

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРАЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

**ҚАШЫҚТЫҚТАН БІЛІМ БЕРУ:  
ЖАҒАНДЫҚ АУҚЫМДАҒЫ ЖАҢА СЫН-ҚАТЕРЛЕР**

III Бөлім

**ДИСТАНЦИОННОЕ ОБРАЗОВАНИЕ:  
НОВЫЕ ВЫЗОВЫ ГЛОБАЛЬНОГО МАСШТАБА**

Часть III

**DISTANCE LEARNING:  
NEW CHALLENGES ON A GLOBAL SCALE**

Part III

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В данном сборнике, подготовленном Евразийским национальным университетом имени Л.Н. Гумилёва, представлены материалы международной конференции на казахском, русском и английском языках по вопросам дистанционного образования.

Выступления участников конференции посвящены актуальным проблемам и перспективам актуальных задач в области применения дистанционных технологий и распространение эффективного инновационного опыта на международном уровне.

Сборник рекомендован всем участникам образовательного процесса для обмена педагогическим опытом и дальнейшего повышения квалификации.

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**IPACE MODEL IN THE FORMATION OF ACADEMIC WRITING SKILLS  
OF A UNIVERSITY STUDENT**

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**Г. Байгунисова, А. Куттубаева. Университет студентінің академиялық жазу дағдыларын қалыптастырудағы IPACE моделі.** Оқу орындарында және жұмыс орындарында академиялық хатқа көп көңіл бөлінеді. Мақала мәтіні академиялық хаттың маңыздылығын түсіндіреді және әдеби жанрлардың түрлерін ұсынады. Сонымен қатар, ол олардың ерекшеліктерін сипаттап береді және тиімді және тартымды әр түрін қалай жазу туралы қысқаша ұсыныстар ұсынады.

*Түйін сөздер:* академиялық хат, IPACE моделі, мнемониялық көмек

**Г. Байгунисова, А. Куттубаева. Модель IPASE в формировании навыков академического письма студента вуза.** В статье большое внимание уделяется описанию роли академического письма в формировании научной компетенции студента и представлен спектр видов академического письма. Предлагаются краткие рекомендации для написания каждого типа письма.

*Ключевые слова:* академическое письмо, IPASE модель, мнемоническая помощь.

Academic writing is one of the skills that is demanded by the majority of universities nowadays. There is a wide range of genres in academic writing that students need to master throughout their studies. All of them have common characteristics of academic style such as formality, narrow purpose, structure, coherence and appropriate vocabulary. However, each genre has its own peculiarities and has to be tailored according to audience, purpose and most importantly, assignment. The most common genre of academic writing is an essay. The word essay comes from the Latin word “exagium” which means “to present one’s case”. It is generally a short piece of writing presenting someone’s perspective or story. Commonly essays are divided into four types: [1, p.1]

- 1) Narrative
- 2) Descriptive
- 3) Expository
- 4) Persuasive

A narrative essay is a type of essay where the author tells a story or an incident in the first-person. The central purpose of this type of essay is to engage a reader vividly as if he or she is in the story.

A descriptive essay is where the writer depicts something such as a place, a thing, an incident or a recollection. However, the most crucial thing is to present somewhat like a “picture” with words, not just plain descriptions and explanations. Inducing the senses of the reader is one of the effective ways to do it. The writer should not only depict sight senses but also include other senses such as touch, odor, sound and so on.

The third type of essay-expository- is a type of essay where a writer offers a balanced perspective on a subject matter. The writer has to possess a broad knowledge of the topic in order to compose this type of writing. Furthermore, the writer must not include his feelings or emotions; he or she must present only justifications, valid data, evidence, numbers, etc. An expository essay has sub-types, which include cause and effect, contrast, compare and contrast essay, etc.

A persuasive essay is an essay where the writer’s aim is to convince the reader to accept his or her point of view; it is not a mere listing of facts. However, both sides of the argument have to be included in this essay even if the writer takes only one side. And it is the writer’s purpose to prove that his or her point is more important and relevant.

The features of academic writing also depend on the structure of the language [2].

The following genre of academic writing is the research paper. It is a paper, which contains a report of research done by the author. The first step when writing a research paper is to write an outline that should include the topic of the research, the reason for its importance, results and major findings.[3, p.2]. The following step includes adding structure, context and combining concepts into sections (Introduction, methods, results, and conclusion). After that, the writer has to expand each section in the following way. [3, p.3]

<b>Introduction</b>
1. Why is your research important?
2. What is known about the topic?
3. What are your hypotheses?
4. What are your objectives?
<b>Materials and Methods</b>
1. What materials did you use?
2. Who were the subjects of your study?
3. What was the design of your research?
4. What procedures did you follow?
<b>Results</b>
1. What are your most significant results?
2. What are your supporting results?
<b>Discussion and Conclusions</b>
1. What are the studies major findings?
2. What is the significance/implication of the results?

The research paper has to follow the structure of the “King Model”, an extended hourglass model as in Figure 1.

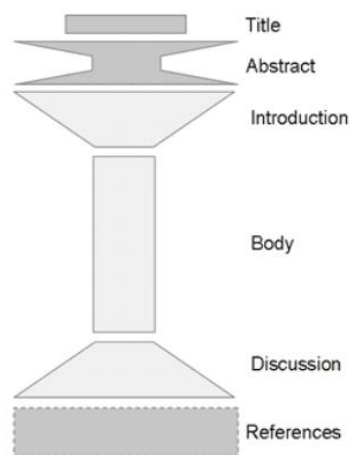


Fig.1 King model structure of the research paper

At the end of the research paper, it is necessary to include references to works that are cited in the paper. There is a number of referencing styles, the most common of which are: Name and Year System, Alphabet-Number System and Citation Order System. [4, p.8]

One of the most widespread types of academic writing at university is a literature review. It is an academic paper, which includes theory and methodology on a specific subject. They do not present new or original data thus it is regarded as a secondary source.

