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Didactics at Ibn Khaldoun University - Tiaret**

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of Master in Didactics

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# *Dedications*

*I dedicate this work to those who have supported and encouraged me to accomplish my educational career*

*My parents*

*My wife*

*My family members*

*My brother Mohamed and to everyone who helped me to survive the stress*

*all along my educational process.*

*My thanks and appreciation go to my partner and friend,*

*Mr Elagoun Abdelmadjid*

*I would like to thank her for the contribution and the good support throughout the years together.*

*Abdelkader ...*

# *Dedications*

*I dedicate this simple and humble work*

*To those who have supported and encouraged me to accomplish my  
educational career*

*My parents*

*My wife*

*My family members*

*My children "Ahmed"*

*all along my educational process.*

*My thanks and appreciation go to my partner and friend,*

*Me BOURABAH ABDELKADER*

*I would like to thank her for the contribution and the good support  
throughout the years together.*

*Abdelmadjid ...*

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## **Abstract**

Researching in higher education is seen as a way to practice knowledge to enhance one's cognitive, linguistic and methodological skills. From this perspective, this study attempts to investigate the reasons behind students' needs and deficiencies in research methodology. Meanwhile, it highlights the significance of teaching research methodology as a module through the use of both teacher-centered and learner-centered approaches. It was conducted at the English department of IBN KHALDOUN university. It arose from the observation which stated that the quality of Master dissertation research works is low. We assume that research methodology is the major problem that hinders graduates during their research journey which results in unqualified research works. In order to test our assumption, we collected our data using questionnaires. The qualitative mode was deemed to meet the sub-objectives of the study which are: First, to investigate the relevance, reliability and compatibility of research methodology program and courses to students' needs. Second, to investigate in students' attitudes towards research methodology as a module. Therefore, the sample size consisted of ninety-four students (94) and four teachers of methodology (04). It has been found that the way and the programmed courses of research methodology have an impact on students' performance, on research, affecting both MA and BA students.

**Keywords:** Research methodology, research process, active learning, Theory and Practice.

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# **General Introduction**

# General Introduction

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## General Introduction

Scientific research is what characterizes higher educational systems. It is highly demanded not only as a means to graduate, but it aims to develop consciousness, to foster creativity, and to improve societies. This dissertation considers researching as a technique to develop students' cognitive, linguistic and methodological skills. It is entitled in Teaching Research Methodology between Theory and Practice. The study was conducted based on the observation which indicates that graduate research works are irrelevant.

Despite the fact that students are taught research methodology as a module, they still find obstacles at processing their research works. Starting from this perspective, we speculated that teaching research methodology is one of the major factors that affects students' researching. We hypothesize that if the teaching program and courses were reliable and compatible with students' needs, then students' obstacles in researching would be reduced. In other words, we try to test our hypothesis which states that the teaching approach and the time amount devoted for constructing knowledge in research methodology are irrelevant to student needs and lacks.

As any researchers, we encountered some limitations during the conduction of this research. Literature on research methodology was somehow complex, but there are two main books from which our understanding was simplified. The first one is written by Ranjit Kumar Research Methodology: a Step-by-Step Guide for Beginners, (2011). The Second one is of C. R Khotari Research Methodology: Methods and Techniques, (2004).

On the other hand, concerning the selected methodology, we thought that adopting the analytical method using questionnaires (for teachers and students) would provide us with authentic and valuable results. Hence, it was difficult for us to analyze the results of students' questionnaires since most of the questions were open-ended in nature. Another limitation, which was not expected, is with the sampling design. We believed that third BA and first year MA students would answer in a coherent way and appropriate language. However, almost all of the answers were not appropriate to mention as they were, as a result, we had to re-write them. Providing students with questionnaires was not the appropriate method because we noticed that students have negative attitudes towards writing itself. They rather prefer "Yes"/

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"No" questions or questions with short answers. Therefore, using questionnaires as qualitative research methods in such study would hinder the research process.

This dissertation, therefore, is composed of three chapters. The first is devoted for the theoretical background. It highlights first the importance of research methodology as a field and its implementation in researching. Second, it analyzes the fundamentals of the scientific research process in regard to students' needs. What is researching, what are its types, what approaches to be followed, how to choose the appropriate methodology, how to select data collection instruments, etc.

The main goal is to show students, graduates especially, that researching is a systematic and scientific process that requires logic and critical thinking. The second chapter highlights the role of active learning in teaching research methods as a way to develop cognition and enhance writing and methodological capacities. However, the third chapter is investigative rather than practical. It explores and explains students' attitudes towards research methodology as a module. Meanwhile it investigates the compatibility and efficacy of teaching research methodology courses to students' learning.

# **Chapter one**

**Literature Review about Teaching/ Learning**

# **Chapter one : Literature Review about Teaching/ Learning**

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## **Introduction**

Teaching, and learning are aspects of the curriculum for which lecturers take responsibility. Having a shared understanding of these aspects is important. Definitions of these aspects are given below:

### **1. Teaching and Learning**

#### **1.1 Definition of Teaching**

Can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively. (C. Roland Christensen, 1991)

#### **1.2 Definition of Learning**

Can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (WEBSTER). Learning is about what students do, not about what we as teachers do.

#### **1.3 What is Teaching?**

In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching.

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Another way is to head for dictionaries and search for both the historical meanings of the term, and how it is used in everyday language. This brings us to definitions like:

Impart knowledge to or instruct (someone) as to how to do something; or Cause (someone) to learn or understand something by example or experience.

As can be seen from these definitions we can say that we are all teachers in some way at some time.

Further insight is offered by looking at the ancestries of the words. For example, the origin of the word 'teach' lies in the Old English *tæcan* meaning 'show, present, point out', which is of Germanic origin; and related to 'token', from an Indo-European root shared by Greek *deiknunai* 'show', *deigma* 'sample (deiknuai)

### 1.4 Teacher:

Measured in terms of its members, teaching is the world's largest profession. In the 21st century it was estimated that there were about 80 million teachers throughout the world. Though their roles and functions vary from country to country, the variations among teachers are generally greater within a country than they are between countries. Because the nature of the activities that constitute teaching depends more on the age of the persons being taught than on any other one thing, it is useful to recognize three subgroups of teachers: primary-school, or elementary-school, teachers; secondary-school teachers; and university teachers. Elementary-school teachers are by far the most numerous worldwide, making up nearly half of all teachers in some developed countries and three-fourths or more in developing countries. Teachers at the university level are the smallest group.

The entire teaching corps, wherever its members may be located, shares most of the criteria of a profession, namely (R, 2016) a process of formal training, (Active, 2010) a body of specialized knowledge, (Beere, 2012) a procedure for certifying, or validating, membership in the profession, and (Bruner, 1960) a set of standards of performance—intellectual, practical, and ethical—that is defined and enforced by members of the profession. Teaching young children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century. It was instead an art or a craft in which the relatively young and untrained women and men who held most of the teaching positions “kept school” or “heard lessons” because they had been better-than-average pupils themselves. They had learned the art solely by observing and imitating their own teachers. Only university

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professors and possibly a few teachers of elite secondary schools would have merited being called members of a profession in the sense that medical doctors, lawyers, or priests were professionals; in some countries even today primary-school teachers may accurately be described as semiprofessionals. The dividing line is imprecise. It is useful, therefore, to consider the following questions: (Beere, 2012)What is the status of the profession? What kinds of work are done? How is the profession organized?

### **1.5 The status of Teachers**

Teaching enjoys average to high status, depending in part on the amount of study required to prepare for employment. Since this ranges from a relatively brief time to many years, the levels of social and economic status span a wide range..

### **1.6 Geographic Mobility of Teachers**

The high mobility of university teachers within their country has been noted. They also move from one country to another with relative ease, so that the profession of university teaching has a cosmopolitan character unique among the professions. Most educators at this level belong to international professional organizations and tend to think of themselves as members of a worldwide profession.

For several reasons, there is less geographic mobility among primary- and secondary-school teachers. Because these teachers are licensed (whereas university teachers generally are not), they usually cannot secure a teaching job outside their own country, unless the receiving country has such a severe shortage of teachers that it seeks out immigrant teachers and gives them licenses to teach. Many African nations and India have, for this reason, a relatively large number of North American and European teachers. Language differences also interfere with geographic mobility.

Where there is a national system of state schools, as in France and England, teachers are licensed for the entire system and are able to move from one locality to another more easily than they can in countries in which there are multiple school systems organized on state or provincial lines. In the United States, where each of the 50 states has its own licensing laws and standards, teachers tend to be held within the state (though some states do have reciprocity with each other).

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## 1.7 Stereotype of the Teacher

The aphorism attributed to George Bernard Shaw, “He who can, does; he who cannot, teaches,” appears to have wide credence among intellectuals and educated groups. Writing in the *Profession of Teaching* in 1901, a Boston educator, James P. Monroe, said:

*It is, indeed, the exceptional teacher—outside the faculties of colleges—who seriously looks upon himself as a professional man. The ordinary schoolmaster has little of the personal weight, of the sense of professional responsibility, of what may be called the corporate self-respect of the lawyer, the physician, or the engineer. The traditions of the teaching guild do not yet demand a wide education, a slow and laborious preparation, a careful and humble apprenticeship, such as are required for entrance into the really learned professions. A broad education and the poise of mind which follows it are the vital needs of a great majority of the public school teachers of today. They are ceaselessly complaining of a condition of things which is indeed grievous, but which is largely of their own creation. They demand high place without qualifying themselves to hold high place; they rebel at a not uncommon attitude of contempt or of contemptuous toleration on the part of the public, but do not purge themselves of the elements which excite that contempt; they accuse the parents and the public of indifference toward their work, but do little to render that work of such quality as to forbid indifference.*

More than 60 years later, a professor of education at Utrecht in the Netherlands, Martinus J. Langeveld, taking a rather ambivalent position, quoted the director of a Swiss teacher-training college as saying, “The teaching profession is permeated with individuals who from youth upwards reveal the following characteristics: average drive for power, average ambition, and escapism [*Lebensscheu*].” Langeveld discerned an occupational type, or stereotype, characterized on the one hand by lack of independence or social courage and a limited social horizon and on the other by industriousness, intellectual interest, achievement motivation, and a love for teaching children.

Whether or not this is to be given credence, it hardly applies to university teachers, and the events of the 1960s seemed to move teachers toward much more social and political action as a group and toward greater personal initiative.

One characteristic that no longer seems to be true is that teaching is a woman’s profession. Even though most industrialized countries have a preponderance of female

## **Chapter one : Literature Review about Teaching/ Learning**

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teachers at the primary level, there are nearly equal numbers of male and female teachers in the world.

There is a good deal of variation in the sex ratio among teachers in European countries. In 1979 the percentage of primary-school teachers who were women in the United Kingdom, France, and the Netherlands was 78, 65, and 46, respectively. These percentages reflect the long-standing European tradition of male teachers in the rural village schools.

### **1.8 Fostering Learning**

To make sense of all this it is worth turning to what philosophers of education say. Interestingly, the question, ‘What is teaching?’ hasn’t been a hotbed of activity in recent years in the UK and USA. However, as Paul Hirst (1975) concluded, ‘being clear about what teaching is matters vitally because how teachers understand teaching very much affects what they actually do in the classroom’.

Hirst (1975) makes two very important points. For him teaching should involve:

- Setting out with the intention of someone learning something.
- Considering people’s feelings, experiences and needs. Teaching is only teaching if people can take on what is taught.

To this we can add Jerome Bruner’s insights around the nature of education, and the process of learning and problem solving.

To instruct someone... is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process not a product. (1966: 72)

We can begin to weave these into a definition – and highlight some forms it takes.

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## 1.9 Attending to People's Feelings, Experiences and Needs

Considering what those we are supposed to be teaching need, and what might be going on for them, is one of the main things that makes 'education' different to indoctrination. Indoctrination involves knowingly encouraging people to believe something regardless of the evidence (see Snook 1972; Peterson 2007). It also entails a lack of respect for their human rights. Education can be described as the 'wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life' (Smith 2015). The process of education flows from a basic orientation of respect – respect for truth, others and themselves, and the world (*op. cit.*). For teachers to be educators they must, therefore:

- Consider people's needs and wishes now and in the future.
- Reflect on what might be good for all (and the world in which we live).
- Plan their interventions accordingly.

There are a couple of issues that immediately arise from this.

First, how do we balance individual needs and wishes against what might be good for others? For most of us this is probably something that we should answer on a case-by-case basis – and it is also something that is likely to be a focus for conversation and reflection in our work with people.

Second, what do we do when people do not see the point of learning things – for example, around grammar or safety requirements? The obvious response to this question is that we must ask and listen – they may have point. However, we also must weigh this against what we know about the significance of these things in life, and any curriculum or health and safety or other requirements we have a duty to meet. In this case we have a responsibility to try to introduce them to people when the time is right, to explore their relevance and to encourage participation.

Failing to attend to people's feelings and experiences is problematic – and not just because it reveals a basic lack of respect for them. It is also pointless and counter-productive to try to explore things when people are not ready to look at them. We need to consider their feelings and look to their experiences – both of our classroom or learning environment, and around the issues or areas we want to explore. Recent developments in brain science has underlined the significance of learning from experience from the time in the womb on (see,

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for example Lieberman 2013). Bringing people's experiences around the subjects or areas we are looking to teach about into the classroom or learning situation is, thus, fundamental to the learning process.

### **1.10 Learning Particular Things**

Teaching involves creating an environment and engaging with others, so that they learn particular things. This can be anything from tying a shoe lace to appreciating the structure of a three act play. I want highlight three key elements here – focus, knowledge and the ability to engage people in learning.

#### **Focus**

This may be a bit obvious – but it is probably worth saying – teaching has to have a focus. We should be clear about we are trying to do. One of the findings that shines through research on teaching is that clear learning intentions help learners to see the point of a session or intervention, keep the process on track, and, when challenging, make a difference in what people learn (Hattie 2009: location 4478).

As teachers and pedagogues there are a lot of times when we are seeking to foster learning but there may not be great clarity about the specific goals of that learning (see Jeffs and Smith 2018 Chapter 1). This is especially the case for informal educators and pedagogues. We journey with people, trying to build environments for learning and change, and, from time-to-time, creating teaching moments. It is in the teaching moments that we usually need an explicit focus.

#### **Subject knowledge**

Equally obvious, we need expertise, we need to have content. As coaches we should know about our sport; as religious educators about belief, practice and teachings; and, as pedagogues, ethics, human growth and development and social life. Good teachers 'have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning' (Coe *et. al.* 2014: 2).

That said, there are times when we develop our understandings and capacities as we go. In the process of preparing for a session or lesson or group, we may read, listen to and watch YouTube items, look at other resources and learn. We build content and expertise as

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we teach. Luckily, we can draw on a range of things to support us in our efforts – video clips, web resources, textbooks, activities. Yes, it might be nice to be experts in all the areas we have to teach – but we can't be. It is inevitable that we will be called to teach in areas where we have limited knowledge. One of the fascinating and comforting things research shows is that what appears to count most for learning is our ability as educators and pedagogues. A good understanding of, and passion for, a subject area; good resources to draw upon; and the capacity to engage people in learning yields good results. It is difficult to find evidence that great expertise in the subject matter makes a significant difference within a lot of schooling (Hattie 2009: location 2963).

Sometimes subject expertise can get in the way – it can serve to emphasize the gap between people's knowledge and capacities and that of the teacher. On the other hand, it can be used to generate enthusiasm and interest; to make links; and inform decisions about what to teach and when. Having a concern for learning – and, in particular, seeking to create environments where people develop as and, can be, self-directed learners – is one of the key features here.

### **Engaging People in Learning**

At the centre of teaching lies enthusiasm and a commitment to, and expertise in, the process of engaging people in learning. This is how John Hattie (2009: location 2939) put it:

... it is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement.

