CHAPTER 4

_____

REVIEW OF LITERATURE

After the problem is formulated, and the hypothesis is given in clear and concise terms, it is desirable to work towards a detailed search on the topic. During the search there are a few steps to be followed in order not to be confused about certain issues such as what information to include for each book made use of, and which sentences are directly taken from the books which have been paraphrased. Therefore, bibliography and note cards have to be prepared for each utilized book so that at the end of the research, it would be easy to determine what has been cited and who it is cited from.

Preparing a Bibliography

It is essential to prepare a preliminary bibliography even though some of the books cited may not be used for the purpose of this particular research. Markman and Waddell (1965, p. 11) give the following reasons for preparing a preliminary bibliography

- To make sure that adequate information is available on the subject.
- To allow oneself time to order any pertinent published text via inter-library loan service.
- To be familiar with the type of research that has been done on the topic.
- To find out the ways of limiting or broadening the chosen thesis by going through a variety of titles in the written texts.
- To get clues about the titles, subjects and authors related to one's own topic.

Handbooks, encyclopedias, reviews, bibliographies, abstracts, and indexes are also good sources from which one can obtain information. Most of these are also available by means of electronic media:

Some useful **handbooks** in behavioral sciences**:**
American Handbook of Psychiatry (Arieti, 1974)
Annual Review of Psychology (annual)
Encyclopaedia of Educational Research
Handbook of Small Group Research (Hare, 1976)
Review of Educational Research (quarterly)
Review of Research in Education (annual)

Some useful **bibliographies:**

Bibliographic Index: A Cumulative Bibliography of Bibliographies
Books in Print (annual)
The Cumulative Book Index

Some useful **abstract** or **index** sources:
Education Index
Educational Resources Information Center (ERIC)
Language and Language Behavior Abstracts (LLBA)
Social Sciences Citation Index (SSCI)
Social Sciences Index
Dissertation Abstracts International (DAI)

The source of information gathered has to be systematically recorded on bibliography cards. These are usually index cards on which one writes each source of information (see Figure 5.1). On each card, the name of the author, the title, and the facts of publication should be recorded accurately. The cards, not the books, are the source of information for the data to be used for footnotes and/or the final bibliography. On the back of the card or at the bottom of the card or any fixed place on the card, if the place where the book can be obtained is noted, it will be easier to locate the book whenever a need arises to refer to the book. In fact, if the book is borrowed from a library, it is suggested to add the call number of the book as well, in order not to waste time looking through the card catalogue again.

If the information on the book or any other written document that is made use of is recorded on the bibliography card, in the format adopted for the thesis or the dissertation, it will be easy to copy it on paper while writing the bibliography. If desired, instead of continuous lines as in the bibliography, information on the author,   title, (editor if any), facts about publication, etc. could be written on separate lines.

The bibliographic format changes depending on the format adopted. Even within the same system, each bibliographical entry is recorded differently depending on the source.

American Psychological Association Manual (1995) groups the reference styles under three general forms (periodicals, nonperiodicals, and part of a nonperiodical). Journals, magazines, scholarly newsletters and so on are grouped considered as periodicals. Books, reports, brochures, certain monographs, manuals, and audiovisual materials are treated as nonperiodicals (for specific examples see Appendix 1).

Periodical:
Author, A. A. , Author, B. B., & Athor, C. C. (Year). Title of article. Title of Periodical, volume number,   first page-last page.

Nonperiodical:
Author, A. A. , & Author, B. B. (Year). Title of the work. Location: Publisher.

Part of a nonperiodical (e.g. book chapter)

Author, A. A., & Author, B. B. (1994). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), <u>Title of book</u> (pp. xxx-xxx).

Recently, most of the information is obtained through the electronic media such as on-line, CD-ROM, electonic data tape, computer software. The format for each is as follows (for specific examples see Appendix 1).

On-line information:
Author, I. (Year). Title of article. Name of periodical [On-line], xx. Available: Specify path.

