate
data, they insert large chunks of the source
text without distinguishing what is theirs
from what is quoted from the source. Final-
ly, they deal inadequately with the mech-
anics of acknowledging outside sources in
their papers.

These points are too crucial to overlook or neglect because it is partly upon them that instructors evaluate and grade students' papers. Thus, it is essential for students to learn how to use sources effectively. To achieve this, the writer believes that instructors should guide students through carefully designed tasks, which give students practice in all the stages of source use, rather than simply lecturing to them.

The writer proposes that in the pre-writing stage, students should, among other things, learn to choose from different sources information that is relevant to their topic. In the second stage, composing, they should practise integrating this information logically into their essays by noting sources. In the revision stage, they should obtain feedback on source use from other readers, particularly those who are good writers, which will enable them to write the second revised draft.

This, in other words, applies to what scholars, such as Raimes (1983), Chenoweth (1987) and Singh (1982), have recommended.

For example, Raimes (1983:10) has pointed out:

> A student who is given the time for the process to work, along with the appropriate feedback from readers such as the teacher and other students, will discover new ideas, new sentences and new words as he plans, writes the first draft, and revises what he has written for a second draft.

The shift from a product-oriented approach to writing which focuses mainly on form to a process-oriented approach has not yet been put into practice in a set of teaching materials aimed at helping students to use sources effectively. Handbooks, such as Yaggy (1968), Gefvert (1985), Gibaldi and Achtert (1988), mainly focus on isolated pieces of texts that illustrate plagiarism, mistakes of summarizing, paraphrasing, etc. and suggest corrections. They neglect to treat the overall process involved in developing confidence in students to use sources which contribute to the effectiveness and success of the final piece of writing.

The writer of this article has therefore designed a set of materials for a study

The practice is based on the short term paper format, whose length and number of sources are typically limited to four pages and five books respectively. According to Miller (1987) and Kehe and Kehe (1989), a maximum length of four pages scales down the depth, scope and detail required of a full length research paper, while a maximum of four sources is sufficient for the student to show his/her ability in weighing and measuring source opinions and facts. Limiting sources, as these writers further note, makes it easier for the instructor to discover where students have plagiarized, where they have quoted, and where they have failed to logically link together source information in the essay.

## 2. Listening and Reading to Notes

This section reports how students are trained to selectively identify and isolate with some control the general and detailed pieces of information relevant to set listening and reading purposes.

skills writing course entitled <u>Intermediate English</u>, one aim of which is to help students learn how to extract and sort relevant pieces of source information and then incorporate and document them in their essays. The <u>Intermediate English</u> course was selected as the best vehicle for teaching these skills and practices because it is offered in the second year after students have gained some language background to handle sources. Teaching sourcing in the second year allows students adequate time in the third and fourth years to improve and perfect the skills necessary to do research assignments in their major and minor subject areas.

This article explains the procedure and illustrates the nature of the materials used to meet the challenges of teaching the use of source materials. Three kinds of major tasks have been designed: <u>Listening and Reading to Notes</u>, <u>Reconstructing Source Notes</u> and <u>Research to Writing</u> (See Mammo, 1988 for some of the exercises used as ilustration).

## 2.1 Extracting Gist

To identify the gist of either the listening or reading text, the instructor first directs students' attention to the title of the text. He tries to bring out by discussion what the students know about the topic and helps them to activate and utilize their prior knowledge in order to share with one another what they know about it. This practice, according to Littlewood (1980), Sheerin (1987), Yi (1989) and Wallace (1980), arouses student expectations on the topic and activates their predictive ability, which facilitate effective listening and reading for gist as well as note-taking.

For example, when students are directed to the topic, say "University Awards", one of the titles of the listening to note-taking exercises in the course (p.37), they can predict immediately a number of relevant ideas. These include types of awards universities give to students, the interests they have in awards, the requirements they fulfil to obtain awards and many other similar pieces of background knowledge.

Likewise, in the reading to note-taking practice, when, for example, the topic "Wildlife in Danger' (p.21) is introduced to students, they can name many of the wild animals threatened by man-made and natural disasters in Ethiopia. However, it should be recognized that, though the general direction of ideas elicited may be relevant, wild expectations may have to be modified in the subsequent reading.

In short, these pre-listening and pre-reading discussions elicit information associated with the topic and help students to concentrate on the area of the gist.

