

# P.R.E.S. Formula as a cognitive format to improve writing skills

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# Approaches that change how languages are taught

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**New Realities**

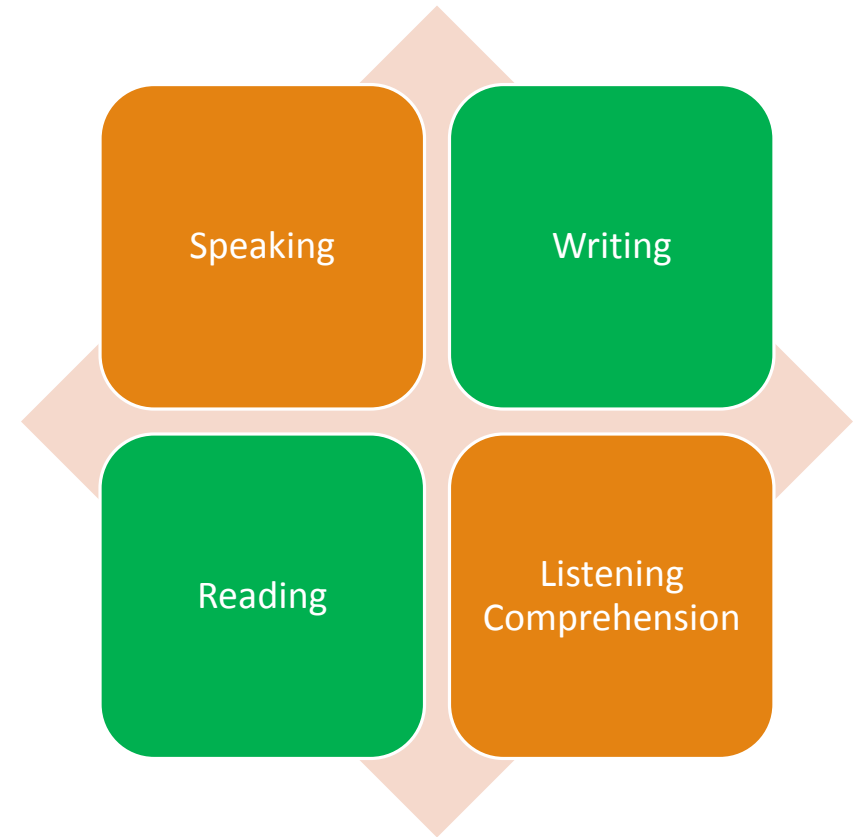
**Writing Across the Curriculum**

**COGNITIVE APPROACH TO  
LANGUAGE**

# Writing Across the Curriculum

SUBJECT GOALS AND RESULTS

INTER-SUBJECT GOALS AND RESULTS



# RESEARCH GOALS, OBJECT, AND MATERIAL

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## GOALS

- Improve language skills
- Appropriate cognitive formats

## OBJECT

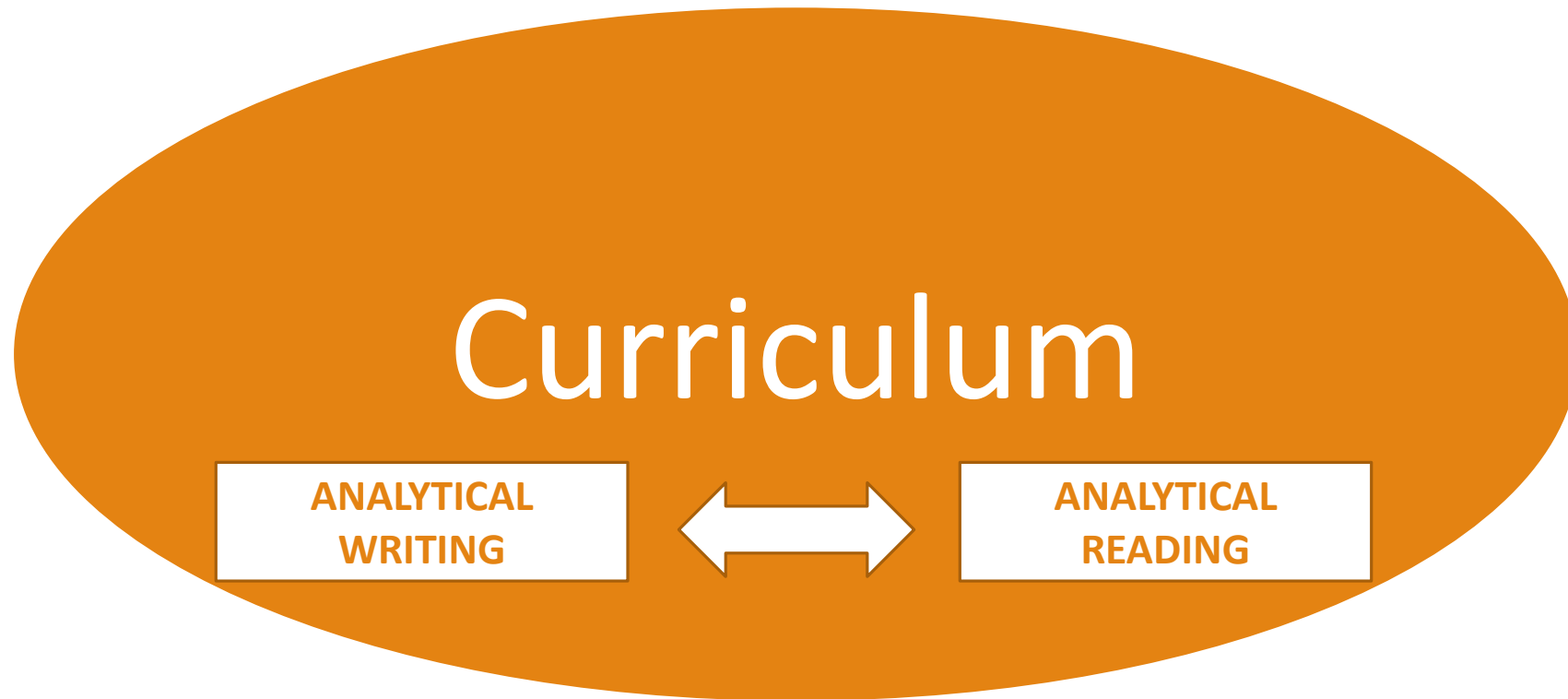
- Written text
  - P.R.E.S. Formula