Abstract on CD-ROM:
Author, I. (date). Title of article. [CD-ROM] <u>Name of periodical, xx</u>, xxx-xxx. Abstract from: Source and retrieval number

Computer program, software, or programming language:
Author, I. (1994). <u>Name of the work.</u> [Computer software]. Location: Publisher

The format of APA and some categories from MLA style are presented in Appendices. For more details you can refer to Appendix 2 and MLA Manual (1996); Appendix 1 and APA Manual (1995). The most updated formats provided from the following web page in the internet:

http://www.lsa.umich.edu.ecb/OWL/writing.html

Rowley, J. E. and Turner C. M. D.	024
	R 884d
The Dissemination of Information London: Andre Deutsch/A Grafton Book 1978	
Information use/Characters of Information Abstracting and Indexing	

<u>Figure 5.1</u> Bibliography card

After the bibliography cards are written, they need to be classified according to subject matter. Then, the content of each book written out on the card should be skimmed and a summary of each should be written on a separate card.

Taking Notes on Cards

The way the notes are taken plays an important role in the process of compiling the information and in putting this information on paper. If the notes are not taken according to certain criteria, they may prove to be useless at the end.

Types of Note Cards

In taking notes, scholars suggest the use of two or three different types of note cards: (a) quotation cards (Figure 5.2), (b) paraphrase note cards (Figure 5.3), and (c) commentary note cards (Figure 5.4) .
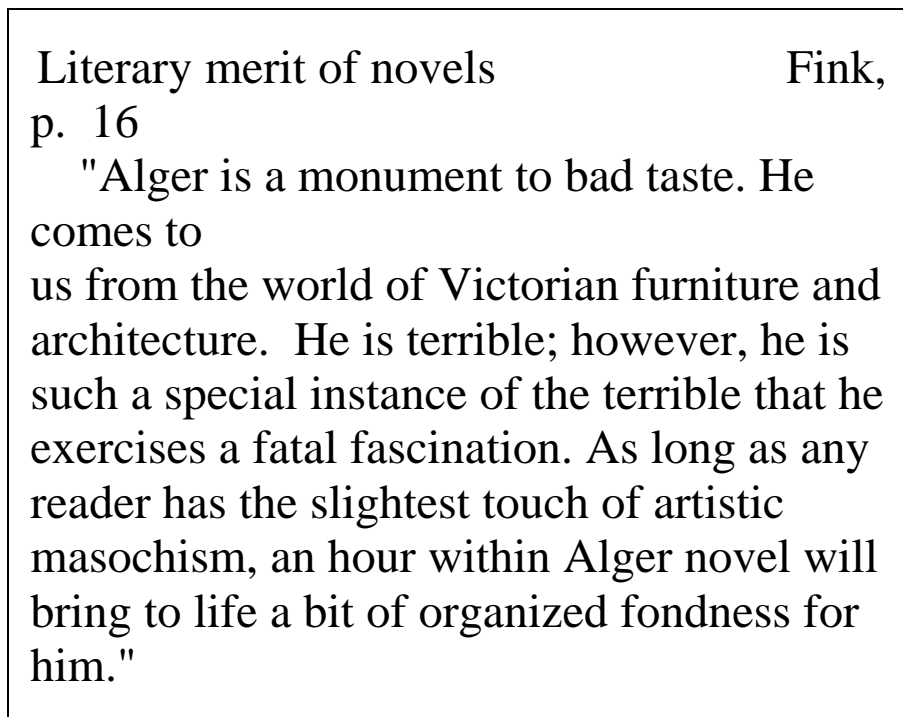
Literary merit of novels   Fink, p. 16

   "Alger is a monument to bad taste. He comes to
us from the world of Victorian furniture and architecture. He is terrible; however, he is such a special instance of the terrible that he exercises a fatal fascination. As long as any reader has the slightest touch of artistic masochism, an hour within Alger novel will bring to life a bit of organized fondness for him."

Figure 5.2 Quotation note card
(Source: Meyer (1982, pp. 64)