According to Littlewood (1981: 67), purpose dictates what meanings students are to listen for and which parts of a text should be most important for them. Therefore, the second step in identifying gist requires students to read a number of gist questions (see Table below) set for the subsequent lecture or reading text. Studying the reading for gist questions provides students with a purpose. It makes them aware of what to listen or look for.

| Tasks | Title | Gist Question |
|---|---|---|
| Listening and note-taking task | "University Awards" | What awards do universities give to students? What are the requirements for getting them? |
| Reading and Note-taking task | "Wildlife in Danger" | Read the passage and find out if the writer<br><br>(a) has given the danger the wild life is facing and<br><br>(b) listed the causes for the danger |

The purpose set by these gist questions makes the subsequent listening, reading and note taking activities selective. In other words, students are to focus on finding the main ideas by ignoring the lower-level points, the redundancies and digressions of the speaker on the tape. Similarly in reading-to-notes, students do not need to read each and every word. They can skip any irrelevant chunks of the text and concentrate only on the parts containing the main ideas that the gist questions seek. Thus

students focus on processing information only at a very general level.

Another useful strategy students are encouraged to make use of in identifying general ideas is to draw upon the discourse organization clues available in spoken and written texts. In this connection, the <u>Discourse/Grammar Task</u> requires students to identify the two basic parts of a good paragraph: the topic sentence, which expresses the general point, and the other sentences which provide evidence to support it, usually in the form of explanations, examples, and other similar forms. The ability to identify these two basic parts is extremely advantageous in helping students to discover the gist. For example, if the main idea is difficult or abstract, students may read the supporting details and draw it out from them. If the main idea is easily understood, however, they may skip the supporting details. The same activity also makes students aware of the fact that the concluding sentence is often a valuable aid in identifying the gist.

Using the main idea of a paragraph as the central thought for several other paragraphs that follow or precede is also another occasional aid to discovering the gist. Thus, experiences gained from the Discourse/ Grammar Task put students in a better position to anticipate and predict the dominant idea in any paragraph more accurately and quickly.

The Discourse/Grammar Task also raises the students' awareness of how they can identify main ideas from marker words. These include discourse markers, such as "The most important point is ...," "The idea to be emphasized is ...," which frequently precede a statement of a main idea. Concluding phrases such as therefore, then, in conclusion, thus, in summary, etc., which tell students to expect the last or possibly most important point within a paragraph or longer unit of thought, are some of the other gist markers attended to in the practice.
Finally, students have to note down what they think are the gist statements in the space provided in the workbook, within the time limit they are given.

## 2.2  Extracting Specific and Detailed Information

The extraction of specific and detailed information in this course starts with a closer assessment of the outline notes of the lecture and the reading text. These notes are usually presented in tables, charts, or branching diagrams.

**Listening to Notes:  University Awards**

_____ are  university awards.

| Examples of Awards | Reasons for Awards | Duration of Study | Expert Output |
|---|---|---|---|
| a. BA | _____ | 3 or 4 years | |
| _____ | _____ | | Teachers and |
| Diploma | Coursework + exam | _____ | _____ |
| b. _____ | Research + course-work + exam | | |
| MSC | _____ | | |
| PhD | _____ | _____ | |

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## Reading to Notes: Man's Activities Threatening Wildlife

1. Hunting

   Examples                         Reasons for hunting

   1.1 _____                     _____

   1.2 _____                     _____

   1.3 _____                     _____

   1.4 _____                     _____


2. Man's need for land

   Species threatened               Habitats Destroyed

   2.1 _____                 _____

   2.2 _____                 _____

   2.3 Others: _____, _____, _____,
               _____.

The reason for studying and assessing the outline
notes is to get students to discover what specific
points are already available and what are missing.
This, therefore, sets the purpose and direction of
the second listening or reading.

Having a very clearly defined purpose in this way
means that students search only for those pieces of
information needed for completing the outline notes.
This selective search helps students to distinguish
what is crucial from what is trivial, on the basis of
the purpose already set by the outline notes  -- an

important practice in developing sensitivity to ideas relevant to a purpose.

The gist already identified in 2.1 above also facilitates the identification of specific and detailed information. This is because it is a focal point in relation to which students explore how the specific details are logically linked. The gist is a generalization of the lower-level points employed as support. As a result, students can easily perceive the parts (the evidence) in relation to the whole (the gist) and identify the supporting details which appropriately fill in the outline.