### **Going beyond the given**

The idea of “going beyond the information given” was central to Jerome Bruner's explorations of cognition and education. He was part of the shift in psychology in the 1950s and early 1960s towards the study of people as active processors of knowledge, as discoverers of new understandings and possibilities. Bruner wanted people to develop their ability to ‘go beyond the data to new and possibly fruitful predictions’ (Bruner 1973: 234); to experience and know possibility. He hoped people would become as ‘autonomous and self-propelled’ thinkers as possible’ (Bruner 1961: 23). To do this, teachers and pedagogues had to, as Hirst

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(1975) put it, appreciate learner's feelings, experiences and needs; to engage with their processes and view of the world.

Two key ideas became central to this process for Jerome Bruner – the 'spiral' and scaffolding.

**The spiral.** People, as they develop, must take on and build representations of their experiences and the world around them. (Representations being the way in which information and knowledge are held and encoded in our memories). An idea, or concept is generally encountered several times. At first it is likely to be in a concrete and simple way. As understanding develops, it is likely to be encountered and in greater depth and complexity. To succeed, teaching, educating, and working with others must look to where in the spiral people are, and how 'ready' they are to explore something. Crudely, it means simplifying complex information where necessary, and then revisiting it to build understanding (David Kolb talked in a similar way about experiential learning).

**Scaffolding.** The idea of scaffolding (which we will come back to later) is close to what Vygotsky talked about as the zone of proximal development. Basically, it entails creating a framework, and offering structured support, that encourages and allows learners to develop particular understandings, skills and attitudes.

### **Intervening**

The final element – making specific interventions – concerns the process of taking defined and targeted action in a situation. In other words, as well as having a clear focus, we try to work in ways that facilitate that focus.

Thinking about teaching as a process of making specific interventions is helpful, I think, because it:

**Focuses on the different actions we take.** As we saw in the definition, interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

**Makes us look at how we move from one way of working or communicating to another.** Interventions often involve shifting a conversation or discussion onto a different track or changing the process or activity. It may well be accompanied by a change in mood and pace

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(e.g. moving from something that is quite relaxed into a period of more intense activity). The process of moving from one way of working – or way of communicating – to another is far from straightforward. It calls upon us to develop and deepen our practice.

**High lights the more formal character of teaching.** Interventions are planned, focused and tied to objectives or intentions. Teaching also often entails using quizzes and tests to see whether planned outcomes have been met. The feel and character of teaching moments are different to many other processes that informal educators, pedagogues and specialist educators use. Those processes, like conversation, playing a game and walking with people are usually more free-flowing and unpredictable.

Teaching, however, is not a simple step-by-step process e.g. of attending, getting information and intervening. We may well start with an intervention which then provides us with data. In addition, things rarely go as planned – at least not if we attend to people’s feelings, experiences and needs. In addition, learners might not always get the points straightaway or see what we are trying to help them learn. They may be able to take on what is being taught – but it might take time. As a result, how well we have done is often unlikely to show up in the results of any tests or in assessments made in the session or lesson.

### 6. Teaching, Pedagogy and Didactics

Earlier, we saw that relatively little attention had been given to defining the essential nature of teaching in recent years in the UK and North America. This has contributed to confusion around the term and a major undervaluing of other forms of facilitating learning. The same cannot be said in a number of continental European countries where there is a much stronger appreciation of the different forms education takes. Reflecting on these traditions helps us to better understand teaching as a particular process – and to recognize that it is fundamentally concerned with didactics rather than pedagogy.

Perhaps the most helpful starting point for this discussion is the strong distinction made in ancient Greek society between the activities of pedagogues (*paidagōgos*) and subject teachers (*didáskalos* or *diadacts*). The first pedagogues were slaves – often foreigners and the ‘spoils of war’ (Young 1987). They were trusted and sometimes learned members of rich households who accompanied the sons of their ‘masters’ in the street, oversaw their meals etc., and sat beside them when being schooled. These pedagogues were generally seen as representatives of their wards’ fathers and literally ‘tenders’ of children (*pais plus agōgos*, a

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‘child-tender’). Children were often put in their charge at around 7 years and remained with them until late adolescence. As such pedagogues played a major part in their lives – helping them to recognize what was wrong and right, learn how to behave in different situations, and to appreciate how they and those around them might flourish.

Moral supervision by the pedagogue (paidagogos) was also significant in terms of status.

He was more important than the schoolmaster, because the latter only taught a boy his letters, but the paidagogos taught him how to behave, a much more important matter in the eyes of his parents. He was, moreover, even if a slave, a member of the household, in touch with its ways and with the father’s authority and views. The schoolmaster had no such close contact with his pupils. (Castle 1961: 63-4)

The distinction between teachers and pedagogues, instruction and guidance, and education for school or life was a feature of discussions around education for many centuries. It was still around when Immanuel Kant (1724-1804) explored education. In *On Pedagogy (Über Pädagogik)* first published in 1803, he talked as follows:

Education includes the nurture of the child and, as it grows, its culture. The latter is firstly negative, consisting of discipline; that is, merely the correcting of faults. Secondly, culture is positive, consisting of instruction and guidance (and thus forming part of education). Guidance means directing the pupil in putting into practice what he has been taught. Hence the difference between a private teacher who merely instructs, and a tutor or governor who guides and directs his pupil. The one trains for school only, the other for life. (Kant 1900: 23-4)

It was later – and particularly associated with the work of Herbart (see, for example, *Allgemeine pädagogik – General Pedagogics*, 1806 and *Umriss Pädagogischer Vorlesungen*, 1835 – Plan of Lectures on Pedagogy and included in Herbart 1908) – that teaching came to be seen, wrongly, as the central activity of education (see Hamilton 1999).

Didactics – certainly within German traditions – can be approached as *Allgemeine Didaktik* (general didactics) or as *Fachdidaktik* (subject didactics). Probably, the most helpful ways of translating *didaktik* is as the study of the teaching-learning process. It involves researching and theorizing the process and developing practice (see Kansanen 1999). The

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overwhelming focus within the didaktik tradition is upon the teaching-learning process in schools, colleges and university.

To approach education and learning in other settings it is necessary to turn to the pädagogik tradition. Within this tradition fields like informal education, youth work, community development, art therapy, playwork and child care are approached as forms of pedagogy. Indeed, in countries like Germany and Denmark, a relatively large number of people are employed as pedagogues or social pedagogues. While these pedagogues teach, much of their activity is conversationally, rather than curriculum, -based. Within this what comes to the fore is a focus on flourishing and of the significance of the person of the pedagogue (Smith and Smith 2008). In addition, three elements stand out about the processes of the current generation of specialist pedagogues. First, they are heirs to the ancient Greek process of accompanying and fostering learning. Second, their pedagogy involves a significant amount of helping and caring for. Indeed, for many of those concerned with social pedagogy it is a place where care and education meet – one is not somehow less than the other (Cameron and Moss 2011). Third, they are engaged in what we can call ‘bringing situations to life’ or ‘sparking’ change (animation). In other words, they animate, care and educate (ACE). Woven into those processes are theories and beliefs that we also need to attend to (see Alexander 2000: 541).

We can see from this discussion that when English language commentators talk of pedagogy as the art and science of teaching they are mistaken. As Hamilton (1999) has pointed out teaching in schools is properly approached in the main as didactics – the study of teaching-learning processes. Pedagogy is something very different. It may include didactic elements but for the most part it is concerned with animation, caring and education (see what is education?). It’s focus is upon flourishing and well-being. Within schools there may be specialist educators and practitioners that do this but they are usually not qualified school teachers. Instead they hold other professional qualifications, for example in pedagogy, social work, youth work and community education. To really understand teaching as a process we need to unhook it from school teaching and recognize that it is an activity that is both part of daily life and is an element of other practitioner’s repertoires. Pedagogues teach, for example, but from within a worldview or *haltung* that is often radically different to school teachers.

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## 2.1 Approaching Teaching as a Process

Some of the teaching we do can be planned in advance because the people involved know that they will be attending a session, event or lesson where learning particular skills, topics or feelings is the focus. Some teaching arises as a response to a question, issue or situation. However, both are dependent on us:

Recognizing and cultivating teachable moments.

Cultivating relationships for learning.

Scaffolding learning – providing people with temporary support so that they deepen and develop their understanding and skills and grow as independent learners.

Differentiating learning – adjusting the way we teach and approach subjects so that we can meet the needs of diverse learners.

Accessing resources for learning.

Adopting a growth mindset.

We are going to look briefly at each of these in turn.

Recognizing and cultivating teachable moments

Teachers – certainly those in most formal settings like schools – have to follow a curriculum. They have to teach specified areas in a particular sequence. As a result, there are always going to be individuals who are not ready for that learning. As teachers in these situations we need to look out for moments when students may be open to learning about different things; where we can, in the language of Quakers, ‘speak to their condition’. Having a sense of their needs and capacities we can respond with the right things at the right time.

Informal educators, animators and pedagogues work differently for a lot of the time. The direction they take is often not set by a syllabus or curriculum. Instead, they listen for, and observe what might be going on for the people they are working with. They have an idea of what might make for well-being and development and can apply it to the experiences and situations that are being revealed. They look out for moments when they can intervene to highlight an issue, give information, and encourage reflection and learning.

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In other words, all teaching involves recognizing and cultivating ‘learning moments’ or ‘teaching moments’.

It was Robert J Havinghurst who coined the term ‘teachable moment’. One of his interests as an educationalist was the way in which certain things have to be learned in order for people to develop.

When the timing is right, the ability to learn a particular task will be possible. This is referred to as a ‘teachable moment’. It is important to keep in mind that unless the time is right, learning will not occur. Hence, it is important to repeat important points whenever possible so that when a student’s teachable moment occurs, s/he can benefit from the knowledge. (Havinghurst 1953)

There are times of special sensitivity when learning is possible. We have to look out for them, to help create environments that can create or stimulate such moments, be ready to respond, and draw on the right resources.

### 2.2 Cultivating Collaborative Relationships for Learning

The main thing here is that teaching, like other parts of our work, is about relationship. We have to think about our relationships with those we are supposed to be teaching *and* about the relationships they have with each other. Creating an environment where people can work with each other, cooperate and learning is essential. One of the things that has been confirmed by recent research in neuroscience is that ‘our brains are wired to connect’, we are wired to be social (Lieberman 2013). It is not surprising then, that on the whole cooperative learning is more effective than either competitive learning (where students compete to meet a goal) or individualistic learning (Hattie 2011: 4733).

As teachers, we need to be appreciated as someone who can draw out learning; cares about what people are feeling, experiencing and need; and breathe life to situations. This entails what Carl Rogers (in Kirschenbaum and Henderson 1990: 304-311) talked about as the core conditions or personal qualities that allow us to facilitate learning in others:

*Realness or genuineness.* Rogers argued that when we are experienced as real people - entering into relationships with learners ‘without presenting a front or a façade’, we more likely to be effective.

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*Prizing, acceptance, trust.* This involves caring for learners, but in a non-possessive way and recognizing they have worth in their own right. It entails trusting in capacity of others to learn, make judgements and change.

*Empathic understanding.* ‘When the teacher has the ability to understand the student’s reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased’.

In practical terms this means we talk to people, not at them. We listen. We seek to connect and understand. We trust in their capacity to learn and change. We know that how we say things is often more important than what we say.

### **Scaffolding**

Scaffolding entails providing people with temporary support so that they deepen and develop their understanding and skills – and develop as independent learners.

Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student. (Great Schools Partnership 2015)

To do this well, educators and workers need to be doing what we have explored above – cultivating collaborative relationships for learning, and building on what people know and do and then working just beyond it. The term used for latter of these is taken from the work of Lev Vygotsky – is working in the learner’s *zone of proximal development*.

A third key aspect of scaffolding is that the support around the particular subject or skill is gradually removed as people develop their expertise and commitment to learning.

Scaffolding can take different forms. It might simply involve ‘showing learners what to do while talking them through the activity and linking new learning to old through questions, resources, activities and language’ (Zwozdiak-Myers and Capel, S. 2013 location 4568). (For a quick overview of some different scaffolding strategies see Alber 2014).

The educational use of the term ‘scaffolding’ is linked to the work of Jerome Bruner – who believed that children (and adults) were active learners. They constructed their own knowledge. Scaffolding was originally used to describe how pedagogues interacted with pre-school children in a nursery (Woods *et. al.* 1976). Bruner defined scaffolding as ‘the steps

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taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring' (Bruner 1978: 19).

### **Differentiation**

Differentiation involves adjusting the way we teach and approach subjects so that we can meet the needs of diverse learners. It entails changing content, processes and products so that people can better understand what is being taught and develop appropriate skills and the capacity to act.

The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations. (Great Schools Partnership 2013)

It is often used when working with groups that have within them people with different needs and starting knowledge and skills. (For a quick guide to differentiation see BBC Active).

### **Accessing Resources for Learning**

One of the key elements we require is the ability to access and make available resources for learning. The two obvious and central resources we have are our own knowledge, feelings and skills; and those of the people we are working with. Harnessing the experience, knowledge and feelings of learners is usually a good starting point. It focuses attention on the issue or subject; shares material; and can encourage joint working. When it is an area that we need to respond to immediately, it can also give us a little space gather our thoughts and access the material we need.

The third key resource is the internet – which we can either make a whole group activity by using search via a whiteboard or screen, or an individual or small group activity via phones and other devices. One of the good things about this is that it also gives us an opportunity not just to reflect on the subject of the search but also on the process. We can examine, for example, the validity of the source or the terms we are using to search for something.

The fourth great resource is activities. Teachers need to build up a repertoire of different activities that can be used to explore issues and areas (see the section below).

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Last, and certainly not least, there are the standard classroom resources – textbooks, handouts and study materials.

As teachers we need to have a range of resources at our fingertips. This can be as simple as carrying around a file of activities, leaflets and handouts or having materials, relevant sites and ebooks on our phones and devices.

### Adopting a Growth Mindset

Last, we need to encourage people to adopt what Carol Dweck (2012) calls a growth mindset. Through researching the characteristics of children who succeed in education (and more generally flourish in life), Dweck found that some people have a fixed mindset and some a growth mindset.

Believing that your qualities are carved in stone—*the fixed mindset*—creates an urgency to prove yourself over and over. If you have only a certain amount of intelligence, a certain personality, and a certain moral character—well, then you’d better prove that you have a healthy dose of them. It simply wouldn’t do to look or feel deficient in these most basic characteristics....

There’s another mindset in which these traits are not simply a hand you’re dealt and have to live with, always trying to convince yourself and others that you have a royal flush when you’re secretly worried it’s a pair of tens. In this mindset, the hand you’re dealt is just the starting point for development. This growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way—in their initial talents and aptitudes, interests, or temperaments—everyone can change and grow through application and experience. (Dweck 2012: 6-7)

The fixed mindset is concerned with outcomes and performance; the growth mindset with getting better at the task.

In her research she found, for example, that students with a fixed mindset when making the transition from elementary school to junior high in the United States, declined – their grades immediately dropped and over the next two years continued to decline. Students with a growth mindset showed an increase in their grades (*op. cit.*: 57). The significance of this for teaching is profound. Praising and valuing achievement tends to strengthen the fixed mindset; praising and valuing effort helps to strengthen a growth mindset.

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While it is possible to question elements of Dweck's research and the either/or way in which prescriptions are presented (see Didau 2015), there is particular merit when teaching of adopting a growth mindset (and encouraging it in others). It looks to change and development rather than proving ourselves.

### Methods

One of the key things that research into the processes of teaching and educating tells us is that learners tend to like structure; they want to know the shape of a session or intervention and what it is about. They also seem to like variety, and changes in the pace of the work (e.g. moving from something quite intense to something free flowing).