Literary merit of novels   Fink,
p. 16

    Alger's novels are famous for being
badly written. They are as awful as the
Victorian decoration contemporary to
them, and yet his novels are also
fascinating for readers whose literary
tastes include "artistic masochism." For
their pains these readers inevitably derive
a curious pleasure from his novels.
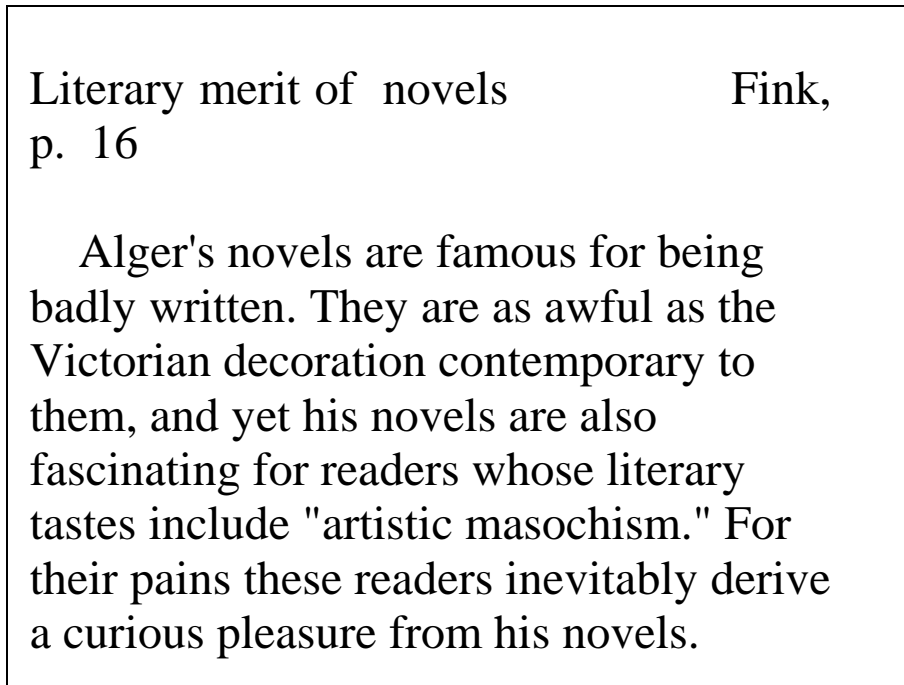
<u>Figure 5.3</u> Paraphrase note card
(Source: Meyer, 1982, pp. 66)

      As seen in the examples, in the quotation the actual words of the author are copied. Therefore, the text is written within quotation marks. In the paraphrase, the idea is expressed by the words of the researcher keeping the tone and important vocabulary close to the original. In commentary notes, the researcher, rather than transforming the information from the book, writes his/her comments.
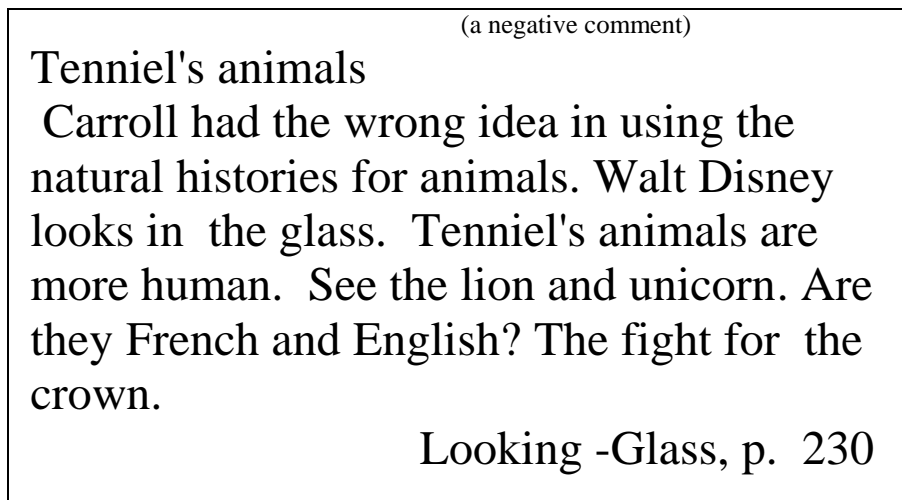
(a negative comment)

Tenniel's animals
 Carroll had the wrong idea in using the natural histories for animals. Walt Disney looks in the glass. Tenniel's animals are more human. See the lion and unicorn. Are they French and English? The fight for the crown.