To learn the most common organizational patterns of paragraphs, students carry out a number of activities in the Discourse/Grammar Task. Some of these tasks require students to supply details or discourse markers, and others to logically arrange ideas into longer texts. All of them involve the manipulation of specific details and the discourse markers associated with them. For example, sequencers such as second, next, last etc. used in enumerating details, and contrasting expressions, such as however, nevertheless, otherwise, etc. which reverse or modify previous statements, are studied.

Another aid students use for extracting specific and detailed information is the structure of the outline notes. Outline notes are carefully designed using numbering, indentations, and headings which show clearly the relative importance of specific points

which fit into one another as first, second, or next lower-level points.

The outline also purposely assists students to avoid the direct copying of phrases or sentences and writing them as though they were theirs. This is because, firstly, the outlines in tables, charts etc. are reformulated in a different way from the original text, and secondly, the slots require precise expressions limited to one or two words within the new structure created by the notes.

What is special about the <u>Listening to Notes</u> tasks is that students are unlikely to be able to recall the exact wording of the original lecture. The only option they have therefore is to use their own expressions and ingenuity to adapt the message in the way demanded by the outline. Thus, both the format of the outline notes and the association of note taking with listening reduce further the possibility of copying chunks.

Finally, students jot down the identified points in the blank spaces given in the outline notes (see Appendix A).

## 3. Reconstructing Source Notes

This section describes the way students are trained to reconstruct their notes into coherent, well-structured paragraphs by specifically utilising source summaries, paraphrases, direct quotations and

possibly their own comments. The practice starts with groups comparing and correcting the notes assembled in the chart, table, or branching diagram, (see Appendix A and B) and goes on to each student writing a paragraph by expanding the notes. Finally, the resulting student texts are circulated and corrected by students.

### 3.1 Comparing and Checking Source Notes

After first organizing themselves into groups of three or four, students compare and check their outline notes. They find out whether the listening and reading notes they have recorded in their workbooks really answer the gist questions and whether the specific and detailed pieces of information they have inserted in the tables and charts are correct. Accordingly, after discussion inaccurate ideas are dropped and contextually more appropriate ideas are inserted instead.

Furthermore, students scrutinize the wording of their notes not only to guard against plagiarism but also to perfect their diction. For example, source phrases directly copied are rejected and substituted by students' own expressions. Inaccurately worded expressions are cooperatively rephrased and improved.

Some special phrases are also set aside in quotation marks for later inclusion in the reconstructed paragraph. Other pieces of information which go with these texts, including the lecturer's or the author's

name, the title of the work, the place and date of the lecture or publication, the publisher and the page, are also noted.

In short, this stage enables students to correct their notes and avoid the direct inclusion of source phrases in their summaries. It also enables them to review the most relevant ideas and visualize their logical relation to the main idea as mapped out by the note charts, tables, etc. This will help them later to reconstruct the notes into paragraphs.

### 3.2    Exploring the Use of Sources in Texts

To get a bird's-eye-view of the use of sources in texts, students read passages such as "Animal Intelligence" (in Developing Study Skills: Intermediate English 1 ,Task 8, p.25; Task 12, p.30) and carry out tasks on them. In these tasks, students identify those pieces of source information expressed in the writer's own words or quoted to support and develop the next higher-level ideas, which in turn elaborate the main thesis of the passage. The students' attention is drawn to the acknowledgement devices through which the writer names  the author, the title of the work from which the information is borrowed, and so on.

In other tasks, such as Task 9 ( Ibid. p.27), students match source information with blanks in texts whose supporting source facts, presented originally as quotes, have been removed  and listed in a scrambled manner below them.

In addition to getting orientation to the use of
sources in the form of quotations, summaries or
paraphrases, students pay attention to the part
played by reporting expressions in integrating source
facts with the main ideas to be illustrated or
developed. For example, Task 13 (Ibid. p.32) gives
students practice in reporting different pieces of
source information with reporting expressions ( see
Appendix D) and reference facts, such as the name of
the author, the title of the work, etc.

The last kind of practice is offered by Task 14
(Ibid. p.33). Here students first match relevant
source facts with major points to be illustrated.
They then write paragraphs by developing these major
points using the supporting source facts and
appropriate reporting and reference expressions
provided ( see Appendix D).