## MATERIAL

- Pieces of writing

# Explaining Research Object

1. Particular “fragility” of writing as a medium of human communication (the writing crisis);
  2. Dual “intersection,” characteristic of analytical writing
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# RESEARCH METHODOLOGY

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**Comparing pieces of writing in the formats of:**

**1. Composition**

**2. P.R.E.S. Formulas**

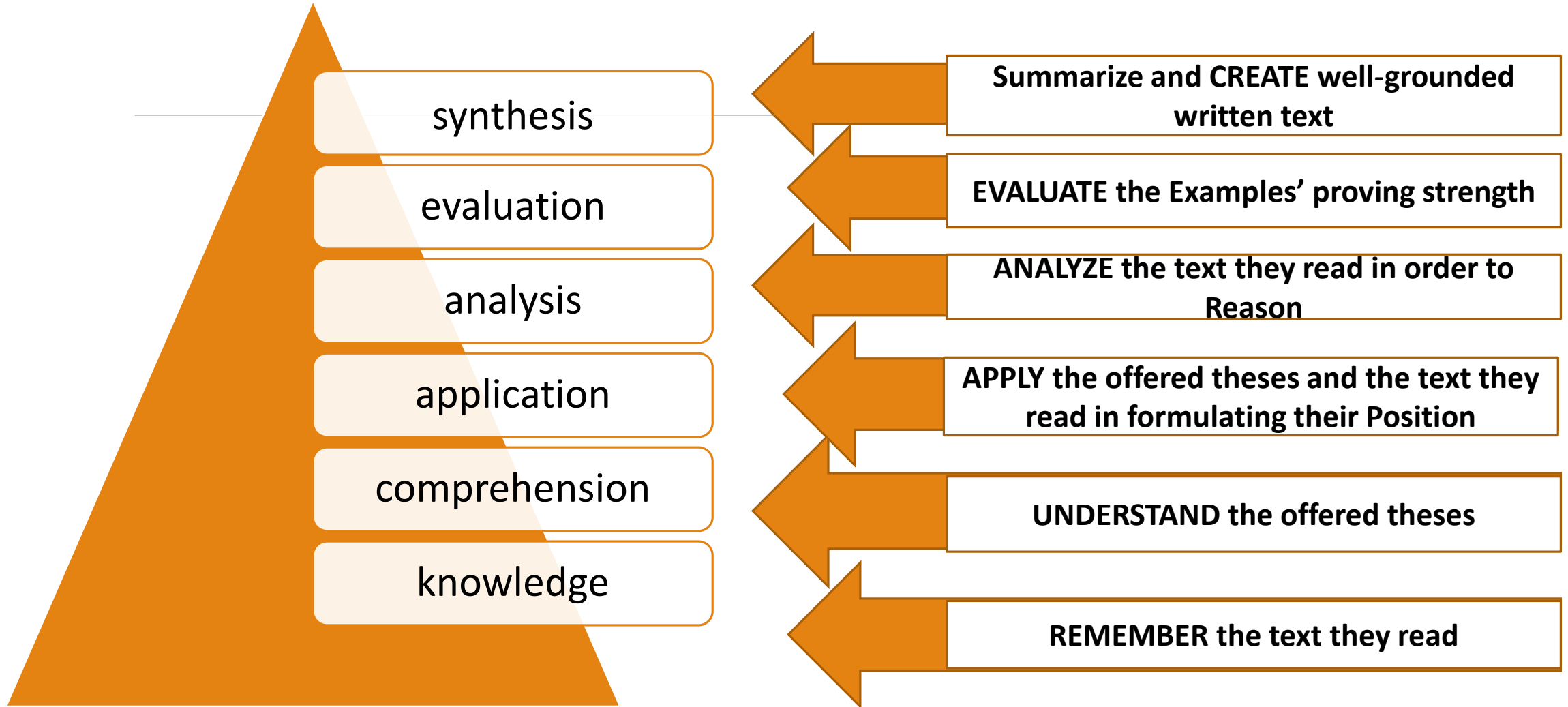
- Group A during the 2017-2018 and 2018-2019 academic years (10<sup>th</sup> and 11<sup>th</sup> grades)
- Group A during the 2017-2018 academic year and Group B during the 2018-2019 academic year (10<sup>th</sup> graders)