Looking -Glass, p. 230

Figure 5.4 Commentary notes
(Source: Hubbell, 1962, p. 71)

How to take notes   Seyler, Doi
Research

                                    p.   129

In taking notes, write in ink on cards. Use only one side of the card. Study the text first, then write your notes later. Don't forget to identify the source of each note on the card. Also identify the type of information contained in the note. Write your notes legibly and accurately distinguishing between ideas/opinions taken from sources and your own opinions.
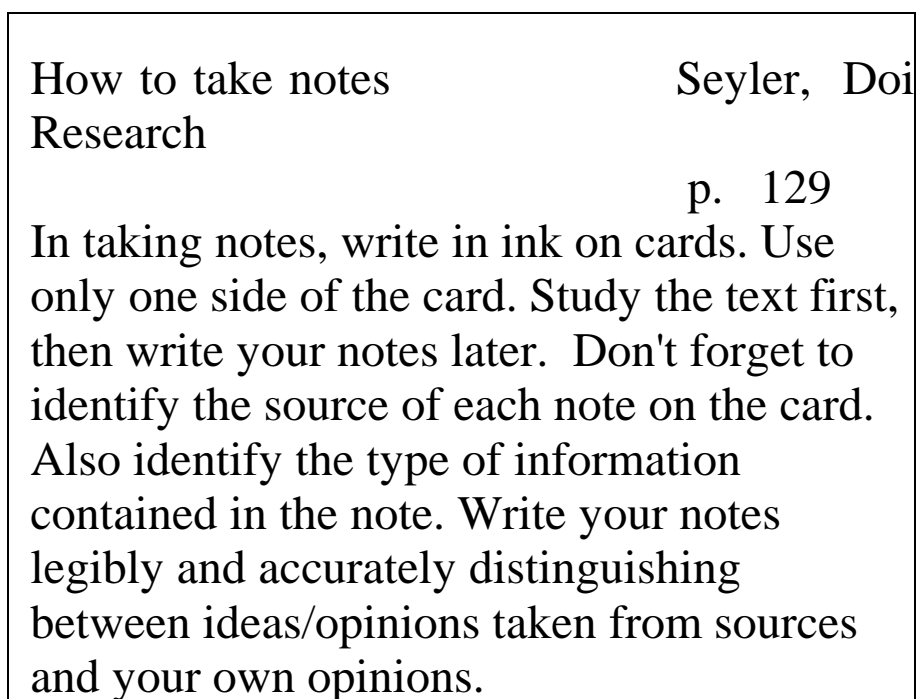
Figure 5.5 Content card

Students have been advised to keep two different types of cards, which exactly fits Madsen's recommendation (1983, p. 63): one card for bibliography and the other for content. Since, on the bibliography card, only the full citation and a short remark, or relevant subtitles of publications, are written, not much space is needed. Therefore, a 3" x 5" (7.69 cm x 12.82 cm) card suffices for this purpose (Figure 5.1). Notes, quotations, summaries, and paraphrases are kept in the content card; therefore, a larger card, 5" x 8", is desired (Figure 5.5). Now with the development in the technology, researchers keep their notes in files in their computers rather than in bibliography cards.

On a bibliography card seen in a library, at the top to the right, the library number is written. The name(s) of the author(s) is(are) written on the first line. The title of the book or the article takes the second line. On the next line, the publisher's name, and, on the last line, the date is written down. Some scholars suggest the application of the same format in keeping personal bibliography cards. However, if the format to be adopted is applied at the initial stage of the research, the researcher will not have much difficulty in preparing the bibliography for the whole research at the end of the study.

The content cards (note cards) are very useful because they can easily be classified and categorized according to the headings of the preliminary outline. Thus, the researchers   may rearrange these cards and revise their preliminary bibliography lists. Later, these cards help them in compiling the information and putting this information on paper as the first draft. Since the topic is indicated on each card, there is no danger of their getting disorganized, and they can easily be rearranged. Depending on the planned outline, the topics can be subtitled and numbered accordingly in order to obtain a more detailed   classification. It is suggested to use only one side of the card in order not to cause any inconvenience. A second card can be used when necessary. In such instances, the cards need to be numbered as "1 " and "2 " with the same topic and the same reference. Similar techniques are available with the use of computers if proper programs are utilized.

In writing out the content cards, the researcher has to be sure that whatever is written on the card is a summary, a paraphrase, or a direct quotation. In order to avoid plagiarism, direct quotations need to be inserted within quotation marks, and the page number needs to be indicated.

Now with advanced technology, these cards can be prepared with the use of computers in separate files. In this way, it is easy to call back the related card or shuffle them according to the author or to specific topics.