### 3.3  Writing Summary Notes with Quotations

After examining the way other writers use source
information involving summary, paraphrase and quota-
tions in texts, students write individually a para-
graph summary expanded from the listening and reading
notes they have already checked and reviewed in 3.1
above. They use direct quotations only when textual
evidence is necessary. Summary in this context also
involves paraphrase because in taking notes, students
have either condensed a large number of source
materials into essential thoughts or they have
reworded one or more source sentences using their own

expressions. Finally, whenever appropriate, students include their own comments in their summaries.

When they are ready, students exchange the individual summaries they have written with members of other groups formed to assess their work. Members of each group are told that their task is to read all the summary paragraphs assigned to them and to identify and compare the most important features of source use. The crucial features of source use, which are listed on the blackboard for comparison and contrast, are discussed as follows:

---

Does the summary contain all the essential
  points?
Have students used their own words instead of
  the source's?
Have they used reporting and reference
  expressions to integrate source
  information?
Have they added their comments in their
  summaries?
Have they also acknowledged the information
  borrowed?

---

The first task in the assessment will therefore be to check whether or not the summaries contain all the essential ideas outlined in the charts, tables, etc. Before the assessment begins, the instructor asks all groups to refer back to the outline notes they were given to help them write the essay and to decide the major points a good summary passage should

include. Students' suggestions are collected and, in the process, the whole class comes to a consensus on the key points that should be included in the paragraph. In the case of "Wildlife in Danger" (see Appendix B and C), the main points to be included in the summary and elaborated are "man's need for land" and "hunting" with a primary emphasis on "threatening the wildlife".

The second task in the assessment will be to find out whether or not students have used their own words instead of the source's. Students are told that those source phrases or sentences copied must be identified as unacceptable plagiarisms. However, those source expressions that are purposely used as quotations for textual evidence should be enclosed by quotation marks if they are up to four lines in length or indented if they are more than four (See examples in this paper pp.76 and 77).

Students are told that a further reconstruction feature of source notes to be assessed is the use of special reporting and reference expressions. These are phrases or introductory statements that identify the lecturer or the author and the title of the work cited, such as "According to Morrison - Bowie, ...," (Appendix C), " As stated in the National Atlas of Ethiopia" (See examples in this paper p. 76). Groups are told that, while reading other students' summaries, they must check whether these expressions have been correctly employed for introducing source information or for marking the boundaries between the students' own ideas and the source's. This is because

it is essential to make clear where a student's own ideas leave off and the source's begin. The instructor writes on the board some of the common reporting and reference expressions for students to refer to.

Furthermore, groups are told to check whether other students have added their comments on the source information or not. This is because offering thoughts or opinions which evaluate source ideas is a very useful skill for students to develop. So, comments that criticize and give judgements on source ideas are encouraged to be included in the form of conclusions or recommendations (See example in this paper, p.76).

The final point groups are asked to assess is the way each student has acknowledged sources in his/her summary. In this connection, the point is emphasized that, for any summary written, the source should be recorded correctly below it. The instructor gives examples of various source footnotes on the chalkboard. Each group then assesses all the individual summaries assigned to it, according to the criteria given above, and reports on how many of the summaries are acceptable, how many are not, and why.

## 4. Gathering Source Information

So far, students have practised not only how to selectively extract in a controlled manner the general and detailed pieces of source information

relevant to a set purpose, but also how to recon-
struct notes into a summary with quotations. They
have also assessed each others work. Next, they apply
their skills in a freer manner to the gathering,
recording on cards and reconstructing of source
notes, so that the data may be directly integrated in
a four-or-five-page essay they are assigned to
write.

### 4.1 Group Assignment for Collecting
###     Information

It is the writer's experience that the use of sources
in writing is better learnt by working in groups.
For this reason, the instructor again divides the
class into groups of four or five students and gives
them data collecting and essay writing assignments.
In order to help them to successfully gather relevant
source materials and use them in their essays,
students are reminded as usual to keep the purpose
very clearly in mind. They are told to first ident-
ify the purpose from the essay topic, such as "The
Ethiopian Forests in Danger," and its logical
subtopics, agreed in class discussion and listed on
the blackboard as shown below.

| Forests at risk | Examples of | |
| --- | --- | --- |
| | Trees and forests destroyed and places affected | Sources |
| By man | | |
| For fuel - firewood | _____ | _____ |
| - charcoal | _____ | _____ |
| For house construction | | |
| For furniture | _____ | _____ |
| By wildfire | _____ | _____ |
| By natural disasters: | _____ | _____ |
| drought, | _____ | _____ |
| desertification | _____ | _____ |
| Solution: - kerosene | _____ | _____ |
| - planting | _____ | _____ |
| - etc. | | |

It is evident from this that the purpose is to gather source information which proves to the reader why and how the danger is serious enough to put the environment at risk. This creates the right context for students to focus only on the source facts related to the destruction of forests in Ethiopia, as in the outline above. Now students know what ideas to look for in their library reading in particular and in the data collection in general.