# P.R.E.S. Formula

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- ❖ P.R.E.S. Formula(Position (or Point)-Reason-Explanation (or Example)-Summary) (David Mcquoid-Mason)
- ❖ The socioscientific discourse in the Russian language uses the term “ПОПС.”

# COGNITIVE APPROACH TO LANGUAGE





# Letter to Mikhail Bulgakov, a Russian writer, “from the future” (an analysis of “Heart of a Dog,” a novel by M. Bulgakov)

In that letter, you will have to study M. Bulgakov’s opinion from the viewpoint of modernity based on at least two aspects below: his attitude toward the proletariat, their ideology and social role; his understanding of social justice and responsibility, the link between integrity and intellect/culture).

| 2017-2018 AY                                                                                                                   | 2018-2019 AY                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Write a letter to M.Bulgakov, a Russian writer, expressing your opinion on his literary work and problems of the modern world. | Your line of reasoning should lead you to a conclusion on the following initial claims (position(P)):<br><input type="checkbox"/> <i>The course of history has confirmed/denied M.Bulgakov’s viewpoint regarding ....</i><br><input type="checkbox"/> <i>The ... problem raised by the author in his novel “Heart of a Dog” is still relevant.</i> |

# P.R.E.S. Formula “in Action”

**R** – reasoning, explaining one’s position. Here, you need to put forward all the necessary arguments that confirming your opinion. The answer should be well-grounded but not wordy, and it should not include presenting facts (you should use the next point for that). At this phase, the main question is why you think so. That means that in order to decipher it you should use constructions like “... because” or “Since ...”

**E** – examples. In order to make it more obvious and to ensure that you understood what was said in the previous point (reasoning) you need to compare the text and the future (after Bulgakov) course of history (it can be any historical fact/reality in the Soviet and post-Soviet period periods). As regards the text, you should refer to the description of—

- Any episode in the novel,
- Action/actions of the characters.

The important thing is for them to be convincing. At this step, you should use expressions like: “For example ...,” “The example of ... proves it,” “Let us suppose ...,” “Take ... by way of example,”

**S** – summary (judgment or conclusion). This is the last phase and includes your final conclusions that confirm the position you have expressed. The sentences here can begin: “Thus ...,” “In summary, ...,” “That is why ...,” “Given the above-mentioned, I draw a conclusion that ....”

# P.R.E.S. Formula “in Action” (11<sup>th</sup> Grade)

Write a small text using the P.R.E.S. Formula arguing (agreeing or disagreeing with) one of the statements from Fyodor Dostoevsky’s “Crime and Punishment” below:

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- *Men are in general divided by a law of nature into two categories, inferior (ordinary), that is, so to say, material that serves only to reproduce its kind, and men who have the gift or the talent to utter a new word.*
- *The conflict between liberty, equality, and fraternity can never be finally solved.*
- *It is characteristic of men to hunger for great, universal, popular, fraternal unity in Christ’s name.*
- *An “extraordinary” man <...> has the right to allow his/her conscience to overstep ... and other boundaries <...> if fulfilling his/her idea (that may sometimes salvage all of humanity) requires that.*
- *Crime and conscience cannot be combined—any crime lacks conscience, and the person who committed it is nothing more than a criminal and a goner .*
- *Any human-being can have a new history in his/her life , a history of gradual renewal, gradual rebirth.*

# RESULTS OF RESEARCH (“WHAT HAS CHANGED”)

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## PARAMETERS OF CHANGE/PROGRESS

- ❑ Processing the key ideas (overcoming the “head around” syndrome)
- ❑ Speaking skills themselves—stylistically appropriate use of the vocabulary and grammatical constructions, as well as subtlety in structuring the content and the form of the text
- ❑ Skills of arguing that tend to exceed the boundaries of the matter at hand and writing, in general, and to include speaking as well
- ❑ Frequency of appealing to the text of the literary work under study
- ❑ Independence—a dramatic decrease in the direct use of someone else’s analytical text (plagiarism) and an increase in the creative approach to “outside” influence