Qualities of Good Notes

Since the notes will be used for the actual writing of the thesis or the dissertation, the quality of the research is more or less based on how well the notes have been taken. Roth (1982, p. 79) claims that if the notes are legible, accurate, and complete, they would be of more use to the researcher. Roth makes the following suggestions on note taking (1982, pp. 79-84):

To be legible
-    write the notes in ink.
-    put only one idea on a card.

- do not abbreviate words unless the abbreviation is commonly and frequently used.

To be accurate
- read the research material carefully not to make any distortions or misinterpretations. Read to the very end to get the whole idea.
- record precisely, be careful especially with words that have similar spelling or pronunciation.
- make the distinction between fact and opinion.
- follow the conventional mechanics of writing; such as quotation, punctuation and capitalization, so that no errors will be transferred during the writing of the research.

To be complete
- identify the source for each piece of information written on the card.
- write down the page number from which you have obtained the information.
- identify the subject of each card correctly.

Quoting Other Sources

As researchers make use of different sources, they need to refer to them as they reflect on these pieces of information in their own writing. Thus, any idea or opinion, taken from a source in the form of a quotation, a paraphrase, or a summary, needs to be acknowledged. Otherwise, it is considered plagiarism.

Meyer (1982) cites the following instances for quoting other sources:

- When the language of the original text was especially important or vivid and therefore worth preserving.

- The reason for quoting a source is to create an effect, not to avoid rephrasing the passage into your own words. A paper that merely assembles quoted passages from various sources is often disjointed and difficult to read; indeed, it usually reads more like a collection of note cards rather than a well-integrated paper. (p. 88)

Types of Quotations

A quotation can be lengthy or brief as in run-in quotations. A quotation of three or four lines or more, specifically indicated in the APA (1995) "fewer than 40 words" (p. 95) is considered a brief one, and for that reason, can be enclosed within the quotation with double quotation marks. At the end of the quotation marks, a reference is placed in parentheses to indicate the source. If the name of the author has not been mentioned in the text, then it is included in the reference as in Quotation 1. If the name of the author has already been mentioned, the date of the work is cited in parentheses right after the author and the page number is given in parentheses at the end of the quotation as in Quotation 2. In these cases, the punctuation mark to follow the sentence in the quotation is placed after the page reference (see both Quotations 1 and 2).

If the quotation is of 40 or more words, it is displayed in a "free-standing block of typewritten lines" (APA, 1995, p. 95) with no quotation marks. The block quotation starts on a new line with five spaces indented from the left margin (see

Quotation 3). This is also called a set-off quotation. The subsequent lines start at the same place of indentation. The first line of the additional paragraph of the quotation is indented five spaces from the margin of the quotation. Since the author to be quoted is   cited, his/her name is given in the text preceding   the date of the publication in parentheses. The page reference is given at the end of the block after the period. Therefore, the page reference in the parentheses is no longer followed by a period.

Quotation 1:
He claimed, "The 'Hawthorne effect' ... disappeared when behaviors were studied in this manner" (Akman, 1996, p. 82), but he did not explain the procedure.

Quotation 2:
Akman (1996) found that "the 'Hawthorne effect' which had not been seen in other studies was detected when behaviors were studied in this manner" (p. 82).

Quotation 3:
Akman (1993) found the following:

> The "hallow effect" which had not been seen in other studies was detected when behaviors were studied in this manner. Furthermore, the behaviors were studied under other conditions, Still there were no traces of the hallow effect (e.g.,   Johnson, 1994, Smith, 1979). Therefore, a new research was designed   to examine the issue from a different perspective. (p.276)

The lengthy quotation is typed apart from the main text of the paper so that it can easily be tracked by the reader. It is always better to prepare the reader for the quotation by explaining whom it is being quoted from, and why it is being quoted. If the quoted sentence is used as part of the main sentence as in Quotation 2, the original sentence in the quotation is not capitalized.

<center>Omissions and Additions within Quotations</center>

A part of the quotation can be omitted or extra items can be added. Whether it is the omission or the addition that has to be made, the alteration needs to be indicated in the text by means of certain punctuation marks.

