Practice with Results Paragraphs

Read the following methods paragraphs, then give them a grade from A-F. In the margins, write a note to the student pretending like you are the teacher, and tell him or her what they need to change. The paragraphs you are about to read are all about the following topic:

Survey 20 international students about their beliefs about listening and notetaking. Compare the attitudes of students who are currently taking University credit classes with the attitudes of students who are currently taking English classes full time to identify any similarities and differences.

Paragraph 1.

For question one, 20% of the students chose option A, 45% chose option B, 30% chose option C, and only 5% chose option D. I gave the students an opportunity to explain their answers, and the student that chose option D told me that it was because they had a really good memory, and they didn’t need to take notes because they remembered everything easily. This student was in the Intensive English group. Most of the students said B because they said that they couldn’t remember the most important information from the lecture when they had to answer questions about it because the test was not on the same day as the lecture. Most of the students who chose this answer were in the University credit group. Some of the students in the University credit group chose “Everything including details” because they said that they didn’t know which information was a detail and which was important. Also, one student in the University credit group, Mary, told me that she chose option C because she wasn’t a fast writer and she had a hard time writing fast enough to catch all of the ideas. I think that this wasn’t a very good reason to explain her answer.

Paragraph 2.

The second question in the survey asked participants to indicate the length of the longest lecture they had ever listened to in English and been tested on. For the students in the Intensive
English group, 0% indicated that they had been tested on a lecture that was more than an hour long, and only 10% indicated that they had been tested on a lecture that was over 45 minutes long. Another 20% had been tested on a lecture that was over 30 minutes long, while the majority of students (70%) said that the longest lecture they had ever been tested on was less than 30 minutes in length. For the students in the University credit group, the picture was almost the reverse. 90% had been tested on a lecture that was over an hour long, and 10% had been tested on a lecture that was at least 45 minutes. No students from the University credit group selected either of the remaining two options.

Paragraph 3.

The next survey question was “How long do you typically wait between hearing a lecture and answering questions about it on a test?” The average score for the whole group was 1.5 weeks, but if you divide this into two groups, you can find a big difference in the picture. The students in the Intensive English group typically answered test questions immediately after hearing the lecture, while the students in the University credit group usually answered test questions 3 weeks later. To be more specific, almost all of the students in the Intensive English group chose “immediately” as their answer, while only one student chose “the next class.” In the University credit group, the answers were more varied, but none of them chose “immediately” and only two chose “the next class.” 100% of the University credit group chose “2 weeks later,” “3 weeks later,” or “4 weeks later,” but “3 weeks later” was the most common answer because 50% of the students from the University credit group chose this.