To alleviate the burden of the research work, students are provided with a list of only four books to which they can add one or more source books of their own selection. Furthermore, they are free to use as support their personal experience or data collected by interviewing authorities on the same subject.

To systematize their work, they are instructed to use 5-by-8 inch cards as illustrated by Gefvert (1985:533) and Yaggy (1968:12) for recording summary notes, quotations and comments. Each group is thus asked to obtain 15 to 20 cards usually of their own making from ordinary shop folders. This is because cards conveniently limit source notes down to single units which can be easily shuffled about at will when classifying and organizing .

Finally, students are encouraged to coin labels for their note cards or use outline subtopics (See example in this paper p.70) of the essay they are writing. Besides this, they record the sources of the facts borrowed and the corresponding pages at the bottom of each note card.

### 4.2    Correcting Students' Research Notes

After gathering source materials for about a week on the topic, "Ethiopian Forests in Danger," the seven or eight groups of students bring all their notes to class recorded on cards. To begin the review discussion of the research notes, the instructor first advises students to sit together in groups and then writes the title and the subtopics on the blackboard to invite concentration on the purpose and scope of the essay.

Each group now sorts out its note cards and classifies them on the basis of the sub-topics on the board. Then group leaders read aloud to the class in

turn the notes on each subtopic, while all other groups check whether their notes on the same subtopic are sufficiently closely related in content. Subsequently, any irrelevant or jumbled phrases or sentences are crossed off individual students' cards. Unnecessary words and phrases within direct quotations are also omitted and then replaced by three dots to mark the omissions. By reading and listening to the content notes from both direct and indirect sources in this way, students in each group cross-check the relevance of the notes they have collected on each subtopic.

The originality of the notes is also reviewed in groups. For example, any source phrases or sentences directly copied by a student into his/her summary are either reworded by the group or are put within quotations in the notes. In this way, the teaching procedure discourages the direct use of a source's language in students' summaries or paraphrases and encourages the creative use of their own sentence structures and vocabulary.

Individual students' comments are scrutinized as well, and some of them are discarded by the group if they are not well supported by the data. Other comments, appropriate and relevant, are refined and accepted.

The discussion also makes sure that the groups have gathered sufficient information on each point to be included in the essay. If a certain subtopic has not been sufficiently covered by the data collected, a

group may return to the same sources after class and fill in the gaps.

Identifying the authors and the titles of the works from which students' source summaries, paraphrases and quotes have been taken is also given importance in the discussion. When there are source notes and quotes without these, groups are reminded to supply them. The recording of the source footnotes at the bottom of cards is also considered extremely necess- ary for later documentation and is therefore cor- rected to maintain the standard format.

The aim of this session is that once each individual's set of notes has been assessed and improved, each group should have at its disposal a fairly complete set of relevant data for writing a group essay.

### 4.3 Group Assignment to Write the Essay

The next stage involves groups writing the first draft of their essays using all the source informa- tion they have reviewed. Each group submits its essay to the instructor on an agreed deadline.

## 5. Integrating Source Materials in Essays

This section describes how students incorporate in their papers quotes and source ideas already reviewed and categorized according to the out-

line sub-topics of the example essay, "Ethiopian Forests in Danger." To make the practice of using sources easier, the simplest but the most widely accepted formats, in-text footnoting as described by Gefvert (1985:545) and bibliography by Gibaldi and Achtert (1988:95), are adopted.

The task takes students' draft essays as a resource for class discussion. The procedure is as follows. On the date groups submit their draft essays, the instructor tells them to exchange the essays with other groups. The task of each group is then to read and discuss another group's draft essay very thoroughly out of class so as to report to the class in the next period its evaluation of the effectiveness of that group's source integration. The purpose is to enable students to learn the skills of integrating sources through class interaction.