It is also worth going back to the dictionary definitions – and the origins of the word 'teach'. What we find here are some hints of what Geoff Petty (2009) has talked about as 'teacher-centred' methods (as against active methods and student-centred methods).

<b>Teacher-centred methods</b>	<b>Active methods</b>	<b>Student-centred methods</b>
Talking	Supervised student practice	Reading for learning
Explaining	Discussion	Private study and homework
Showing	Group work	Assignments and essays
Questioning	Games	Projects and reports
Note-making	Role-play, drama and simulations	Independent learning

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	Seminars	Self-directed learning
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If we ask learners about their experiences and judgements, one of things that comes strongly through the research in this area is that students overwhelmingly prefer group discussion, games and simulations and activities like drama, artwork and experiments. At the bottom of this list come analysis, theories, essays and lectures (see Petty 2009: 139-141). However, there is not necessarily a connection between what people enjoy doing and what produces learning.

Schoolteachers may use all of these methods – but so might sports workers and instructors, youth ministers, community development workers and social pedagogues. Unlike schoolteachers, informal educators like these are not having to follow a curriculum for much of their time, nor teach content to pass exams. As such they are able to think more holistically and to think of themselves as facilitators of learning. This means:

*Focusing on the active methods* in the central column;

*Caring about* people's needs, experiences and feeling;

*Looking for teachable moments* when then can make inputs often along the lines of the first column (teacher-centred methods); and

*Encouraging people to learn for themselves* i.e. take on projects, to read and study, and to learn independently and be self-directed (student-centred methods).

In an appendix to this piece we look at some key activities of teaching and provide practical guidance. [See key teaching activities]

### **What does Good Teaching look like?**

What one person sees as good teaching can easily be seen as bad by another. Here we are going to look at what the Ofsted (2015) framework for inspection says. However, before we go there it is worth going back to what Paul Hirst argued back in 1975 and how we are defining teaching here. Our definition was:

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Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

We are looking at teaching as a specific process – part of what we do as educators, animators and pedagogues. Ofsted is looking at something rather different. They are grouping together teaching, learning and assessment – and adding in some other things around the sort of outcomes they want to see. That said, it is well worth looking at this list as the thinking behind it does impact on a lot of the work we do.

Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve equality of opportunity and recognition of diversity are promoted through teaching and learning where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

We see some things that many will not disagree with like having high expectations of learners, knowing what the needs of the group may be, having expertise in the area being taught; recognizing diversity and having a concern for equality of opportunity; and so on. We may also see the role that assessment plays in reinforcing learning and helping to shape future learning. However, there are things we may disagree with. Perhaps more importantly there are

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all sorts of things missing here. For example, why is there an emphasis on economic activity as against social, religious and political participation? Another issue, for many of you reading this, is possibly the way in which little account is made of the extent to which learners take responsibility for their own learning. They are encouraged to contribute to learning but not own it.

Good teaching is rather more than technique according to Parker J. Palmer. Good teaching, he says, ‘comes from the identity and integrity of the teacher’ (Palmer 1998: 11). It is the way we are experienced, our enthusiasm, our care, our knowledge, our interest in, and concern for, people that is the key to whether we are felt to be good teachers. As Jackie Beere (2012) and others have argued we need to be present as people in the classroom or learning environment.

This is not to say that technique isn’t important. It is. We need to be skilled at scaffolding learning; creating relationships and environments for learning; and catching teaching moments. It is just that these skills need to be employed by someone who can be respected, is experienced as real and is wise.

### 7. Methods Of Teaching

The term **teaching method** refers to the general principles, pedagogy and management strategies used for classroom instruction.

Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement.

Teaching theories can be organized into four categories based on two major parameters: a teacher-centered approach versus a student-centered approach, and high-tech material use versus low-tech material use.

### 3.1 Course description

This course is an introduction to teaching methods used in primary schools. Because you have been a primary school student, you will recognize some of these methods. However, you know them from a student’s perspective rather than from a teacher’s perspective.

Teaching methods are often divided into two broad categories: teacher-centred methods (also called direct instruction) and learner-centred methods (also called indirect

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instruction or inquiry-based learning). An effective teacher knows several methods, some teacher-directed and others learner-directed. From among these methods, a teacher selects the one method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students.

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Because teaching and learning interact, a course about teaching must also be about learning. The content and structure of the course is based on two strong claims about learning. First, learning results from what a student already knows, thinks, and does – and *only* from these actions of the student's mind. A teacher enables students to learn by influencing what the student *does to learn* but the student has to *do* it. Second, as students progress through school they should learn to become their own teachers.

That is, students should learn *how to learn* using their teachers as models.

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## 3.2 Learning and Teaching Approaches

This is your first opportunity to study teaching and, to a lesser extent, learning in school. You will soon learn that there are several sources of knowledge about teaching and learning, and you will be introduced to these sources. Because you have years

of experience as a student but are only beginning to study teaching, this course will provide you with the opportunity to experience school with a focus on the teacher.

You will observe teachers at work in classrooms and interview two students in each classroom. You will start your student interviews with two primary school students and you will ask about their teachers outside the classroom. You will have a conversation with at least two experienced teachers. You will participate in planning and teaching a lesson to your university classmates, and you will write a plan for a lesson appropriate for primary school students.

Experiences of all types have more meaning when you reflect on the experience. In this context, reflection means turning your attention inward and searching for connections between the experience you have just had and past experiences. You turn to your own thoughts, experienced as mental images and words, to discover what you have learnt through the new experience. Reflection is aided by writing about your thoughts and by talking about them with other people. This course is organized so that you complete many of your assignments in collaboration with two or more of your classmates and you write three to five times a week in your journal.

You are expected to be self-directed in this course. This means that you will arrange school visits and find teachers and students to talk with away from school. You also will take an active interest in your journal and use it for the purposes for which it is intended. Finally, you will be a responsible member of any group of classmates with whom you work. The value of this course to your study of teaching will be proportional to the energy and time you invest in the course assignments. (P. Black and D. Wiliam, 1988, p. 74)

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## 3.3 Semester Outline

1UNIT 1:		Teaching and learning in school (2 weeks, 6 hours)	
Week #	Topics/themes		
1	Sources of information about effective teachers	<p>Your experience as a student</p> <p>Students currently in school</p> <p>Published research</p> <p>Observations in classrooms</p> <p>Reflections on classroom observation by yourself and with others</p> <p>Conversations with experienced teachers</p> <p>Theories about education and instruction</p> <p>The relationship between teaching and learning</p>	<p>Students</p> <p>Published research</p> <p>Observations in classrooms</p> <p>Reflections on classroom observation by yourself and with others</p> <p>Conversations with experienced teachers</p> <p>Theories about education and instruction</p> <p>The relationship between teaching and learning</p>
2	Sources of information about learning in school	<p>Your experience as a student</p> <p>Current students' self-descriptions</p> <p>Published research, especially in cognitive and educational psychology</p> <p>Observations in classrooms</p> <p>Reflections on student interviews by yourself and with others</p> <p>Conversations with experienced teachers</p> <p>Theories about learning</p> <p>Cultural influences on teaching and learning</p>	<p>Current students' self-descriptions</p> <p>Published research, especially in cognitive and educational psychology</p> <p>Observations in classrooms</p> <p>Reflections on student interviews by yourself and with others</p> <p>Conversations with experienced teachers</p> <p>Theories about learning</p> <p>Cultural influences on teaching and learning</p>

You have been in school for at least 12 years. If you are like other Student Teachers, you probably have a personal theory about teaching and learning that was formed by your experience as a student. You may not be aware of all of these thoughts and beliefs, but some of them may interfere with learning to teach. In this unit, you will examine and write in your

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journal about your existing theory about teaching and learning so you become fully aware of it. Then you will compare your personal theory about teaching with other perspectives on effective teaching. You may want to modify your theories. You will also learn how to observe

2 UNIT 2:		Classrooms are busy places (2 weeks, 6 hours)
Week #	Topics/themes	
3	Sources of complexity in the classroom	<ul style="list-style-type: none"> <li>Managing a crowded space</li> <li>Working with groups and individuals</li> <li>Managing different activities occurring at the same time</li> <li>Diversity among children</li> <li>Managing scarce resources</li> <li>Coping with unexpected events</li> </ul>
4	Managing complexity	<ul style="list-style-type: none"> <li>Learn names, interests, and learning strengths fast</li> <li>Establish rules and routines</li> <li>Group students</li> <li>Organize books and other materials for easy access</li> <li>Create pairs of students to help each other</li> </ul>

teachers and students at work in classrooms. (P. Black and D. Wiliam, 1988, p. 75)

Teaching is a universal human experience: parents teach their children; brothers and sisters teach each other; friends teach friends; employers teach employees; and colleagues teach each other. These examples of teaching usually involve a few students at the most and occur in the setting where the learning is used. For example, young children learn about collecting water with their mother at a stream or well, or a child learns a new game from a group of friends in a playground.

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Classroom teaching is a special instance of teaching. First, the group is large and diverse, which creates management challenges for the teacher. Second, learning takes place in an unnatural environment, which may create motivation and attention problems for students. People who have not been responsible for teaching in a classroom have difficulty appreciating the complexity of the work. The purpose of this unit is to introduce you, as a prospective teacher, to the complex environment in school classrooms. (P. Black and D. Wiliam, 1988, p. 75)

3 UNIT 3: Teacher-centred and student-centred methods (2 weeks, 6 hours)		
Week #	Topics/themes	
5	Key concepts	<p>Distinction between lower- and higher-order learning</p> <p>Outcomes from lower-order learning</p> <p>Outcomes from higher-order learning</p> <p>Instructional activities that enable lower-order learning</p> <p>Instructional activities that enable higher-order learning</p> <p>Direct instruction: a method to enable lower- order learning</p> <p>Indirect instruction: a method to enable higher- order learning</p> <p>Different roles for teachers and students</p>

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6	Model lessons	<p>Template for direct instruction lessons Sample lessons</p> <p>Template for indirect instruction lessons Sample lesson</p> <p>Inquiry-based, problem-solving, and project-based learning: are these the same or different?</p> <p>Choice: teacher-centred, learner-centred, or both?</p>
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These two methods are a good place to start your study of teaching methods because they are usually seen in opposition to each other, though they can be complementary. Teacher-centred direct instruction is used to help students acquire knowledge and skills. Student-centred indirect instruction is used to help students understand the physical, social, and psychological world in which they live. In addition to different goals, the methods derive from different theories of learning and employ different practices. This unit is organized around the view that both methods belong in schools. *Knowing* and *understanding* are different but related mental processes; each is a legitimate goal of schooling for all students. (P. Black and D. Wiliam, 1988, p. 75)

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4 UNIT 4:		Lecture, demonstration, discussion, questions, and cooperative learning (3 weeks, 9 hours)
Week #	Topics/themes	
7	Cooperative learning	Peer teaching practice Rationale for cooperative learning Different models of cooperative learning Cooperative learning procedures Incentive structure of cooperative learning Limitations of cooperative learning Checklists as assessment devices
8	Lecture, demonstration, and discussion	Reasons to lecture Structure of a lecture Active lectures Structure of a demonstration Characteristics of good discussion Purposes of questions Questions in lectures, demonstrations, and discussions Wait time
9	Asking questions	Open and closed questions Lessons taught in class

As the previous unit illustrates, the method or practice that a teacher chooses depends on the intended goals for a particular group of students. Teachers have choices not only about teaching methods but also about how they group students for instruction: whole class, small groups, pairs, or individuals. A teacher's decision about grouping is usually determined by a

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lesson’s goal or objective. For example, if a lesson requires that every student in the class have information that is not easily accessible and requires interpretation, the teacher will probably decide to construct a lecture followed by discussion, including questions, for the whole class.

This unit has ambitious goals and complicated logistics. Each prospective teacher will be assigned to one of six cooperative learning groups. Each group’s task is to create six 15-minute lessons in total; each method (lecture, demonstration, or discussion) will be employed in two lessons. All six lessons will include questions. One person from each

group will teach the lesson to the rest of the class during the third week of the unit (week 9). Three class sessions will be devoted to the lessons (two lessons per day), leaving 15 minutes for discussion of the lessons and 15 minutes for continued study of questioning strategies. The person playing the teacher from each group will be selected at random by drawing a name from an envelope at the beginning of class on the day of the lesson. (P. Black and D. Wiliam, 1988, p. 75)

5		Teacher-student and student-student interactions that support learning in the classroom (2 weeks, 6 hours)
UNIT 5:		
Week #	Topics/themes	
10	Constructive interactions between teacher and students	Respect Credibility Fairness ( justice) Trust Interest Enthusiasm Adaptive teaching

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11	Constructive interactions between students	Cooperative working relationships are central Examples of cooperative working relationships Feelings are the foundation of thought  Importance of trust and confidence
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While studying unit 2 in this course, you had the chance to watch a teacher and students at work in two different classrooms and discuss the observations with your colleagues. Hopefully, you could see that classrooms are unusual social environments. One adult is expected to allocate limited resources (space, time, learning tools, and attention) equitably among approximately 40 students.

Students are expected to sit for long periods and pay continuous attention to their lessons. Each student's competence is on public display all the time. The teacher is supposed to have eyes that rotate 360 degrees to know what each student in the class is doing most of the time. In this unit you will learn that a teacher and students can turn an unusual social environment into an environment that supports learning.

You and your partners will observe in two more classrooms during the next two weeks. In each classroom you will observe a teacher interacting with two students and those students interacting with each other. In each classroom the teacher will choose the students

6UNIT 6:		Designing instruction: goals and objectives, assessment, plans, and materials (4 weeks, 12 hours)
Week #	Topics/themes	
12	Sources of knowledge for designing lessons	Learning principles  Pakistan's primary school curriculum Definitions of standards, goals, and objectives Examples of standards, goals, and objectives  Bloom's Taxonomy of Educational Goals and Objectives

whom you will observe.(P. Black and D. Wiliam, 1988, p. 75)

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13	Assessment	<p>Definition of assessment in schools Personal experience with assessment Assessment practices in schools in Pakistan Purposes of assessment</p> <p>Distinction between formative and summative assessment</p> <p>Examples of formative assessment</p>
14	Instructional materials	<p>Sources of instructional materials, including textbooks, in Pakistan</p> <p>School budgets for instructional materials</p> <p>Low- and no-cost materials to supplement or substitute for materials provided by the government</p> <p>Examples of materials created from local resources by teachers for mathematics, science, and literacy</p>
15	Review and synthesis	<p>Review of teaching methods and instructional and learning principles</p> <p>Review of students' current personal theories of teaching and learning</p> <p>Search for synthesis</p> <p>Complete instructional design project (lesson plan)</p> <p>Presentation of lesson plans designed by students</p>

Teachers started using learning objectives (also called learning outcomes) to design lessons about 50 years ago. Previously, lessons were named by the topic rather than a learning outcome. For example, a topic would be more general, such as 'Adding two-digit numbers', rather than something specific, such as 'All students will correctly solve at least 8 out of 10 problems involving the addition of two-digit numbers'. teachers have more than one way to write learning objectives. (P. Black and D. Wiliam, 1988, p. 75)

You have seen different formats for lesson plans, and some plans have more parts than others. Though there are differences in the number of parts a plan may have, all lesson plans

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have objectives, or a sequence of activities (and necessary materials) for achieving the objectives, and a means for collecting evidence that students have achieved these outcomes. In this unit, you will learn how to write learning outcomes and to choose or create assessments. You will use knowledge you have acquired about methods to create and write a teaching plan. You will learn to find or create the materials that you need to use your plan. You will do some work on the lesson plan in class with the two people with whom you have visited schools. During the last week of the unit (week 15) you will review what you have learnt about teaching methods and learning and instructional principles and then compare that knowledge with your current personal theories of teaching and learning.

