**Note-taking by Source**

Key:

*Paraphrases (use italics)*

“Quotes” (use quotation marks)

**My comments (use bold)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Citation** | **Main idea/Thesis (summary)** | **Main points (summary)** | **Supporting details (paraphrases and quotes)** | **Comments** |
| Derwing, T. M. (2003). “What do ESL Students Say about Their Accents?” *The Canadian Modern Language Review/La Revue canadienne des langues vivantes, 59*(4), 547-566. | Pronunciation instruction should be provided to ESL immigrants to Canada, but it should focus on intelligibility of meaning rather than differentiating sounds. | >50% viewed pronunciation as part of communication difficulties.  Were not able to identify specific pronunciation difficulties.  The majority believe they would garner more respect with improved pronunciation. | [May consist of evidence; findings; data; particular statements of analysis or discussion; and memorable wording or definitions (quotes)]  *The politics of accent and bias may influence both native speakers’ and immigrants’ perceptions of immigrants’ pronunciation (p. 547).*  *1/3 of respondents reported that they had experienced discrimination due to accent (p. 547).*  The immigrants interviewed “tended to focus on a small set of salient segmental units that generally have little effect on intelligibility” (p. 547). | [Write your own thoughts, questions, or analysis here.]  **Need to define “politics of accent.”**  **What other research has been done on accent and discrimination against immigrants?**  **If the difficulties focused on do not affect intelligibility, how can we shift that focus, as clearly it does not create communication problems.**  **Link with ESL classroom pedagogy.** |

**Note-taking by Topic**

Key:

*Paraphrases (use italics)*

“Quotes” (use quotation marks)

**My comments (use bold)**

Note: Remember to use an in-text citation to identify where each piece of evidence came from so you do not lose track.

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| **Main idea/Thesis** | [Draft your thesis here. Note: You may do this after filling in the rest of this chart.] | | |
| **Topic #1** | [Draft your first section’s topic sentence/main point here] | | |
| **Evidence** | [List evidence from sources that support the main point. May consist of findings; data; particular statements of analysis or discussion; and memorable wording or definitions (quotes).] | |
| **Analysis** | [Write your own comments about the evidence here, focusing on *how* it helps to support the first main point. | |
| **Topic #2** |  | | |
| **Evidence** | |  |
| **Analysis** | |  |
| **Topic #3** |  | | |
| **Evidence** | |  |
| **Analysis** | |  |
| **Topic #4** |  | | |
| **Evidence** | |  |
| **Analysis** | |  |
| **Topic #5** |  | | |
| **Evidence** | |  |
| **Analysis** | |  |