In the following period, therefore, the instructor writes on the blackboard all the outline subtopics, on which source notes have been gathered and one or more paragraphs developed. Each group then presents its comments on the way sources have been integrated in the paragraphs of the essay it has evaluated by reference to the features it was instructed to look for. The main features which groups are expected to evaluate are now briefly discussed below.

## 5.1  Supporting a Point with Sources

The most important integration feature which
each group's evaluation of a fellow group's
draft and the subsequent class discussion must
examine is whether or not the information sum-
marized and quoted  supports the group's own
generalizations expressed as topic sentences
(Yaggy, 1968:18). Thus, the report has to
evaluate how successfully the main ideas have
been stated in topic sentences and how suc-
cessfully source ideas have been included for
support. In other words, the report  has to
pinpoint source ideas and quotes which clarify
a general point, or show differences and
similarities or reflect cause and effect
relationships between two or more significant
features of the same main idea. This helps
students recognize the appropriacy and logical
relation of sources to the purpose.

For this reason, sources with unclear relation-
ships are revised or rejected. At the same time,
interpretations of source facts and comments are
highly recommended if they clearly show how and
why the central idea of a paragraph is true or
significant.

In general, the report and class discussion try
to make students conscious of the most common

ways of substantiating assertions and synthesiz-
ing ideas with source evidence (summarized,
paraphrased and quoted), interpretations, and
comments.

To illustrate the use of source information in
supporting a point in an essay, let us look at
a group's paragraph revised by another group and
by subsequent class discussion:

> Ethiopian forests are becoming rare
> indeed. As stated in the National
> Atlas of Ethiopia (1981:27), the
> forest cover, at the beginning of
> this century, was said to be 30% of
> the total area. However, the same
> source estimated that at present it
> is only 3%. This clearly shows that
> forests are being rapidly destroyed
> to the extent of putting the environ-
> ment at risk.

In this example, the first statement which
contains the central idea related to the thesis
of the major essay is the students' own general-
ization from their reading. The second presents
the source's estimate of earlier forest cover
(30%). The third sentence offers another
contrasting estimate (3%) related to the status
of the present day forests. The difference
between the two estimates, which the reader
implies, illustrates for the reader the dramatic
nature of forest destruction in Ethiopia. The
last sentence is the group's interpretation of

the data integrated to develop the central idea.
This shows how students are trained to support
major ideas with summarized source facts.

Similarly, the following paragraph is an example
of the use of quotes in supporting a general
point:

> The forest cover in some areas of
> Eritrea, Tigray, Gojjam, part of Shoa
> and Wollo is extremely affected. In
> the words of Galperini, the following
> is how the remnants of trees in these
> areas are so much limited to support
> the environment favourably: "The
> principal farming areas in the
> Ethiopian Highlands contain only
> small groves comprising separately
> standing trees which serve as boun-
> dary-markers and ... narrow strips of
> riverine forests" (1981:231).

The facts contained in the quotation of the
above paragraph serve as evidence to prove the
assertion declared by the first statement.

Inappropriate uses of sources are not accepted.
For example, quotations that are used for
introducing general ideas are dropped or revised
in such a way that they support the general idea
students have composed and not the other way
round. Also the importance of avoiding con-
fusion between "support" and "repetition" is

emphasized, and the instructor gets students to modify either the topic idea of the paragraph or the quotations that exactly repeat any topic sentence. Finally, a quotation placed too far away from the point it supports is not accepted. This is because the reader will have difficulty in seeing the relationship between the main idea and the supporting sources.

## 5.2 The Mechanics of Using Sources

A further task is to assess how successfully each group has used the conventions of physically arranging quotations and source ideas (Gibaldi and Achtert, 1988:56 and Yaggy, 1968:20). This is tackled by getting groups to specifically assess the mechanics of source integration in the draft essay they have been assigned to evaluate.

The first task for students here is to study the draft essay they have been assigned and to identify the use of linking phrases and introductory statements
which state the source's relationships with the students' ideas. These expressions, like "As stated in the National Atlas of Ethiopia (1981:27), ...", and " ..., the same source estimated that ...," (see example, in this

paper, p.76), are extremely useful for integrating sources. They are necessary because, in the first place, they establish authority by naming the author, his work or credentials, and in the second place, they give the reason for using the source. It is with these expressions that students make clear to the reader whether sources clarify a major point or explain similarities and differences between two or more features of the same main idea, or have some other functions.