7 UNIT 7: Self-regulated learning (1 week, 3 hours)		
Week #	Topics/themes	
16	Self-regulated learning	Becoming your own teacher Parents and teachers attitudes towards self-regulated learning Interdependence between learning and motivation Intrinsic and extrinsic motivation Mastery learning goals and performance learning goals

You know that learning is not confined to school. Children learn to walk and talk before they go to school. People continue to learn after they go to work. Ultimately, people learn throughout their lives. When you think about your own experience in school, you will probably also conclude that as you progressed through school, the work got harder and you had more responsibility for learning. (Learning in school can also be called studying.) The fact that learning is continuous in people's lives is partly responsible for the belief that children should 'learn how to learn' while they are in school.

The purpose of this unit is to introduce you to the process of learning how to learn. You will probably become aware of mental actions that you take without thinking about them (e.g. ensuring that you understand what you are reading in preparation for a test.) As you study the unit, try to think of yourself both as a student (which you are) and as a teacher

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(which you are becoming) because you are learning about mental actions that you will teach your students.(P. Black and D. Wiliam, 1988, p. 75)

## 8. Teaching in Algeria

Education in Algeria is free and compulsory for Algerians from the ages of 6 to 15. (Singh, 19 October 2016) However, only half of Algerian students are enrolled in secondary schools. As of 2015, Algeria has 92 post-secondary institutions, which includes 48 universities.

### 4.1 History

Before the conquest of Algiers by France in 1830, religious lands called *hubus* paid for Muslim teachers. When the French colonized Algeria, they seized the *hubus*, which ended traditional education funding. During the colonization of Algeria, Napoleon III reestablished the usage of *madrasa* schools and created primary schools that were both Arabic and French. However, during the Third Republic, the Parisian government tried to assimilate Algerians into the French culture, but their policies were frustrated by white colonists who blocked funding for new schools. After the war for independence, Algeria introduced several policies to reform and strengthen the educational structure. The Ministry of Education was created in 1963. (Education\_in\_Algeria, 2021)

### 4.3 Educational System

In Algeria, 24% of children are enrolled in pre-school. New reforms have been implemented since 2003 to make pre-schooling more accessible.

Primary school lasts for 5 years.<sup>[6]</sup> Then, students move on to 4 years of lower secondary school and 3 additional years of upper secondary school.<sup>[6]</sup> Primary and Lower Secondary Education, which is termed "Enseignement Fondamental" is the basic education that everyone is required to receive. If students wish to pursue higher education, they must take the *baccalauréat*, a national exam.

There are 57 public institutions for higher education, which include "27 universities, 13 university centers, 6 national schools (*écoles nationales*), 6 national institutes (*instituts nationaux*), and 4 teacher-training institutes (*écoles normales supérieures*)." As of 2015, Algeria has 92 post-secondary institutions, which includes 48 universities. People typically

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study three years for a bachelor's degree, two years for a Master's Program, and three years for a doctorate. (Education\_in\_Algeria, 2021)

### **4.3 Languages**

Students are primarily taught in Arabic, although teachers have been allowed to teach in Berber as of 2003. Berber teaching is allowed in Algerian schools to remove the complaints of Arabization and need for non-Algerian teachers.

Before colonialism, Algeria was home primarily to Arabic and Berber speakers.<sup>[4]</sup> Due to Algeria's French colonial past, French was the first foreign language taught in Algerian schools. However, a month before independence, Algerian revolutionary leaders declared that the future State would be committed to arabisation. Ahmed Ben Bella implemented linguistic arabisation laws in primary schools and required teaching in Arabic on all levels from 1963-1964. In 2004, language restrictions were enforced that made 90% of all teaching in Algerian schools in Arabic. In November 2005, Parliament passed laws that banned private schools from teaching in any other language but Arabic. (Education\_in\_Algeria, 2021)

Linguistics has been a source of contention for the Algerian educational system. The shift from bilingualism in French and Arabic to monolingualism in Arabic has created issues with graduates trying to enter the economic market.

### **4.4 Literacy**

The literacy rate in Algeria has improved significantly over the past decades. In 1950, the Algerian adult literacy rate was less than 20%. After independence in 1962, more than 85% of the population was still illiterate. As of 2015, Algeria's literacy rate is estimated to be around 80%, higher than the literacy rates of Morocco and Egypt, but lower than Libya's literacy rate. Of the 2015 literacy rate, 87% of Algerian males are literate, compared to 73% of Algerian females.

### **4.5 Funding and Employment**

Education makes up 15% of Algeria's national budget. Algeria has one of the largest shortages of teachers in Northern Africa, with 200,000 primary teachers needed to help reach the United Nations's Sustainable Development Goal for education.

### 9. Teaching English in Algeria

In Algeria, we consider English as a foreign language (EFL) unlike French, which is considered as a second language. While French is taught in primary schools, English is rather taught in middle ones.

As far as the middle school is concerned, since their first year middle school, the learners study EFL three times a week with a specialized teacher in EFL. They take two tests and one exam each trimester.

As a matter of fact, the new English curriculum fully agrees with the official Algerian educational regulations. The four years of the middle school are considered important foundation years for the development of the child intellectually, emotionally, physically and socially. The curricula of those years will help them gradually become proficient in all levels of school education and consequently continue learning even afterwards.

Teaching English in Algeria should follow the below-mentioned objectives :

- Helping our society to live in harmony with novelty by providing the learner with some linguistic tools that are essential for their efficient communication;
- Endorsing national and common values;
- Developing critical thinking, tolerance and worldliness;
- Contributing to the defining of a good citizen who must be aware of the changes and challenges of today and tomorrow;
- And then giving every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation (Algerian Curriculum, p. 4).

The Algerian learner should attain some communicative competence, which will enable them to interconnect efficiently. The teacher should by no means neglect any of the four linguistic skills. Since their first year, the very teacher train their learners on listening and speaking, including articulating all the different English phonemes.

They also expose their learners to written texts, in which they explore different functions and different linguistic forms, which they should reproduce later. The learners will

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become responsible for their own learning in order to manage how to learn on their own (Benadla, 2013).

As far as the English teaching-learning methods are concerned, we as teachers of EFL have shifted from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning. In fact, focusing on the learner will enable them to be actively engaged in deeper cognition, acquisition of knowledge and development of a number of competencies.

The teachers of English are supplied with official course-books; they translate faithfully the principles of the curriculum. Each book is accompanied with a teacher's guide and a CD. The aim of the guide is to help the teachers prepare their lessons and the empirical use of the course-book. The CD contains the listening scripts that the teacher will work with. It also contains a wide list of the different websites, which contain extra material and supports that might help the teachers.

All the Algerian schools, whether the state or the private ones, had been closed since March, 12th till November, 4th 2020. The Ministry of National Education has charged many teachers to record audio and video lessons and even online lessons to be able to finish the syllabus. Yet, some lessons are left behind due to some circumstances.

Hybrid-learning is considered as one of the keys to facilitate the teaching/learning process; however, many drawbacks have been noticed (lack of parents help, slow internet connection, some learners don't have computers or Facebook accounts, and others don't use other platforms such as google meet and zoom). It is most effective when it occurs before, during and after class.

When planned well, hybrid-learning tools combine the best aspects of in-person and online learning while making education more attainable for many learners. In order to be successful, the elements of your hybrid course need to be personalized to the learning format, whether it be in-person or online.

**-The Status of English in the Algerian Educational System** Nowadays, the necessity to know languages is increasingly recognized, as the world joins together in a 'global village'. Taking into account that the role of English in this ever-shrinking global community is becoming increasingly important. English is primary the language of New Media (e.g. Satellite TV, and Internet ). It is spoken by about

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1,5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. (Tiersky and Tiersky 2001)

Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world.

In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed .

In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English.

While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform.

Above all, English is introduced at the level of first year middle school ( i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents.

As a matter of fact, a new methodology of work was adopted which is the competency Based Approach. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primarily learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

### **5.1 The Teaching of English is also intended:**

-To help learners promote self learning and critical thought .

-To Promote learners' intellectual capacities of analyzing evaluating, and synthesizing .

-To enable learners to exploit English documents, in new situation at work

-To encourage learners to accept other culture, to initiate the spirit of tolerance and broad -mind ness

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application viewpoint can also be looked at from the objectives and mode of enquiry perspectives at the same time. i.e. a research can be considered as applied/ action or pure/fundamental (according to its application), as descriptive, correlational, explanatory or exploratory( according to its objectives) and as qualitative or quantitative (from the enquiry mode of the study perspective). Kumar. R summarizes the typology of research in the below figure represented in a form of a correlational hierarchy:

It is worthy to mention that these aims set by the Ministry of Education offer opportunities for teachers willing to make use of intercultural study and to encourage tolerant attitudes among their students

In sum, the teaching of English at the Algerian secondary school is not only concerned with general aims of teaching but also universal, human and national values are promoted, students are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, universal, and human values which are essential elements of modernity and globalization.

### **5.2 The Competency Based Approach**

As mentioned earlier in chapter one and two , since its introduction into foreign language teaching literature in the early 1970's, communicative language teaching (CLT) had gained popularity .It has been widely used in the 1990 's as it describes a set of general principles grounded in the notion of communicative competence being the goal of language teaching .

Moreover, CLT has continued to evolve giving rise to new approaches and methodologies which continued to make reference to CLT and that take different routes to achieve the goal of developing the learners ' communicative competence . (Richards, 2003)

### **5.3 Definition of the Competency Based Approach**

According to (Richards, *ibid.*) the Competency Based Approach (CBA) is one of the current methodologies that can be described as an extension of communicative language teaching movement.

Richards and Schmidt (2002) define Competency Based Approach as,

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*“An approach to teaching that focuses on teaching the skills and behaviours needed to perform COMPETENCES . Competences refer to the students ability to apply different kinds of basic skills in situations that are commonly encountered in every day life.” p 94*

The authors stressed that Competency Based Education is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform in real - life situations.

The application of the principles of this approach to language teaching is called Competency Based Language Teaching (CBLT), which is believed to improve the quality of teaching and learning because of its focus on learning outcomes.(ibid. p95)

### 5.4 Main Characteristics

Auerbach (1986 cited in Richards, 2003:37 ) identifies eight features involved in the implementation of Competency Based Approach (CBA) programs in language teaching:

- 1- A focus on successful functions in society .The goal is to enable students to become autonomous individuals capable of coping with the demands of the world .
- 2- A focus on life skills-rather than teaching language in isolation Competency Based Language Teaching (CBLT) teaches language as a function of communication about concrete tasks .Students are taught just those language forms / skills required by the situations in which they will function .These forms are normally determined by needs analysis.
- 3- Task or performance oriented instruction. What counts is what students can do as a result of instruction . The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills .
- 4- Modularized instruction language learning is broken down into meaningful chunks. Objectives are broken into narrowly focused sub-objectives so that both students and teachers can get a clear sense of progress .
- 5- Outcomes are made explicit . Outcomes are public knowledge, known and agreed upon by both learners and teachers .They are specified in terms of behavioural objectives so that students know what behaviours are expected from them.

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6- Continuous and ongoing assessment . Students are pre-tested to determine what skills they lack and post-tested after instruction on that skill . If they do not achieve the desired level of mastery, they continue to work on the objectives and are retested.

Demonstrated mastery of performance objectives . Rather than the traditional paper and pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours.

7- Individualized student centred instruction . In content, level, and pace, objectives are defined in terms of individual needs; prior learning and achievement are taken into account in developing curricula . Instruction is not time based; students progress at their own rates and concentrates on just those areas in which they lack competence .

These features reflect a tendency towards learner centeredness.

Hence, the focus on the specific language skills that are needed to function in a specific context in addition to that in Competency Based Language Teaching (C.B.L.T) more attention is given to learning outcomes rather than methodology or classroom process .

Despite that, Critics see that Competency Based Language Teaching is not always feasible, and it seems to be more suitable for technical teaching programmes for adults .

### **5.5 Approach to Teaching English as a Foreign Language.**

Therefore, second year syllabus, is intended to consolidate, and develop the learners' acquired competences, as well as to ensure a continuation to the first year objectives . Which set communication as an ultimate goal of teaching English.

Actually, teaching English to second year students turns around three main Objectives:

-Linguistic Objectives

\* To provide the learner with the basic linguistic material ( grammar, vocabulary, pronunciation, and the four skills )

That are necessary to pursue further education or employment

-Methodological Objectives

\* To consolidate and develop learning strategies aiming at autonomy, critical thinking, and self assessment .

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To enable students to use and exploit various documents and feel interested in subjects that are not treated in class -Socio-cultural Objectives

\*To ensure interdisciplinary coherence as an attempt to integrate the overall information acquired by the learner.

\*To stimulate the learners curiosity and to encourage the students broad mind ness to gain access to cultural values brought by English.

### 5.6 The Second Year Textbook " Getting Through " :

"Getting Through " is the students' current textbook in their second year of secondary education, it is the basis of the course in the classroom .

In their introduction to Teachers ' Book .B. Riche et al (2005) stress that " Getting Through " implements the National Curriculum for English issued by the Ministry of Education in December (2005).It follows the guiding principles which frame the curriculum, and which take into account the social and educational background of our learners, as well as the cultural values of Algeria(p.3)

The authors of the textbook put its major aim to make both the teacher and the learner come to a fruitful interaction.

Furthermore, it is worth mentioning that the authors of the book make it clear for teachers that the textbook does not inhibit them from creating activities or using various supplementary materials during their lessons other than those included in the textbook.

### 5.7 Description of the Textbook

" Getting Through "textbook has been published in ( 2006-2007) by the O.N.P.S It complies with the curriculum designed and issued by the Ministry of National Education in December ( 2005). It relies on the Competency Based Approach, which is both Learner centred and project oriented.

The course book contains eight units, each unit is meant to be completed in a maximum of 15 hours. Each unit comprises five main parts, which are entitled and described by the authors of the book as follows:

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**-Discovering the language :** The students in this rubric will discover the vocabulary, spelling pronunciation and grammar as constituents of the language to be dealt with in each unit .

**-Developing skills:** Here the students will build basic language skills as well as intellectual skills ( thinking , guessing) ,anticipating, making , analyzing, synthesizing, planning ,etc). These skills are required for initiating work on projects and class presentations based on these projects .This enterprise naturally integrates the three competences described in the syllabus, i.e., interacting orally, interpreting messages and producing messages.

**-Putting things together:** Here the students come to the project itself as an outcome of the constituents of language and the skills acquired in each unit. The students find guidance on how to get the project materialized .They have the opportunity to combine primary and social skills and thus display their individual achievements.

**-Where do we go from here? :**This part deals with students' self assessment, i.e., checking their own progress through various means, including filling grids and keeping portfolios.

**-Exploring matters further:** In this part of the unit students will get an opportunity to learn more about the topic dealt with through extensive reading. They will acquire more vocabulary and improve their knowledge of grammar. They will also be made aware of spoken and written language registers.

The texts in the book are selected in relation to the themes dealt within each unit .Some texts are authentic taken from a wide range of different sources, such as newspapers, interviews, and magazine articles. But many have been adapted in order to suit the level of the learners.

The textbook has a clear approach to grammar . Grammatical structures are initially introduced in context , with exercises that encourage the students to work out the rules .The learners can refer to the " Grammar Reference " at the back of the book, which is a useful tool that may be taken advantage before, during or after the lesson.