Omission

When parts of a sentence are deleted in the middle of a quotation, three spaced periods within parentheses are used to indicate the omission as in Quotation 1. Parentheses are not used at the beginning or end of a quotation if the whole makes a statement. Using only three periods is sufficient when the omission is made within the sentence. Four periods are used to indicate any omission between two sentences. This is because the fourth period indicates the end of a sentence.

e.g. "It should be ordered by mail. . . ."

If any additional information is used after the quotation, then the fourth period indicating the full stop goes to the end.

e.g. "It is called information gap . . ." (p. 98).

To indicate lengthy omission of more than one paragraph, the tendency is to type a single line of spaced periods across the width of the quotation.

typed sentence, typed sentence, typed sentence, typed sentence
. . . .
typed sentence, typed sentence, typed sentence, typed sentence

<u>Additions</u>

The extra information inserted into a quotation should be enclosed in brackets so that the reader can distinguish the extra information from the original quoted text. The reason for using brackets rather than parentheses is that the author being quoted may have used parentheses in the original text, and thus the reader will not be able to tell whether the information within parentheses is part of the original text or the writer's own addition. Meyer (1982) suggests the use of additions in following instances:

1. Use brackets when you clarify or explain a quotation:

"................them [Jackson & Lincoln] ...."
"His annual salary [$15,000] is less than what the company spends."

2. Use brackets to alter the grammatical structure of a quotation so that it can be integrated into your sentence:

"Paine wrote that he "love[s] the man ...."

3. Use brackets to indicate that part of a quotation that has   been underlined for emphasis:

"................ <u>after</u> [emphasis added] ...."

4. Use brackets with the Latin word *sic* (meaning *thus*) to indicate that an error in the quotation is reproduced exactly as it appeared in the original. This informs the reader that you are aware of the error but not responsible for it:

"It is more common in newspapers then [sic] in books."

Do not use *sic* if the spelling does not conform to the 20th century (p. 84).

Use of Punctuations in Quotations

There are some rules of using punctuation in quoting other writers' sentences (see also APA Manual, 1995) :

1.   Commas and periods are placed inside the quotation marks (a) and(b) unless there is information about the source right after the quotation (c):

   a)   "If you break it again," he shouted, " you will be punished."
   b)   The cries, "Go home foreigners!" were heard from everywhere.
   c)   "...........................accepted" (Johnson, 1994, p. 9).

2.   Colons (a) and semicolons (b) are placed outside quotation marks:

   a)   It is a "multicultural center": it comprises people of all cultures.
   b)   The writer says that "it is a well adopted technique"; however, he does not explain the process of adoption.

3.   Quotations and exclamation marks are placed inside quotation marks if they are part of the quoted text (a) and (b). If it is part of the main sentence, then they are placed outside the text (c) and (d) :

   a)   One may ask, "Does this method really work?"
   b)   "Be careful!" he shouted.
   c)   Do you agree with Krashen's "Natural   Approach" ?
   d)   How dreadful it is to write a term paper after reading only one poem ,"To His Coy Mistress" !

4.   Single quotation marks are used to insert a quotation within a quotation:

   The writer concludes that "although the two methods can be adopted for such a purpose, 'the communicative method' seems to work better."

Making an Outline of the Research

The preliminary outline concentrates on the general points of the research. This type of an outline is utilized when the focus is on specific areas of research. Thus, during literature review, the notes are taken accordingly and essential phrases or statements that are worth quoting are written down. One important issue that needs to be clarified here is the fact that these outlines are inadequate, and thus they may need to be revised and modified constantly during the process of research.

An outline is used to indicate the organization of a lecture or a written article. Within this organization, the relationship of the ideas to one another is presented. In other words, the reason for putting the information in an outline form is to indicate which pieces of information are in the same category with the others, which pieces of information indicate the main ideas, and which ones indicate the details. There will not be much difficulty in writing the research from an outline

since it preserves the logical flow of the study. The format of an outline may vary depending on the stated purpose of the research and the amount of information gathered on the topic.

At the initial stage, the researcher tends to make a rough outline at word or phrase level (a). If the focus is on investigating the source of the problem, then the question outline is preferred (b).

a)   HAZARDS FROM NUCLEAR POWER
   1. Transportation of radioactive material
   2. Waste produced by the power stations
   3. Accidental exposure a) a leak, b) explosion at the power station

b)   AIR POLLUTION IN NEW YORK
   1. Who suffers the most from New York City air pollution?
   2. Who discovered this problem?
   3. What kind of air pollution comes from New York City?