The reason behind the importance of this review lies in research synthesis. A good research synthesis can suggest the most reliable answer to a particular review question and can recognize

lacunae in one's knowledge that demands additional research. In addition, it shows the strong point of the presented evidence and the quality of the included studies. [5, p.6]

There are 6 main steps for writing a systematic literature review.

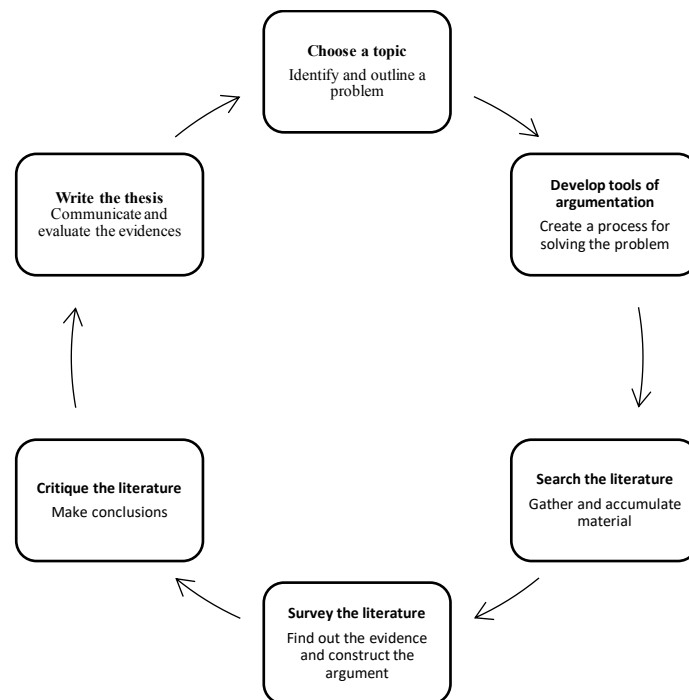


Fig.2 Process of writing a literature review

Literature reviews, research papers, essays, dissertations, reports-these are types of academic writing that are most frequently assigned during undergraduate and postgraduate studies. The IPACE Model can help to better plan an assignment and identify its purpose, structure and appropriate style. The word IPACE stands for **i**ntity, **p**urpose, **a**udience, **c**ode, and **e**xperience. Trevor Day has developed this model of writing from SPACE model of Hickman and Jacobson. [6, p.19] The underlying reason of why he decided to update this model was the fact that his students would start their writing process without thinking of its aim and audience. This kind of attitude would usually waste a lot of time and energy.

### **Identity**

The first element of IPACE model is identity. According to Trevor Day, a person can express different types of identities during the writing process. The identity the person takes depends on the aim and nature of the assignment. It is expressed via voice, which is one's form of words with a context. A person has to find his or her identity and its qualities. This, in turn, will encourage the writer to contemplate on the writing task deeper and his or her relationship with a reader.

### **Purpose**

There are three main sides of the concept of purpose. The first one is the assessor's intention for you, what he or she wanted you to gain from this writing assignment. Second, one is the writer's intention for the reader, what does he or she expect the reader to understand from the writing. The last but not least important side is the writer's purpose for completing the assignment and what abilities will be improved after.

1 Assessor's purpose. 2 The writer's intended purpose for the reader. 3 The purpose of the writer

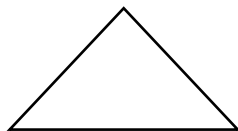


Fig.3 A writing assignment's purpose from three perspectives [6, p.23]

### **Audience**

When writing an assignment, the nature of the reader has to be elucidated so that it communicates well to her or him. [6, p.24] . For example, one is writing a report for a professor. When one has that person mind while writing, he or she ensured using the right style, vocabulary, viewpoint and so on. Nevertheless, the assessor, who is a professor, in this case, will view the work of his student differently compared to an established researcher. The professor reads student's work to check whether the concepts related to the subject have been understood well and etc. While reading the researcher's work, the professor would not require basic knowledge to be clarified. In short, one person perceives two works in two unlike ways.

The writer has to instill the qualities in writing that are most likely to attract the reader.

### **Code (style, structure and format)**

The appropriate style, structure, and format are the key elements of establishing the code of the writing.

#### *Format*

The format is the appearance of the writing. It can be in:

– Paper, card, electronic format, sound, sound, and images, etc.;

If it is on paper, it should include:

– Page size, font styles, and sizes, page color, layout, etc.

When having a chance to choose a format for the writing, one has to think about the purpose and intended audience.

#### *Structure*

In general, academic writing assignments have one common structure which consists of an introduction (5-10%), body part ( usually 75-85%) and conclusion ( often 5-10%). The use of headings for each part depends on the nature of the assignment and the assessor's criteria.

#### *Style*

The most crucial facets of the writing are formal/informal, personal/ impersonal, kind of viewpoint, prior knowledge of the reader.

### **Experience**

Experience is the last part of IPACE Model, which encompasses knowledge, attitudes, and skills that the writer brings to writing tasks. The writer has to think about the content and possible knowledge gaps of the topic beforehand.

After establishing all five elements of the IPACE model, it is easier to complete a writing task.

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