Furthermore, the course book has a useful teacher' s book. It includes a clear explanation of the methodology and guides the teachers through the lessons. It enables them to use the activities. Therefore, the textbook means comprehensive help with useful

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suggestions for setting up pair work, group work and lesson planning .The teachers ' book also provides keys to the suggested activities, so that teachers have a wealth of support

The table below shows the units and topics included in "Getting Through" text book:

Unit number and Title	topic	Project
"01"- Signs of the Time	Life styles	-Writing a lifestyle profile
"02"- Making Peace	Peace and conflict resolutions	-Writing a statement of achievements
"03"- Waste not, Want not	World resources and sustainable development	-Making a conservation plan
"04"- Budding Scientists	Science and experiments	-Writing report on scientific experiment -An ABC of dreams
"05"- News and Tales	Literature and media	-Writing a collection of stories
"06"- No Man is an Island	Disasters and solidarity	Making a survey
"07"- Science or Fiction	Technology and the art	-Writing miscellanies -Writing a repertory
"08"- Business is Business	Management and efficiency	-Writing a business portfolio

# **Chapter two**

**Research Methodology as a subject of Teaching**

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## 1. Teaching Research Methodology: The Constructivist Theory

Scientific research in higher education is supposed to be a way to boost creativity and improve learners' cognitive, linguistic and methodological performances. From this standpoint, teaching research methodology is highly demanded to teach students how to craft researching. Especially with the emergence of the LMD system which gives emphases to the significance of researching through bettering and developing societies. Several studies had proposed active learning/constructivism as a Method to teach research methodology. Barraket (2005) in his article titled in *Teaching Research Method Using a Student-Centred Approach. Critical Reflections on Practice*, emphasizes on the efficiency of active learning in constructing knowledge and enhancing students motivation. Learning is better established through training and practice.

However, at the level of the English department at Ahmed Draïa University, it is observed that research methodology is taught using the teacher-centered approach. Therefore, students are less engaged in the learning process. A result to this, two observations should be taken into consideration. First, the majority of the marks of research methodology exams tend to be low. Second, graduates have always faced methodological challenges up to the point not they become only challenges but obstacles that hinder their process of researching. During the last three years, almost no dissertation was free of methodological mistakes. Despite the fact that students as under graduates have been studying research methodology for four years. At their graduation year, they are provided with supervisors who are supposed to present guidance and provide help when needed.

To be precise, we also noticed that all presented courses of methodology are in a form of formal lectures, for the BA students, at a time where knowledge in such module is supposed to be actively learnt through practicing especially at: third year and MA levels

with the appropriate research approach and the study objectives. For, example, interviews -as a tool of data collection- are used to

explore peoples' opinion about, for instance, the role of social networks in communication.

From what has been said above, one can say that research methodology is the umbrella term for the used research methods/techniques that the researcher has selected. In other words, research methodology scope is wider than that of research methods in a way that the

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latter shapes the body of the former. Being able to explain what, and how research methods have been used, is actually the core of research methodology. Its application for particular research study allows others to be convinced that the researcher really knows what h/she is doing, therefore, the conclusions are valid and reliable.



### 2. Research and Scientific Method

Science is defined as a rigorous and systematic approach designed to avoid subjective influences in the search via the use of the scientific method: identification, and measurement or validation of facts and cause-effect relationships (*Scientific Method*). In other words, it is an approach which depends on logical ways and methods to reach more valid and authentic results that contribute to a body of knowledge. According to Merriam Webster dictionary, scientific method is about "principles and procedures for the systematic pursuit of knowledge involving the recognition and formulation of a problem, the collection of data through observation and experiment, and the formulation and testing of hypotheses".

The scientific method can be used by two broad disciplines, natural and social sciences (Bhattacharjee, p.1). Natural sciences, as its name implies, deal solely with natural events such as Physics, Medicine, Geology, Biology. Generally the used approach of collecting data tends to be quantitative (Ledoux, S. F, 2002, p.34). However, social sciences tend to deal with disciplines such as Psychology (studying humans' behaviours), Sociology (studying the relationship between individual groups) and usually the approach used for data collection tends to be more flexible rather than the one of the Natural Approach, and it generally follows the qualitative one (*What is the difference between social and natural sciences?*).

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### 2.1 Typology of Scientific Research

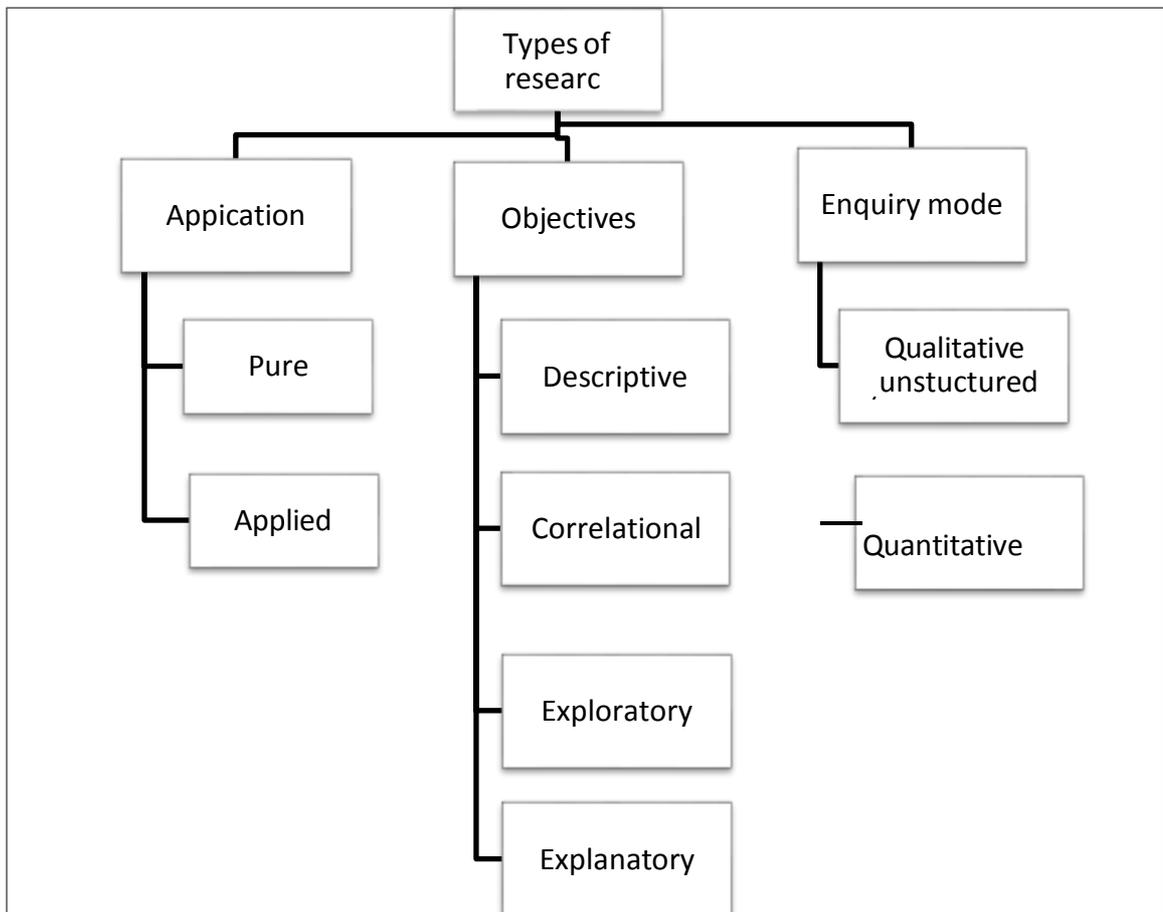
In his book *Research Methodology: a Step-by-Step Guide for Beginners* (2011), Kumar. R views the typology of research (based on methodology) from three broad perspectives:

1- Applications of the findings of the research study; 2- According to the objectives of the study;

3- According to the mode of enquiry used in conducting the study.

The classification of the types cited above is not mutually exclusive, however, it is considered to be accordant. That is to say, a research study classified from the application

viewpoint can also be looked at from the objectives and mode of enquiry perspectives at the same time. i.e. a research can be considered as applied/ action or pure/fundamental (according to its application), as descriptive, correlational, explanatory or exploratory (according to its objectives) and as qualitative or quantitative (from the enquiry mode of the study perspective). Kumar. R summarizes the typology of research in the below figure represented in a form of a correlational hierarchy.



**Figure 2** Typology of Research by Kumar (2011) :( this is a modified version)

### 3. Types of Research:

#### 3.1 From Application Perspective

When the researcher examines his/her research project from the application perspective, then h/she should consider two broad categories of research: fundamental (pure or basic) and applied(action) research:

##### *1-Fundamental vs. Applied Research:*

In the article of Pauline V. Young" Scientific Social Surveys and Research" (1949), the collection of knowledge for the sake of knowledge is termed as fundamental or basic research. For example, in a psychological approach, human behaviour is studied in order to come up with some generalizations and assumptions about how an individual human being (that represents larger populations or group of people) behave in particular manner under particular circumstances and situations. As a result, the different human behaviours can be assumed and hypothesized. Further in 1994, the American sociologist Kenneth D. Baily, in

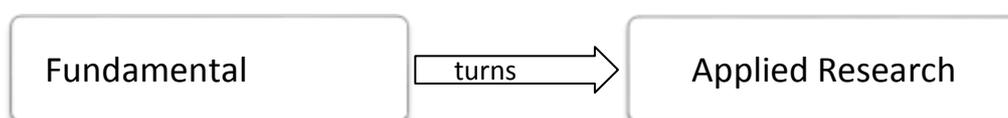
## Chapter two: Research Methodology as a subject of Teaching

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his book *Methods of Social Research*, distinguishes between the two types of research, pure and action, citing that "Pure research involves developing and testing theories and hypotheses that are intellectually challenging to the researcher but may or may not have practical application at the present time or in the future. Thus such work often involves the testing of hypotheses containing very abstract and specialised concepts" (p.24).

Both of fundamental and applied researches share the same principles that are developing, examining, verifying and refining the research methods, procedures and techniques that build the body of research methodology. However, the main difference between the two lies in the nature of the research whether to be applied in real life situations or not. The relationship between the two researches is interrelated .i.e. applied research is of fundamental backgrounds, and fundamental one can later be developed into an applied one when it is put in action contexts. However, in applied research endeavours, the research techniques, procedures and methods that form the body of research methodology are being applied to the collection of data about a particular issue. As a result, the collected data can be used to find dependable solutions to that problem (Kumar. R).

In 1953, Stephen M. Corey has applied this concept first in the field of social studies. He says that action research is a scientific process that is used to guide, correct and evaluate people's future decisions and actions. Further, Singh, Y adds "Applied research is undertaken to solve an immediate practical problem and the goal of adding to scientific knowledge is secondary"(p.8). For instance, keeping the above example of behavioural psychological studies, the generalizations of the behavioural research can be developed and explored into real life situations. Action research can fix societal and human beings problems. For example, a research which explores what autism is and the solutions or treatments that can be contributed to minimize its symptoms at earlier age, is considered to be an applied research.



**Figure 3: The Relation between Fundamental and Applied Research**

### 3.2 From Objective Perspective

Research is conducted at different levels and for different purposes. If research is analyzed from the objectives perspective, then four broad classifications are taken into consideration: descriptive, correlational, exploratory and explanatory research endeavours.

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Though the four types may seem to be alike, but there is a sequential relationship between them. In other words, they are mutually exclusive to the point that one type lays the groundwork for the future one. But before analyzing this relationship, each type is separately explored.

### 3.2.1 Descriptive Research:

A descriptive research, as its name indicates, describes the state of affairs as it is at present. The researcher only presents a systematic description to what exists with respect to the situation or the issue (Khotari, pp2-3) .i.e. h/she is not allowed to interfere in the state of the problem. The main characteristic of this method is that the researcher does not have control over the research variables. This kind of research reports only what and how a phenomenon is, say, how language is represented in the human brain? or what is meant to be an aphasic? how bilingual communities -the Zenet people for instance- use Arabic and Zenet? simultaneously or sequentially? How frequently EFL students use their mother tongue in the classroom? how the English phonemic sounds are produced?..etc. Khotari implies that the methods to be used in this research are survey methods of all types, involving comparative and correlational methods (pp 2-3).

### 3.2.2 Correlational Research:

A correlational research is simply a research that studies the existence of a relationship/ association or interdependence between two or more variables of a given problem or situation( Kumar, R). The main purpose of using correlational researches is to know how the different aspects of a particular issue (s) affect each other in a critical and an analytical way. In fact, Khotari (p. 4) refers to correlational research as being analytical in nature, stating that the researcher is able to make a critical evaluation of the material based on the available facts(by explaining the existent correlation between variables). For example, according to Donald, D.et al(2007.pp41-43) in their book *Educational Psychology in Social Context*, the Bronfenbrenner's<sup>1</sup> ecological theory of human development (1977), can be an

research endeavour. It studies the association between the different systems that shape the child's cognitive, social, emotional and moral development from narrower to larger dimensions(microsystems, mesosystem, exosystem and macrosystem).

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### 3.2.3 Explanatory and Exploratory Researches:

This kind of research focuses on why questions (De Vause, 2011.p2). It attempts to give clarifications on why and how relationship(s) between variables are forming new theories, principles or laws that contribute to the well improvement of human knowledge (Singh, Y, p7 ). For example, in sociolinguistics for instance, some studies try to understand the link between speech indirectness and the individual speaker gender for instance, or between the use of code switching and bilingualism, etc.

On the other hand, exploratory research tends to be more creative than the explanatory. As its name implies its aims lies in exploring the research questions either to generate new knowledge about a particular problem where little is known about it, or to investigate the potentiality to undertake a certain research study (Brown, 2006.p.45). For example, the researcher can depend on primary data collection method like interviews in order to test the feasibility of undertaking a particular study. In fact, it has been established that there is a kind of linkage between exploratory research and conclusive research studies. In his book *Quantitative Social Research Methods*, Kultar Singh (2007.p64) states that exploratory research is the initial research that forms the basis for the conclusive one. The latter gives final and conclusive conclusions about a phenomenon or problem, but exploratory research only helps at enlightening the confusion about the given situation.

### 3.3 From Mode of Enquiry Perspective

According to Kumar. R, the third outlook from which research is classified is the enquiry mode. It simply means the paradigms from which the used methods and procedures are extracted. There are two broad research approaches, structured and unstructured one, commonly known as quantitative and qualitative researches. The former deals with researches that their methods are concerned with quantities and measurements (Biggam, 2008.p.86). For example, describing how many bilingual students are there in the classroom, or measuring the success of the TBA teaching method, etc. On the other hand, qualitative research methods tend to explore and explain the research questions.

According to Denzin, K. Norman and Lincoln, S. Yvonna (1994.p2), qualitative research involves studying things at their natural situation with the attempt to interpret the phenomena. For example, keeping the example mentioned in the previous page, how bilingual students use language code switching in the classroom and why or how does TBA teaching

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method meets with the students' needs...etc. The last approach is called mix approach which combines both qualitative and quantitative paradigms. (As cited in Biggam 2008), Mayer (1997) states that researchers usually do not stick to one approach, but they tend to combine the two types in order to seek qualified outcomes (p86).

### 4. Case Study

The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest, in its natural real-life context. Our aim in writing this piece is to provide insights into when to consider employing this approach and an overview of key methodological considerations in relation to the design, planning, analysis, interpretation and reporting of case studies.

#### 4.1 Defining the Case

Carefully formulated research question(s), informed by the existing literature and a prior appreciation of the theoretical issues and setting(s), are all important in appropriately and succinctly defining the case. Crucially, each case should have a pre-defined boundary which clarifies the nature and time period covered by the case study (i.e. its scope, beginning and end), the relevant social group, organisation or geographical area of interest to the investigator, the types of evidence to be collected, and the priorities for data collection and analysis. A theory driven approach to defining the case may help generate knowledge that is potentially transferable to a range of clinical contexts and behaviours; using theory is also likely to result in a more informed appreciation of, for example, *how* and *why* interventions

#### What is a Case Study?

The illustrative 'grand round', 'case report' and 'case series' have a long tradition in clinical practice and research. Presenting detailed critiques, typically of one or more patients, aims to provide insights into aspects of the clinical case and, in doing so, illustrate broader lessons that may be learnt. In research, the conceptually-related case study approach can be used, for example, to describe in detail a patient's episode of care, explore professional attitudes to and experiences of a new policy initiative or service development or more generally to '*investigate contemporary phenomena within its real-life context*'. (RK, 2009) Based on our experiences of conducting a range of case studies, we reflect on when to consider using this approach, discuss the key steps involved and illustrate, with examples, some of the practical challenges of attaining an in-depth understanding of a 'case' as an integrated whole. In keeping with previously published work, we acknowledge the

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importance of theory to underpin the design, selection, conduct and interpretation of case studies. In so doing, we make passing reference to the different epistemological approaches used in case study research by key theoreticians and methodologists in this field of enquiry.