In indicating the relations of all the information within an outline, a system consisting of Roman numerals, capital letters, Arabic numbers, and small letters is used. The ideas are attributed to these symbols. The most important pieces of information are indicated with the Roman numerals. Any additional information that supports the main idea is cited with capital letters. In an outline the way the topics are place on paper is also important. The less important the items get, the farther to the left they are placed. Following are the formats for a standard outline (Figure 5.6) and a decimal outline format (Figure 5.7) :

I.   _____
   A.   _____
      1. _____
      2. _____
         a. _____
         b. _____
         (1) _____
         (2) _____
            (a) _____
            (b) _____
      3. _____
   B.   _____
II.   _____

Figure 5.6 Standard format

1 _____
   1.1 _____
      1.1.1 _____
         1.1.1.1 _____
         1.1.1.2 _____

```
        1.1.1.2.1 _____
         1.1.1.2.2 _____
      1.1.2 _____
    1.2 _____
2 _____
```

<u>Figure 5.7</u> Decimal System

"In manuscripts submitted to APA journals, headings function as an outline to reveal a manuscript's organization" (APA, 1995, p. 90).   Method and Results sections of a research paper might take the following format (APA, 1995, pp. 90-91):

<div align="center">Method</div>

<u>Sample and Procedures</u>
<u>Measures</u>
<u>Perceived control.</u>
<u>Autonomy.</u>
<u>Behavior and emotion</u>

<div align="center">Results</div>

<u>Initial Analyses</u>
<u>Descriptive statistics.</u>
<u>Intraconstruct correlations.</u>
<u>Interconstruct correlations.</u>
<u>Unique Effects of Perceived Control and Autonomy on Behavior and Emotion</u>
<u>Motivational Profiles</u>

According to the APA Style five levels of headings are used (APA, 1995, p. 91):

<div align="center">CENTERED UPPERCASE HEADING</div>

<div align="center">Centered Uppercase and Lowercase Heading</div>

<div align="center"><u>Centered, Underlined, Uppercase and Lowercase Heading</u></div>

<u>Flush Left, Underlined, Uppercase and Lowercase Side Heading</u>

<u>Indented, underlined, lowercase paragraph heading ending with a period.</u>

There may not be subtitiles to fill in the lower headings in each major section. For instance, each blank indicated in outlined in Figures 5.6 and 5.7 could be adjusted and organized   according to the content of the study.   The main important issue is to make sure that there are at least two items of the same importance or level. In other words, when Item A is cited, there is a need to cite Item B. When there is Section a, there has to be a parallel item to fill in Section b. Using at least two subsections within a section is also a requirement in the organization of headings.

EXERCISES

A. Use of the library

1. Go to the library. Chose any <u>two </u>or <u>three </u>books that are of interest to you. Study their title pages and copyright pages in order to find the author's name, full title, year of publication, place of publication, and the publisher.

2. Alphabetize the following according to family names:

Norman Page, Geoffrey Leech, Noam Chomsky, Scott Fitzgerald, Ernest Hemingway, Roger Brown, Malcolm Coulthard, Roman Jakobson, Ferdinand de Saussure, Mike Short, Dan I. Slobin, Karl Zimmer, Nathaniel Hawthorne, George Miller, Jean Aitchison, Keith Johnson, John W. Oller, Grant Henning.

3. Answer the following questions according to the bibliographic information given below:

Cummings, M., and Simmons, R. (1983).<u> The language of literature: A stylistic introduction to the study of literature.</u> Oxford: Pergamon.

Ellis, A., and Beattie, G. (1986). <u>The psychology of language and communication. </u>London: Weidenfeld and Nicolson.

Fowler, R. (l977). <u>Linguistics and the novel</u>. London: Methuen.

Gwin, T. (l990). Language skills through literature. <u>English Teaching Forum</u>, <u>28 </u>(3), 10-18.

Ohmann, R. (1981). Speech, literature and the space between. In D. C. Freeman (Ed.), <u>Essays in modern stylistics </u>(pp. 361- 77). New York, NY: Methuen.

   -      What is the name of the author who wrote an article on the relationship between linguistics and literature?
   -      When did Gwin publish an article in <u>English Teaching Forum</u> ?
   -      What is the title of the article written by Ohmann?
   -      In which volume did Gwin's article appear?
   -      When did Ellis and Beattie publish their book?