Each group's report on the draft essay it was assigned to evaluate and the subsequent class discussion must identify these expressions in the various group essays, and enable the class to criticise the way these expressions have been used to join the quotes. Introductory expressions that do not show which ideas are the source's and which are the students' are revised by naming the author and clarifying the relationship between the source's and the students' ideas. This helps students to improve the logical linking of their arguments and gives credibility to the ideas being developed.

Another reason for emphasizing the use of linking expressions is that it is also a characteristic of good writing style. It is with linking expressions that the writer can

make the reader anticipate the information to be included in the quotation, thus making the job of reading much easier.

The other purpose the group evaluation and class discussion fulfil is to limit the length and number of quotations students use in their papers. In fact, students are advised to use quotations only when the wordings are strikingly significant and their facts are unusual or unlikely to be accepted without the direct support of an "authority". As a result, many quotations in the draft essays are either shortened by cutting out unnecessary sentences or are transformed into paraphrases. A number of other suggestions are thus forwarded in the discussion to revise source quotations drawn from papers. As many handbooks indicate, a good paper is not a collection of quotations but a synthesis of sources expressed in the students' own words and perspectives.

A simple example is the phrase, "big-bush florae," isolated by being cut from the source sentence as a significant wording and incorporated in the revised paragraph as an integral part of the students' sentence, as follows: " As Galperini has pointed out, the use of 'big-bush florae' and zebra forests has tremendously increased on the mountain sides

between Arsi and Bale (1981:230)." This example does not contain any ellipsis punctuation because the fragment smoothly fits with the grammar of the students' own words and paraphrased ideas of the same source.

When the pruned quotation consists of a complete sentence in itself, students are encouraged to separate it from the beginning of their own sentence with a comma and start its first word with a capital letter, as follows: According to Galperini, "The use of forest ... has annually increased by 250,000 cu.m." (1981:230). The omission of unnecessary phrases from a quotation is shown by three dots when the omission occurs in the middle of a sentence and four dots when it occurs at the end.

When students, in spite of the cutting, come up with quotations that run to more than four typed lines, they are told to set them off by themselves, indented four spaces from the left and single-spaced. They use indentation as a substitute for quotation marks that indicate direct borrowing. In the following example, a colon, as pointed out by Yaggy (1968:19), must be used because the construction preceding the long quotation is obviously an introductory statement, and not a phrase (in which case commas should be used instead).

Mesfin Wolde Mariam in <u>An Introductory Geography of Ethiopia</u> has this to say about the part played by urbanization in destroying Ethiopian forests:

> While urbanization is increasing in various parts ... the demand for wood, for construction, for furniture and for fuel, is rising. As a result, it is becoming increasingly necessary in urban areas to use charcoal for fuel. This demand has ... resulted in the unmitigated felling of the acacia trees in the lowlands (1972:70).

## 5.3   Acknowledging Sources

The last two items the groups are told to consider when evaluating draft essays are parenthetical reference and bibliography (Gefvert, 1985:545 & 516), which are the simplest and most widely accepted ways of giving credit to sources. These are preferable for beginners because the former is the simplest and the most widely accepted format and the latter is its logical complement to make acknowledgements.

Crediting sources by mentioning the name of the author in introductory statements has already been studied. It is however also important to get students to add the date of publication and the page in parenthesis after the author's name or at the end of a quotation. Students are told

to check whether the group whose essay they are evaluating have included titles of sources in their text if more than one work of the same author is used. Students are discouraged from repeating in parenthesis the author's name and title if these have already been stated in the text. It is only when these have not been given earlier in the text related to the same source that students put them in parenthesis with the date of publication and the page. This is satisfactory because the information provided in parenthesis can easily refer the reader to the full publication information in the bibliography at the end of the paper.

Finally, the students examine whether the bibliography, which contains all the sources cited in their paper, is properly recorded with the last names of the authors, or titles of anonymous books, in alphabetical order. Secondly, they scrutinize whether the first line flushes with the margin and the subsequent lines of the same entry are indented and the titles of books underlined, etc.

The group evaluation and discussion is then closed with the draft scripts being returned to their original writers and the instructor assigning each group to rewrite the full essay on every other line of foolscap paper and submit

the final copy on a set deadline. When the instructor reads these papers, he will carefully check whether his students have followed the teaching on the way sources should be used in their papers or not.