This paper is structured around the following main questions: *What is a case study? What are case studies used for? How are case studies conducted? What are the potential pitfalls and how can these be avoided?* We draw in particular on four of our own recently published examples of case studies and those of others to illustrate our discussion. (Keen J, 1995)

A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. A case study can be defined in a variety of ways . the central tenet being the need to explore an event or phenomenon in depth and in its natural context. It is for this reason sometimes referred to as a "naturalistic" design; this is in contrast to an "experimental" design (such as a randomised controlled trial) in which the investigator seeks to exert control over and manipulate the variable(s) of interest.

Stake's work has been particularly influential in defining the case study approach to scientific enquiry. He has helpfully characterised three main types of case study: intrinsic, instrumental and collective. (RE, 1995, p. 446) An intrinsic case study is typically undertaken to learn about a unique phenomenon. The researcher should define the uniqueness of the phenomenon, which distinguishes it from all others. In contrast, the instrumental case study uses a particular case (some of which may be better than others) to gain a broader appreciation of an issue or phenomenon. The collective case study involves studying multiple cases simultaneously or sequentially in an attempt to generate a still broader appreciation of a particular issue.

These are however not necessarily mutually exclusive categories. In the first of our examples . we undertook an intrinsic case study to investigate the issue of recruitment of minority ethnic people into the specific context of asthma research studies, but it developed into a instrumental case study through seeking to understand the issue of recruitment of these marginalised populations more generally, generating a number of the findings that are potentially transferable to other disease contexts. In contrast, the other three examples employed collective case study designs to study the introduction of workforce reconfiguration

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in primary care, the implementation of electronic health records into hospitals, and to understand the ways in which healthcare students learn about patient safety considerations. (Sheikh A, 2009, p. 11) Although our study focusing on the introduction of General Practitioners with Specialist Interests was explicitly collective in design (four contrasting primary care organisations were studied), it was also instrumental in that this particular professional group was studied as an exemplar of the more general phenomenon of workforce redesign. (Pinnock H, 2008)

### 4.2 What are Case Studies used for?

According to Yin, case studies can be used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. These can, for example, help to understand and explain causal links and pathways resulting from a new policy initiative or service development, . In contrast to experimental designs, which seek to test a specific hypothesis through deliberately manipulating the environment (like, for example, in a randomised controlled trial giving a new drug to randomly selected individuals and then comparing outcomes with controls), (RK, 2009) the case study approach lends itself well to capturing information on more explanatory 'how', 'what' and 'why' questions, such as 'how is the intervention being implemented and received on the ground?'. The case study approach can offer additional insights into what gaps exist in its delivery or why one implementation strategy might be chosen over another. This in turn can help develop or refine theory, as shown in our study of the teaching of patient safety in undergraduate curricula .Key questions to consider when selecting the most appropriate study design are whether it is desirable or indeed possible to undertake a formal experimental investigation in which individuals and/or organisations are allocated to an intervention or control arm? Or whether the wish is to obtain a more naturalistic understanding of an issue? The former is ideally studied using a controlled experimental design, whereas the latter is more appropriately studied using a case study design.

Case studies may be approached in different ways depending on the epistemological standpoint of the researcher, that is, whether they take a critical (questioning one's own and others' assumptions), interpretivist (trying to understand individual and shared social meanings) or positivist approach (orientating towards the criteria of natural sciences, such as focusing on generalisability considerations) (Table 6). Whilst such a schema can be conceptually helpful, it may be appropriate to draw on more than one approach in any case study, particularly in the context of conducting health services research. Doolin has, for

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example, noted that in the context of undertaking interpretative case studies, researchers can usefully draw on a critical, reflective perspective which seeks to take into account the wider social and political environment that has shaped the case have succeeded or failed

### 5. Content Analysis

#### 5.1 Overview

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text). Using content analysis, researchers can quantify and analyze the presence, meanings and relationships of such certain words, themes, or concepts. As an example, researchers can evaluate language used within a news article to search for bias or partiality. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of surrounding the text.

#### 5.2 Description

Sources of data could be from interviews, open-ended questions, field research notes, conversations, or literally any occurrence of communicative language (such as books, essays, discussions, newspaper headlines, speeches, media, historical documents). A single study may analyze various forms of text in its analysis. To analyze the text using content analysis, the text must be coded, or broken down, into manageable code categories for analysis (i.e. “codes”). Once the text is coded into code categories, the codes can then be further categorized into “code categories” to summarize data even further.

Three different definition of content analysis are provided below.

- Definition 1: “Any technique for making inferences by systematically and objectively identifying special characteristics of messages.” (from Holsti, 1968)
- Definition 2: “An interpretive and naturalistic approach. It is both observational and narrative in nature and relies less on the experimental elements normally associated with scientific research (reliability, validity and generalizability) (from Ethnography, Observational Research, and Narrative Inquiry, 1994-2012).
- Definition 3: “A research technique for the objective, systematic and quantitative description of the manifest content of communication.” (from Berelson, 1952)

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### Uses of Content Analysis

- Identify the intentions, focus or communication trends of an individual, group or institution
- Describe attitudinal and behavioral responses to communications
- Determine psychological or emotional state of persons or groups
- Reveal international differences in communication content
- Reveal patterns in communication content
- Pre-test and improve an intervention or survey prior to launch
- Analyze focus group interviews and open-ended questions to complement quantitative data

### **5.3 Types of Content Analysis**

There are two general types of content analysis: conceptual analysis and relational analysis. Conceptual analysis determines the existence and frequency of concepts in a text. Relational analysis develops the conceptual analysis further by examining the relationships among concepts in a text. Each type of analysis may lead to different results, conclusions, interpretations and meanings.

### **5.4 Conceptual Analysis**

Typically people think of conceptual analysis when they think of content analysis. In conceptual analysis, a concept is chosen for examination and the analysis involves quantifying and counting its presence. The main goal is to examine the occurrence of selected terms in the data. Terms may be explicit or implicit. Explicit terms are easy to identify. Coding of implicit terms is more complicated: you need to decide the level of implication and base judgments on subjectivity (issue for reliability and validity). Therefore, coding of implicit terms involves using a dictionary or contextual translation rules or both.

To begin a conceptual content analysis, first identify the research question and choose a sample or samples for analysis. Next, the text must be coded into manageable content categories. This is basically a process of selective reduction. By reducing the text to categories, the researcher can focus on and code for specific words or patterns that inform the research question.

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### 5.5 General steps for Conducting a Conceptual Content Analysis:

1. Decide the level of analysis: word, word sense, phrase, sentence, themes

2. Decide how many concepts to code for: develop pre-defined or interactive set of categories or concepts. Decide either: A. to allow flexibility to add categories through the coding process, or B. to stick with the pre-defined set of categories.

- Option A allows for the introduction and analysis of new and important material that could have significant implications to one's research question.
- Option B allows the researcher to stay focused and examine the data for specific concepts.

3. Decide whether to code for existence or frequency of a concept. The decision changes the coding process.

- When coding for the existence of a concept, the researcher would count a concept only once if it appeared at least once in the data and no matter how many times it appeared.
- When coding for the frequency of a concept, the researcher would count the number of times a concept appears in a text.

4. Decide on how you will distinguish among concepts:

- Should text be coded exactly as they appear or coded as the same when they appear in different forms? For example, "dangerous" vs. "dangerousness". The point here is to create coding rules so that these word segments are transparently categorized in a logical fashion. The rules could make all of these word segments fall into the same category, or perhaps the rules can be formulated so that the researcher can distinguish these word segments into separate codes.
- What level of implication is to be allowed? Words that imply the concept or words that explicitly state the concept? For example, "dangerous" vs. "the person is scary" vs. "that person could cause harm to me". These word segments may not merit separate categories, due the implicit meaning of "dangerous".

5. Develop rules for coding your texts. After decisions of steps 1-4 are complete, a researcher can begin developing rules for translation of text into codes. This will keep the coding process organized and consistent. The researcher can code for exactly what he/she

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wants to code. Validity of the coding process is ensured when the researcher is consistent and coherent in their codes, meaning that they follow their translation rules. In content analysis, obeying by the translation rules is equivalent to validity.

6. Decide what to do with irrelevant information: should this be ignored (e.g. common English words like “the” and “and”), or used to reexamine the coding scheme in the case that it would add to the outcome of coding?

7. Code the text: This can be done by hand or by using software. By using software, researchers can input categories and have coding done automatically, quickly and efficiently, by the software program. When coding is done by hand, a researcher can recognize error far more easily (e.g. typos, misspelling). If using computer coding, text could be cleaned of errors to include all available data. This decision of hand vs. computer coding is most relevant for implicit information where category preparation is essential for accurate coding.

8. Analyze your results: Draw conclusions and generalizations where possible. Determine what to do with irrelevant, unwanted or unused text: reexamine, ignore, or reassess the coding scheme. Interpret results carefully as conceptual content analysis can only quantify the information. Typically, general trends and patterns can be identified.

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### Conclusion

Not to mention that research methodology is in nature about scientific researching, teaching research methodology, however, needs to use not only teacher-centered approach, but it is important to engage students as well in the learning process. Therefore, this situation calls the need to investigate the reality of teaching and learning research methodology at the English department.

The case study approach allows, amongst other things, critical events, interventions, policy developments and programme-based service reforms to be studied in detail in a real-life context. It should therefore be considered when an experimental design is either inappropriate to answer the research questions posed or impossible to undertake. Considering the frequency with which implementations of innovations are now taking place in healthcare settings and how well the case study approach lends itself to in-depth, complex health service research, we believe this approach should be more widely considered by researchers. Though inherently challenging, the research case study can, if carefully conceptualised and thoughtfully undertaken and reported, yield powerful insights into many important aspects of health and healthcare delivery.

# **Chapter Three**

**Data Analysis and Discussion of the Findings**

## **Chapter three: Data Analysis and Discussion of the Findings**

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### **2. Introduction**

In this part of our research, we have used one instrument of data collection, questionnaires to teachers and students as well. The questionnaires of students were designed for the two levels: License and Master one degrees of both specialties (linguistics and civilization). Teachers were also provided with questionnaire, but only those who teach research methodology.

The findings of the questionnaire are analyzed starting by giving the characteristics of the sample, describing the questionnaire, analyzing the data and discussing the results. Throughout the questionnaires, we can: First, investigate in the quality of the teaching approach and courses of research methodology as a module. Second, detect and investigate the reason behind students' needs and lacks concerning research methodology.

### **3. Description of the Sample**

The sample consists of four teachers of methodology from the department of English at Ahmed Draïa University Adrar-Algeria. Concerning the students, there are ninety-four students from License and Master 1 levels of the same department who were randomly selected. We divided our students' sample into two categories. The first one is devoted for BA students: second years are forty-three students, while third years are twenty-five students. As for the Masters, sixteen students represent the sample of Linguistics and Didactics, and eleven students are selected as a sample to represent Masters of Civilization and Literature

### **4. Description of the Questionnaires**

Teachers' questionnaire contains thirteen questions. However, students of both levels License (2<sup>nd</sup> and 3<sup>rd</sup> year) and Master 1 degrees were handed almost the same questions. The total questions are of twenty questions. The first thirteen ones were shared between the two levels, whereas the last three questions are devoted only for Master one Linguistics.

### **5. Analyses and Discussion of Results**

The analyses of the questionnaire are divided into two parts, teachers and students.

We preferred to present the results and discussions at once.<sup>6</sup>

## Chapter three: Data Analysis and Discussion of the Findings

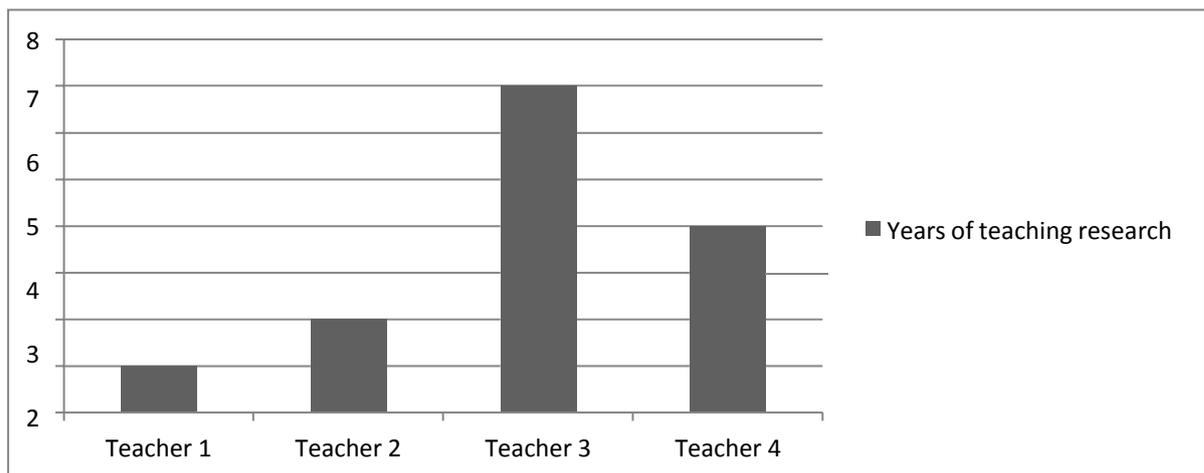
### a. Part One: Teachers' Questionnaire

The following study analyzes teachers' questionnaire, which consists of thirteen questions. The questions aim at investigating: First, the methods of teaching research methodology; second, the reliability and compability of the programmed courses, third the time amount of the programmed sessions (quantity and quality of the courses).

**Question 1:** For how many years have you been teaching/taught research methodology?

Teachers	Years of teaching
Teacher one	One year
Teacher two	Two years
Teacher three	Seven years
Teacher Four	four years

**Table 01 Teachers' Experience in Teaching Methodology**



**Figure 01 Teachers' Experience in Teaching Methodology**

The Figure above shows the experience of teaching research methodology of four teachers. The vertical axe represents the teaching years. First teacher has one (01) year of teaching. The second one, however, has been teaching research methodology for two

(02) years. The last two ones are the most experienced because their teaching years vary between four and seven (4-7) years. Referring that the more experienced the teacher is, the

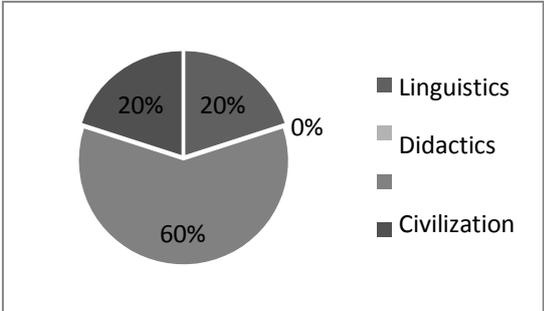
# Chapter three: Data Analysis and Discussion of the Findings

more competent h/she is in detecting their students' needs and lacks. This question helped us measure the value of the following answers in the whole questionnaire.

**Question 2: On The Teaching Domain of Teachers**

Teachingdo main	Number	Percentage
Linguistics	1	20%
Didactics	0	0%
Literature	1	20%
Civilization	3	60%

**Table 02 On The Teaching Domains of Teachers**



**Figure 02 On The Teaching Domains of Teachers**

We noticed that three teacher out of four are specialized in civilization only, and one among them is specialized in both literature and civilization, however only one teacher is specialized in linguistics. This question complement the analyses of the next one showing that the learning objectives are better acheivedif the teacher' teaching domain goes hand in hand with students' study desipline.