-   Where was Cummings and Simmons's book published?

B. Writing bibliography cards

1. Prepare a preliminary bibliography for your research. This bibliography will be a list of available books and articles that are relevant to your topic.

2. Read each statement below and transform the information you need for a complete citation in a bibliography.

    -   The book, Learning lessons: Social organization in the classroom, was written by H. Mehan, and published in 1979 by Harvard University Press, in Cambridge, Massachusetts.

    -   C. P. Walker and D. Elias co-authored the article, writing conference talk: factors associated with high-and low-rated writing conferences, which was published in Research in the Teaching of English, in the 1987 issue, Volume 21, pages 266 through 229.

    -   The article, Evaluating second language essays in regular composition classes: Toward a pluralistic U.S. rhetoric, was written by R. E. Land and C. Whitley. The article appeared in the book, Richness in Writing: Empowering ESL students, on pages 284 to 293, which was edited by D. Johnson and D. H. Roen. The book was published by Longman of New York, in l989.

    -   The classic volume, Science and Human Behavior, was written by B. Frederick Skinner and published as a paperback by the Free Press in New York in 1965. (the copyright date is 1953).

    -   The portion of the fourth edition of the Encyclopaedia of Educational Research on pages 360 to 365 entitled "education of women" was written by Melvene Hardle. The whole volume was published by the Macmillan Company of Toronto, Ontario in 1969 and edited by Robert L. Ebel.

    -   Recently I came across a useful book called Developing and Evaluating Educational Research. It was published by Little, Brown and Company in 1983, and was written by Gary W. Moore. The publisher house is located in Boston, Massachusetts.

    -   I strongly advise you to read that article in the TESOL Quarterly. The author is a famous researcher named Ann Raimes. You'll find it between pages 427 through 443, volume twenty-four, number three. The title of the article is: The TOEFL test of written English: Causes for concern. It appeared in the journal in Autumn, 1990.

3. In each of the following citations, one of the items is not in the correct form (APA style such as, the order of elements, punctuation, capitalization or

underlining/ italics. Try to find the incorrect item and write it out in its correct form:

-   Brooks, W. D., & Emmert, P. *Interpersonal Communication*. (1980). Dubuque, IA: Wm. C. Brown.

-   Coulthard, M. (1987). An introduction to discourse analysis. New York, NY: Longman.

-   Edwards, C., Moorhouse, J., and Wildlake, S. (1988). *Language or English* In M. Jones and A. West (Eds.), *Learning me your language: Perspectives on the teaching of English* (pp. 77-95). London: Mary Glasgow.

-   Levine, J. (1985). On the "training" of teachers. In Brumfit, C., Ellis, R.,and Levine, J. (Eds.), *English as a second language in the United Kingdom* (pp. 141-148). Oxford: Pergamon.

C. Making an outline

1. Making use of the following information on the given note cards, try to make an outline. You can elaborate on it by providing additional information.

Britannica, p. 407

On the coast a lighthouse uses a strong light to warn boats about a dangerous place on the shore.

This type of alarm is a silent one.

Bank Security
                Smith, p. 121
In the banks, electronic fields are used for warning. The field consists of beams of light that go across a room. It gives a signal when it is disturbed.

  This is a silent alarm, too.

Native Americans
                Burgs, p. 3
In the past Native Americans used controlled smoke signals to warn people of danger or important meetings.
Today smoke is an indication of fire.

Alarm Systems
                Smith, p. 86
Bell is a common type of alarm. It may be mechanic or electrical. At schools, when the bell rings the class either starts or is dismissed.

                Tracy, p.. 4
Emergent Events
A fire truck, ambulance or police car: these are all equipped with a bell.
We get out of the way when we hear a bell of this kind.

Household Goods   Black, p. 34

Ringing of a telephone warns us that there is someone who sould like to talk to us.

Alarm clocks: I do not enjoy hearing them ring.

2.   Suppose you are going to do research on the role of teaching assistants at American Universities where both native speakers and non-native speakers are employed. Make a preliminary outline for your research. Try to give five different formats of outlining.

3.   Prepare a preliminary outline of your research. Use numbering and indentation to show the different degrees of importance of the headings and subheadings.