

EFFECTIVE STRATEGIES FOR TEACHING RESEARCH PAPER WRITING

by:

Eloisa A. Irasga

Teacher III/Limay Senior High School

As the students progress through their academic careers, they will undoubtedly be tasked with writing research papers. These papers can be daunting, especially for students with little experience with academic writing. Fortunately, there are a variety of teaching strategies that teachers can use to help their students succeed in this area.

One effective teaching strategy is to break down the research paper writing process into manageable steps. This can make the procedure simpler and prevent students from feeling overburdened. Giving pupils a thorough overview of what has to be done at each stage of the procedure is one method to do this. The steps include choosing a topic, researching, creating an outline, writing a rough draft, rewriting the document, and editing the finished product. Students can concentrate on one activity at a time and feel a sense of achievement as they finish each step by breaking the procedure down into these more minor phases, according to Junco and Clem (2015).

Moreover, the teacher should provide students with examples of well-written research papers. This can be especially helpful for students struggling with the writing process or needing more academic writing experience (Shannon & Wu, 2019). Teachers might provide students with samples of research papers that include clear thesis statements, well-organized arguments, and properly cited sources. This can help students understand what a successful research paper looks like and provide them with a model to follow as they write their papers.

In addition, teachers can aid students in developing their research abilities and provide examples of influential research papers. Teaching students how to perform efficient research using a range of resources, including books, scholarly journals, and online databases, may be necessary to achieve this. Teachers may also instruct students how to take practical notes, correctly cite sources in their papers, and assess the dependability and credibility of sources. By honing these skills, students can become more proficient and confident researchers and produce more persuasive research papers.

Finally, by giving the students constant feedback and chances for changes, teachers can aid in developing their students' writing abilities. In order to receive feedback on their writing, students may be asked to present their work to their peers or to the teacher. In order to assist students in developing their writing skills over time, teachers may also give them a chance to rewrite their work in response to comments. According to Graham and Harris' (2013) research, students who received feedback and revision opportunities were able to enhance their writing ability as a whole.

Teachers can utilize some of these efficient techniques to support their students in producing research papers. Teachers can assist their students in becoming more confident and competent writers by breaking the process down into manageable parts, giving them examples of excellent research papers, refining their research skills, and offering frequent feedback and opportunity for revision. If these methods exist, students can approach the research paper writing process more efficiently and successfully.

References:

- Junco, R., & Clem, C. (2015). The effect of online writing support tools on student writing and writing center tutoring. *The Internet and Higher Education*, 24, 26-35. <https://doi.org/10.1016/j.iheduc.2014.12.003>
- Shannon, S. A., & Wu, H. (2019). Peer Review as a Tool to Improve Students' Writing Skills: An evidential review. *Journal of Educational Psychology*, 111(4), 635-651.

Graham, S., & Harris, K. R. (2013). "Almost Anything Works": What Research Says about the Effectiveness of Curriculum-Based Feedback on Writing. *Exceptional Children*, 79(3), 287-305.