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**Question 03:** Do/Did You Teach Research Methodology to Students of Both Specialties?

Answer		Number	Percentage
Yes	1 <sup>st</sup> year Master ling, 2 <sup>nd</sup> year Ma students	1	25%
No	Master ling&Did	3	75%
	1 <sup>st</sup> year License students and Master civilization students		
	Thirdyear License students		

**Table 03 Teaching Research Methodology According to Students' Specialties**

The table above shows that only one respondent representing 25% of the total sample is teaching research methodology for both specialties linguistics and didactics, literature and civilization. 75% of the sample represented in three teachers who teach research methodology to only one of the specialties that goes with their teaching domain. One teacher among them does not teach Master students but instead, third year License students.

**Question 04 :**On how research methodology is programmed this year

Type of sessions	Number of sessions				
Lecture	License			Master	
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3rd year	1 <sup>st</sup> year	2 <sup>nd</sup> year
	2	1	1	1	1
Td			1		1

**Table 04 On How Research Methodology Is Programmed this Year**

The table above represents how research methodology is programmed for both License and Master students. In license degree, first year and second years study methodology as Lectures. Whereas third years had it in both forms (lecture in the 1st Semester, TD in the second one). While first year Master students study research methodology in form of lectures and TD sessions. As a result, one would suppose that time provided on task for 1<sup>st</sup> and 2<sup>nd</sup> years is not enough to apply what they have been learning in theory.

## Chapter three: Data Analysis and Discussion of the Findings

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**Question 05:** Evaluating the Effectiveness of The time amount of Teaching Research Methodology

This question aimed to investigate the reliability of the teaching program of research methodology on whether the time amount of the sessions is sufficient so to meet the expectations of teachers and students as well. The results show that two teachers are satisfied about the amount of the sessions knowing that both of them teach BA students<sup>7</sup> stating that at the first year level only formal lectures are presented to introduce the notions of research methodology. However, Third years, need to have TD sessions in order to practice what they learnt in theoretical sessions because they were sufficiently introduced to the basics of researching at their first level.

Despite the fact that third years were given activities during the lecture, but only a few who used to attend claiming that the module is boring, and it had no significance<sup>9</sup>. This requires the need to program TD sessions in order to make students more interested and active in the matter. TD sessions also provide flexibility for teachers by allowing them to better work on their students' needs through spending more time with the students and engaging them in the course (through activities) in contrast to lecture sessions that are time limited for teachers and less motivating and interesting for students.

Teachers of MA levels, hence, claimed that the sessions programmed for graduates are not enough to teach them the techniques and method of academic writing. Because MA students are expected to build cognitive and critical thinking with the ability to coherently use the language (need for linguistic skills) so to produce credible research works.

From the analyses above, we conclude that not only quantity should be emphasized but also quality of the sessions as well. Therefore, we can put forward that conception in research methodology should be constructed in parallel with practice. Moreover student's attitude is positively established when the sessions are put in TD forms.

## Chapter three: Data Analysis and Discussion of the Findings

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**Question 06:** On teaching students especially MA Students how to write research proposals

Option	Number
Yes	4
No	0

**Table 05: On Teaching Students Especially MA Students How to Write Research Proposals**

Results of the table above show that graduates are taught how to write research proposals.

**Question 07 :**on The Objectives of the Planned Research Methodology Courses

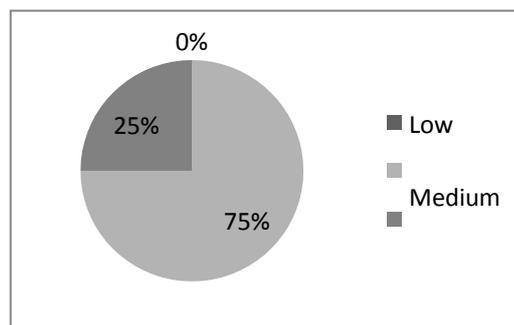
This question explores the objectives set when planning the courses of research methodology for each students' level, License, Master and Doctoral. BA students are required to learn the initials of research methodology, so that they would be able to build a theoretical background on researching including the research types, paradigms and techniques. Meanwhile, third year students are provided with practical exercises where they work on the typing matters using the different software packages (MS Word and PPT for instance), at the same time, they are taught how to academically write. However, as all the previous levels, Master and Doctorate students are taught how to write an academic paper following the standard norms of academic writing. Generally at the Master First year level, students would learn how to write credible research proposals since they have to submit them at the end of the year. Moreover, teachers are aiming to teach Master and Doctorate students how to critically read, think and write, sothey would be coherent in writing and fluent in English.

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**Question 08 :**on The Evaluation of The Success of The Presented Courses

Options	Number	Percentage
Low	0	0%
Medium	3	75%
High	1	25%

**Table 06 On The Evaluation of The Success of The Presented Courses**



**Figure 03 On The Evaluation of The Success of The Presented Courses**

From the above results, we noticed that 25% of the sample which is represented in one (01) teacher, that the courses are highly successful by meeting the planned course objectives, while three respondents(03),75% ,of the total sample- said that the success of the courses was medium and the planned objectives are not always met.

**Question 09+10** Methods of evaluating courses and students

Evaluating The courses	Evaluating students
Students are given practical exercises in the class and then the results are evaluated.	<ul style="list-style-type: none"> <li>writing essays</li> </ul>
	<ul style="list-style-type: none"> <li>preparing assignments</li> </ul>
	<ul style="list-style-type: none"> <li>practical exercises</li> </ul>

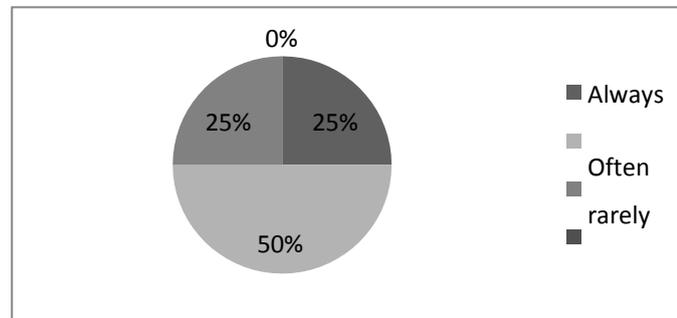
**Table 07 Methods of Evaluating Courses and Students**

## Chapter three: Data Analysis and Discussion of the Findings

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The table above shows how teachers conduct their evaluation of both courses and students. In order to assess their knowledge, students are given tasks such as essays, assignments and practical exercises. Same for the courses, where students are given exercises in the classroom and the results are analyzed and evaluated.

**Question 11** On the frequency of achieving the students' needed objectives



**Figure 04** On The Frequency of Achieving The Students' Needed Objectives.

The Figure illustrates how frequently students achieve the needed objectives of teachers' courses. 50% of teachers ( two teachers) claimed that the students often get the course's planned objectives. 25% of them (one teacher) stated that the students always achieve the objectives; however, the remaining sample of 25% declares that it is rarely when students get the objectives of the planned courses.

**Question 12** The Relationship between Teaching Statistics and Teaching Research Methodology Courses

According to the answers given by teachers, the entire sample agree that statistics should go hand in hand with the theory of the research. That students need to understand that social behaviour can be interpreted in a form of statistical scores. They added that there is no objectivity in scientific research without the existence of statistics. Actually, though the answers were valuable, none of the teachers answered the question as it was expected. The question intended to explore how the nature of the relationship between the courses of research methodology and statistics should be.

From three (03) years of studying statistics (one year in third year license and two years of master degree), it is noticed that this module is taught totally out of the context of Applied Linguistics. The content of this module tends to be related to Economic studies and Management, which has absolutely no relation with Applied Linguistics. Consequently, students find difficulties at first seeing the importance of the module. Second, they tend to

## Chapter three: Data Analysis and Discussion of the Findings

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face obstacles later in conducting research.

None of the courses given by teachers of statistics were relevant to what students were learning in research methodology module. Moreover, at some point of their research process, students find themselves in need for some statistical basic notions, so that they would be able to carry out their research process. To be precise, the selection of data collection technique (s) and method(s), identifying the variables is normally based not only on methodological background but also on statistical one.

How come that students at their first year Master level learn about measuring the different standards of variability, meanwhile, students are not even aware of what a variable is<sup>13</sup>, or even what variability and reliability are! Moreover, the selection of data instrument (s) should determine the way the results are coded, presented and analyzed. No wonder, many students during their viva's are criticized on the absence of coherence between the theoretical part and the empirical one. Just like they are criticized on the methodology though they have been studying it for four years.

As a result, we would suggest that statistics should be taught in relation to research methodology courses, so that students create homogeneity and coherency between the parts (theoretical and practical) of their research work. Two proposals can be put forward: first, teachers of statistics would work hand in hand and collaborate with the teachers of research methodology. From this standpoint, statistics can be introduced for students up from the point where the two fields meet together almost at the step of identifying the variables from the research process. The second suggestion would be a bit challenging for teachers because of the limitation of the time amount of the courses of methodology themselves. However, teachers can try to manage their time and courses in order to be able to make some kind of practical exercises on the elements of the research where statistical skills are applied.

**Question 13** On the suggested solutions to minimize students' challenges at research methodology

From the results, we can present the suggested solutions from two outlooks.

From the students' and the teachers'.

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Teachers suggested that the student need to practice more, either reading or writing because the more they practice, the more they get familiarity with any given task. Two teachers confirmed the idea mentioned in the theoretical part (p.16) of developing students' cognitive skills through the use of Blooms 'theory. They stated that Para-knowledge and meta-cognition are both based on understanding and practice. Therefore, they suggested that students need to extensively read with critical eyes. From the teachers' outlook, one suggested that activities such as workshops, study days, conferences need to be organized. With the aim of highlighting the importance of research methodology at conducting research works. Despite the fact that the English department, this year, organized numerous activities on the significance of both research methodology and academic researching. However, only few graduates attended the activities though they were preparing their graduation dissertations, and they were in need of methodological guidance.

Students' absences in such important events is a proof of their attitude towards research methodology. The following part helps in investigating the reasons behind this behaviour.

### 1.1. Part Two: Students' Questionnaire

The questions were analyzed according to the objectives of each question. Their main objective is to explore and investigate in students' attitude towards researching and research methodology

There are some introductive and guiding questions that were not analyzed, therefore, only questions that are directly related to the objective of our study are analyzed. The sample composes of BA students; forty-three second years and twenty-five third years; and first year MA students: sixteen from Linguistics and Didactics and eleven from Civilization and Literature. One of the remarks is that through the given answers we noticed that most of students were not actually interested in the questionnaire, moreover the answers presented by the MA were not compatible with their level where, at least, they are supposed to write simple correct sentences, and thus it could not be possible to directly use them. As a result, most of the answers in the following analyses were re-formulated keeping their meaning.

## Chapter three: Data Analysis and Discussion of the Findings

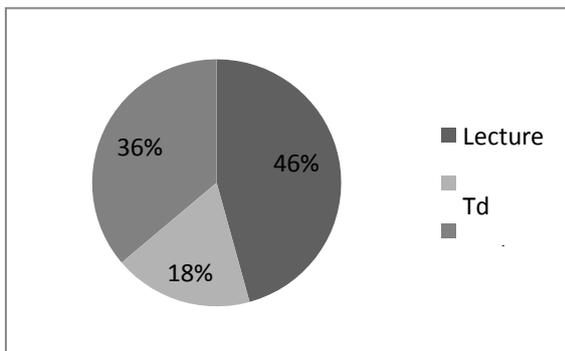
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**Question 03** In which form the sessions are programmed?

Options	Number	Percentage
Td	17	18 %
Lecture	43	46%
Both	34	36%

**Table 08 Form of The Programmed Sessions**

We notice that 46% of the sample says that the sessions of research methodology are programmed as a lecture, whereas the minority of students (18%) of the sample state that research methodology is as a td only. However, 37% of them claim that the module is taught in both forms, as td and a lecture.



**Figure 05 Forms of the Programmed Sessions**

The Figure above illustrates the presented results of the table in a form of pie chart.

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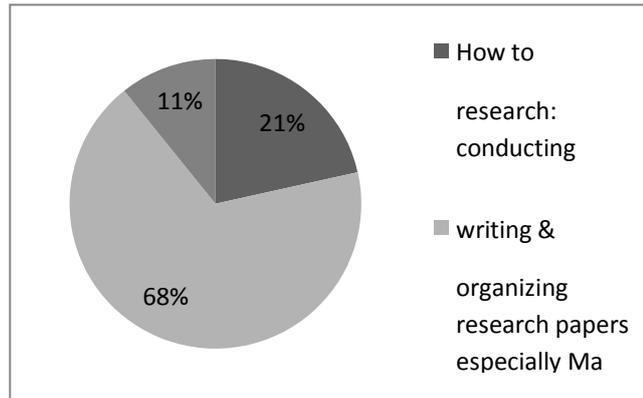
**Question 4:** Why do you think you are studying research methodology?

Common answers	Number	Percentage
How to research/conducting research	20	21%
Writing and organizing research papers especially MA dissertations	63	68%
No ideas /No answer	10	11%

**Table 09 Objectives of Research Methodology**

From the answers above, we notice that the majority of students, 68%, of License and Master levels link research methodology to writing research papers and especially Ma dissertations mentioning that only two students out of ninety-four relate research methodology to academic writing. However, only 21% of the sample see research methodology as a way for conducting a research work from the 21% of the sample, only two students see themselves as future researcher, and thus they need research methodology as a guide for their researches. Hence, 11% of the sample totally ignore what the objectives of this module would be. The only one remaining answer is considered to be incompatible with the question, but at the same time it is catching. The student states that research methodology is taught only in a theoretical way, and therefore practice in this module is needed. Taking into consideration that this student is studying research methodology as both, a lecture and a Td where h/she is supposed to practice the acquired knowledge.

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**Figure 06 Objectives of Research Methodology**

The figure illustrates the findings shown in the table above.

**Question 05:** Does it have any importance to you? In other words, do you think that it is beneficial to your learning path?

In this question, the sample size is intended to be specifically studied according to each level:

1-Second year License students= 43 2-Third year License students= 24

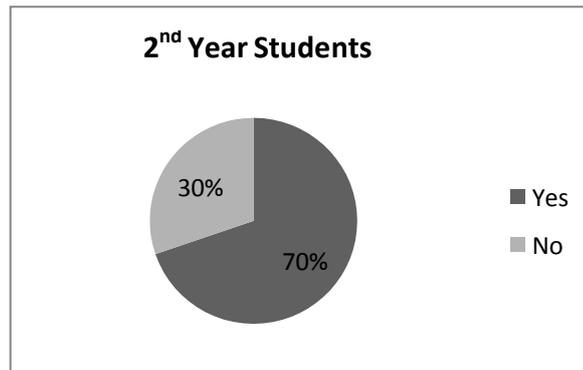
3- Master one students (Linguistics and Didactics) = 27

Answers	License				Master 1	
	2 <sup>nd</sup>		3 <sup>rd</sup>		Number	Percentage
	Number	Percentage	Number	Percentage		
Yes	30	70%	21	87%	25	92%
No	13	30%	3	13%	2	8%

**Table 10 On Students' Attitude towards Research Methodology**

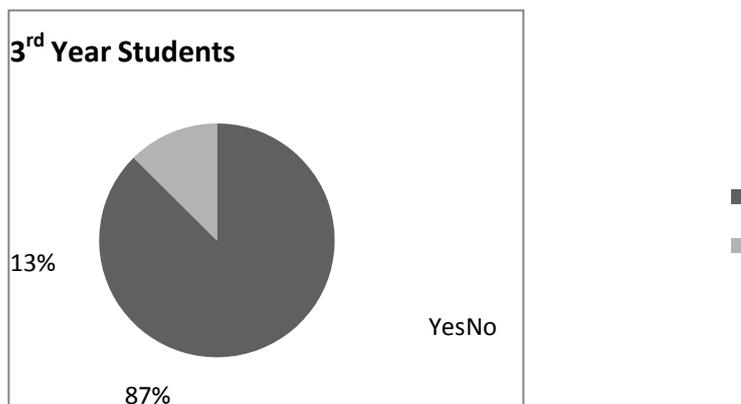
## Chapter three: Data Analysis and Discussion of the Findings

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**Figure 07 On Second Year Students' Attitude towards Research Methodology**

The above circle Figure represents second year students' attitude towards the importance of research methodology in regard to their learning process, 70% of the informants agree that research methodology contributes positively to their leaning path, however, 30% of them totally deny the importance of research methodology, and they do not need it only for their graduation.