## 6. CONCLUSION

In this article, the writer has tried to describe the materials and the procedure used to guide his students through a number of tasks designed to teach effective source use. Briefly summarized, these are the steps taken over a period of five lessons:


*Lesson 1: Listening and Note Taking*
        *(1 hour)*
   a)   Listening to a text for gist

   b)   Listening for specific details

   c)   Discussing and correcting notes to establish skills of using one's own words

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*Lesson 2: Reading and Note Taking*
        *(1 hour)*

a)    Reading a text for gist

b)    Reading for specific details

c)    Discussing and correcting
      notes to encourage the use of one's own
      words instead of the source's

*Lesson 3: Reconstructing Source Notes*
        *(1 hour)*

a)   Assigning students to write a summary
     with quotations

b)   Discussing and correcting the source
     summary

*Lesson 4:  Gathering Source Information*
      *to Write the Essay   (Assignment plus 1*
      *hour class activity)*

a)   Assigning groups to collect data on
     a specific topic whose purpose and out-
     line are decided by  the class.

b) Discussing and correcting research notes for relevance.

c) Assigning groups to write a draft essay using the corrected notes.

*Lesson 5: Integrating Source Materials in Essays (Assignment plus 2 hours' class activity)*

a) Exchanging essays among groups and assigning each group to evaluate source information and be ready to report their comments to the class.

b) Reporting and discussing comments on whether source information appropriately supports the ideas and arguments presented in the essay and whether it is properly acknowledged.

These activities limit the overwhelming tasks of using many sources in the usually long research paper and simplify them into a step-by-step process. Besides, they allow students to collaborate in group-and-class discussions in understanding the topic and writing on it. As a result, students are expected to raise their communicative and source using skills. This is

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how the writer has found it most helpful to conduct the teaching of sourcing to students. The comments of both teachers and students who have used the approach have also been positive. So, he recommends that English teachers at the same level adopt it for their own students.

## APPENDIX

## A. Listening to Notes: University Awards
## Degrees and diplomas are university awards

| Examples of Awards | Reasons for Award | Duration of study | Expert output |
|---|---|---|---|
| a. BA | Course work + exam | 3 or 4 years | |
| BSC | Course work + exam | | teachers and |
| Diploma | Course work + exam | 1 | social workers |
| b. MA | Research + course-work + exam | | |
| MSC | Research + course-work + exam | | |
| PhD | Original research | 4 | |

## B. Reading to Notes: Man's Activities Threatening the Wildlife

### 1. Hunting

1.1 <u>Walia ibex</u>        <u>food</u>

1.2 <u>leopard</u>          <u>skin</u>

1.3 <u>whales</u>           <u>oil: icecream,lip stick</u>

1.4 <u>Indian tigers</u>    <u>pleasure, sport</u>

### 2. Man's need for land

| <u>Species Threatened</u> | <u>Habitats Destroyed</u> |
|---|---|
| 2.1 <u>gorillas</u> | <u>forests</u> |
| 2.2 <u>Indian buffaloes</u> | <u>grassy plain</u> |
| 2.3 Other: <u>Indian rhino, Mexican grizzly bear</u>, <u>deer</u>, <u>lion</u>, <u>monkey</u>. | |

## C. Summary of Source Notes

According to Morrison - Bowie, the survival of the wildlife is threatened by man's greed for land and hunting. He illustrated this

assertion by referring to many rare animals such as the walia ibex, whales, and Indian tigers which are killed for food and sport, and others, such as gorillas and Indian buffaloes, which are almost extinct due to the taking over of their habitats by domestic animals. The author finally warns that man will soon lose many of the world's precious wild animals unless he stops these activities.

**D. Some Formats for Referring to Another Author's Work**

a.   As ... has pointed out, the problem of
     _____ is a problem of _____
     _____.

b.   Following _____ we can consider _____.

c.   The main factor is what _____
     calls "_____."

d.   The fact that _____
     was pointed out by_____

e.   As has been illustrated by
     _____ ,
     _____

f.   According to_____,
           _____.

g.   _____ noted    that
     _____.

h.   In_____'s
     words,_____."

i.   "_____," writes
     _____,"  _____."

j.   _____ in
     _____, has this
     to say about_____:
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