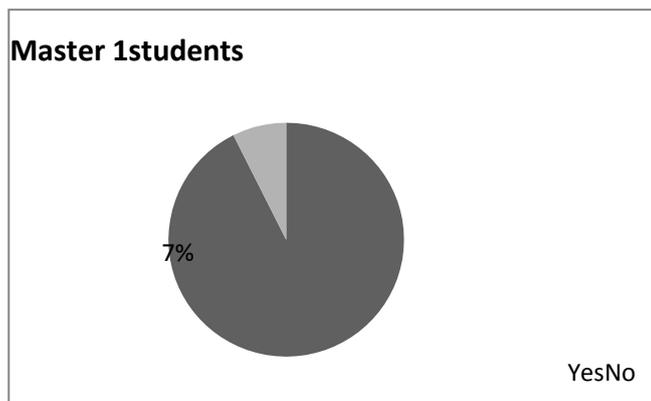
**Figure 08 On Thirs Year Students' Attitude Towards Research Methodology**

The circle Figure shows third year License students' attitude towards the importance of research methodology to their learning path. Twenty-one (21) students that we asked said that this module was essential to their learning process. The justifications, however, differentiated from one student to another, but the most common answers shared almost the same objectives. Some of the students need research methodology in order to avoid confusion and stress when preparing a research work through learning about the research process, the needed steps and the different techniques used to reach the final objectives.

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However, some of them see research methodology as a guide to writing academic and well organized research papers, but most of them do not see beyond the Master dissertation only very few students who see themselves as researchers, and therefore they need research methodology to go along with them during their research journey. However, only 13 % of the sample represented in three students said that this module was not needed, and it was just a waste of time, as a result, it should be removed from the program of third year. They claimed that the module needed to be only taught at the Master level where students were supposed to write their dissertations



**Figure 09 On Master One Students' Attitude Towards Research Methodology**

The Figure shows Master one students' attitude towards research methodology. We noticed that 93% of our sample, represented in twenty-four (24) students, give credits to the importance of this module to their learning process. In contrast to 7% of the sample which denies the significance of this module stating that this module had no importance at short terms, but it is required at the next level of Master two only as a guide to write a dissertations.

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**Question 08:** What are the key concepts that you know about the methodology of researching?

Common answers	Number	Percentages
Steps of researching	2	5%
Data collection techniques	1	2%
Choosing a topic: brainstorming, defining research problem, formulating hypotheses, type of research	6	14%
Writing and interpreting research papers, creating& revising first draft, the format of the paper	5	12%
Citations, quotations, and referencing styles, making bibliography list,	4	9%
Students who did not answer	25	58%

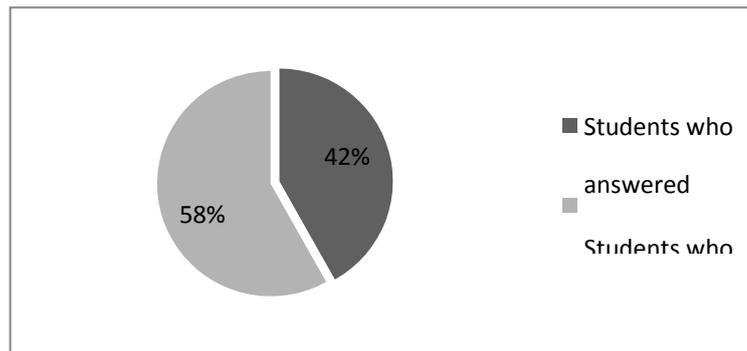
**Table 11 On the Assessment of Second Year Students' Knowledge in Research Methodology**

The table above shows the different key concepts on research methodology that were presented by second year students. The results are qualitative and quantitative in nature. The aim of this question was not to know how many students said this or that, but the numerical results are made to show how many students did answer and how.

many of them did not. The presented answers, however, reflect students' conception in research methodology. We observed that twenty-five students did answer the question knowing that students were informed not to answer any question in case they did not know the answers. The remaining size of the sample gave different answers; we summarized them in the form of the following answers. Some of the students gave reference to topic selection and data collection techniques. Others indicated that research methodology was about the

## Chapter three: Data Analysis and Discussion of the Findings

methods of writing academic research papers, while some stated that research methodology is about how to avoid plagiarism through citing, quoting and referencing works.



**Figure 10 On the Assessment of Second Year Students' Knowledge in Research Methodology**

The above results of the table are illustrated in a form of a pie chart showing how many students answered and how many who did not. 58% of the sample did not answer the question which is somehow debatable, i.e. how come students who already studied research methodology at their first year level<sup>15</sup>, do not know at least one concept on research methodology.

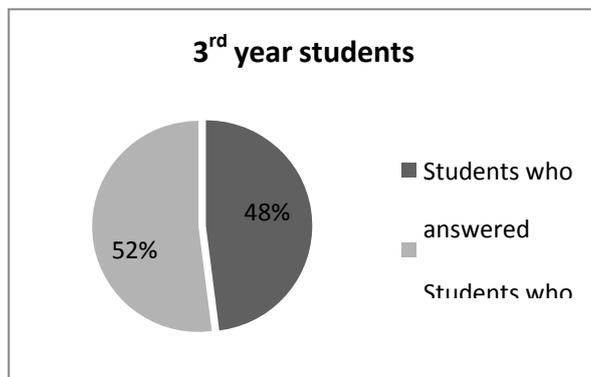
Common answers	Number	Percentages
Steps of researching	0	0%
Data collection techniques	1	4%
Choosing a topic: brainstorming, defining research problem, formulating hypotheses, type of research	3	12%
Writing and interpreting research papers, creating& revising first draft, the format of the paper, writing dissertations, writing research proposals	3	12%
Citations, quotations, and referencing styles, making bibliography list, literature review, typing and pagination, reporting data	6	24%

## Chapter three: Data Analysis and Discussion of the Findings

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Students who did not answer	12	48%
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**Table 12 On The Assessment of Third Year Students' Knowledge in Research Methodology**



**Figure 11 On The Assessment of Third Year Students' Knowledge in Research Methodology**

This figure illustrates percentages of students who replied on the question. 52% of them did not answer the question, while 48% of them gave acceptable answers that were almost shared with second year students.

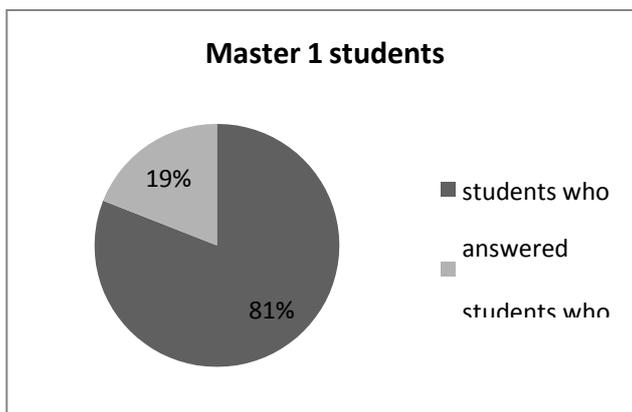
From the results above, one can conclude that the common answers between second and third years is a proof that courses of research methodology are not a continuum to first year level program as it should be the case, but they are likely to be stuck at the first concept of the research process, i.e. what to research.

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Options	Number	Percentage
Students who answered	22	81%
Students who did not	5	19%

**Table 13 On The Assessment of Master Year Students' Knowledge in Research Methodology**



**Figure 12 On The Assessment of Master Year Students' Knowledge in Research Methodology**

This figure illustrates the results cited in the table above. 19% of the sample did not answer the question, while 81% of it gave acceptable answers. Most of the answers that are related to research methodology were marked by Master Civilization and Literature students. They talked about research types (empirical, conceptual & analytical researches), techniques of data collection, working with the MLA referencing style and learning how to write research proposal. However, MA linguistics' answers were very different in comparison to Civilization and Literature students. They are more likely to be related with academic writing and the establishment of coherency in writing.

This actually reflects what students are studying at the present level<sup>16</sup> which leads us to conclude that students do not benefit from what they have been studying during the past

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years<sup>17</sup>, otherwise they would give answers as it was expected. The results of the following question, at some point, confirm what we have concluded.

**Question 09** Scientific studies are based on a systematic process, did you study the initials (fundamentals) of research processing?

Option	Number		Percentage	
	Civ& Lit	Ling&Did	Civ& Lit	Ling&Did
Yes	05	02	46%	12%
No	04	11	36 %	69%
No answer	02	03	18 %	19%

**Table 14 On The Assessment of Students' Knowledge in Research Methodology**

The table shows the assessment of student's knowledge in research methodology. This question investigates two aims. First, to check students conception about the research process which we believe it is the basis of any research work. Second, to see whether knowledge in research methodology is progressively built from License level up to Master.

On the other hand, it is observed that 46% of Masters Civilization and Literature said that they studied the research process with its overall steps<sup>18</sup>, 36% of the sample replied negatively to the question. However, 12% of the sample represented in two (02) Linguistics and Didactics students stated that they had studied how to conduct.

research work, while the rest of the sample totally ignores the fact that they studied the process of researching.

Referring that this sample is going to prepare their research proposal- for next year graduation- at the end of the year. We conclude that students are lacking knowledge on research processing which is going to be an obstacle during their next year research endeavour. This put two possibilities forward, either the content of the courses are taught in a superficial way and it is not compatible with the students' needs, or the method of teaching this module is irrelevant, and it needs to be updated to students' level and needs. Questions

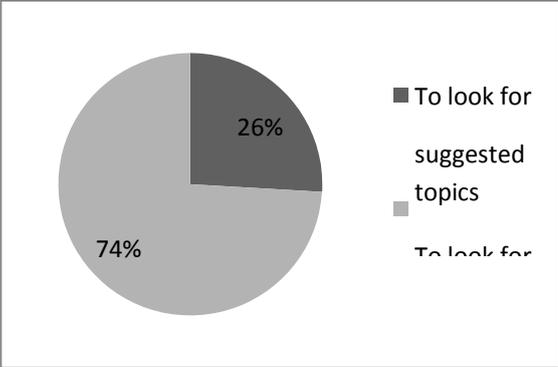
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from 14 to 16 shed the light on students' needs and deficiencies in preparing research proposals.

**Question 14** By the end of the year, you have to submit your next year graduate research topic. What do you prefer <sup>19</sup>:

Option	Number	Percentage
To look for suggested topics	7	26%
To look for own one	20	74%

**Table 15 Students' Preferences in Choosing the Research Topic**



**Figure 13 Students' Preference in Choosing the Research Topic**

The figure illustrates students' preferences in selecting their research topic. 74% of the sample like to choose their own topic, while 26% of them prefer to pick suggested topics.

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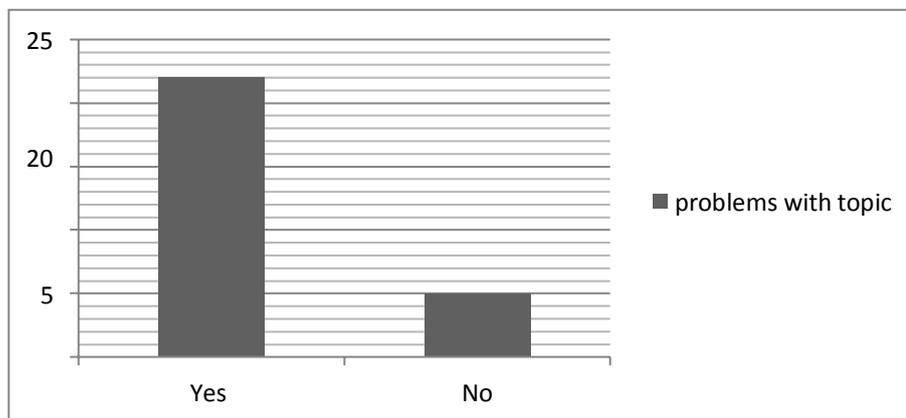
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**Question 15** Do you have problems at the selection of your topic research?

Option	Number
Yes	22
No	5

**Table 16 The Problem With the Research Topic**

The table shows the number of students who have issues in selecting their research topic, twenty-two (22) students of sample claimed that they face issues when selecting their topics while the remaining of the sample (five students) have no problem in this task. So, one of the deficiencies that can hinder students at their research work is the topics selection.



**Figure 14 The Problem with the Research Topic**

The figure presents an illustration to the results of the table. The Numbers from 0- 27 represents students.

**Question 16** When writing up your research proposal, you need to be aware of what lies ahead in your study work. Do you face challenges when writing your proposals?

Option	Number
Yes	23
No	04

**Table 17 On Writing Research Proposals**

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The table demonstrates the number of students who have problems in writing research proposals. The majority of the sample presented in Twenty-three students need to learn on how to write a research proposal, while only four students had no problem with this task. This question can be viewed from two dimensions, one at present level.

where MA students need to prepare research proposals for their next year graduation. Second, to explore the required skills involved in research processing because a research proposal summarizes the topic research, methodology and methods, and literature review.

We deduce that the majority of students have obstacles in writing their research proposals which implies having issues with the conception of the research process itself. After all, the research proposal reflects the overall steps of research processing involved in any research endeavour: what to research (requires critical reading and thinking), how to research ( requires methodological skills) and at the end writing the final paper ( requires linguistic and writing skills). As a result, students need to build cognitive and critical, methodological and linguistic skills in order to produce credible research papers.

**Question 17** Writing your next year MA dissertation requires writing and researching skills, what are the things you need to learn in order to help you at successfully accomplishing your graduate dissertation<sup>20</sup>?

The answers on this questions were approached at three levels, comprehensive, methodological and writing skills. At the first level, students suggested that they need to read extensively in order to establish understanding on the existent literature. At the second level, students' most repeated answers were to learn the different techniques of data collection and to learn how to cite and quote with the use of referencing. At the third level, however, students have problems with academic writing and therefore they need to acquire the different academic writing skills.

One can conclude that students' needs can be seen from three dimensional outlooks, cognitive, methodological and writing skills, as a result, teaching research methodology courses should cover all the three lacks in order to successfully meet students expectations.

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### Question 18+19 On The Importance of Statistics Module to Students' Learning Path

Option	Number	Percentage	Justification
Yes it is important	09	56%	It allows to present the results of the practical part of the research work(dissertation) in numerical forms
No it is not	07	44%	<ul style="list-style-type: none"> <li>• It is not taught as the way it should be.</li> <li>• the courses are complex and difficult</li> </ul>

**Table 18 On The Importance of Statistics Module to Students' Learning**

The table demonstrates students' attitude towards learning statistics. 56% of the sample had shown positive attitude towards studying statistics claiming that it would be needed in their applied part of their next year research dissertation, and they agreed if it would be taught in relation to research methodology, hence 44% of the sample had negative attitudes towards this module. They claimed that statistic courses were complicated and beyond their understanding capacities. Moreover, they stated that the methodology of teaching statistics was irrelevant because they were not given any kind of task during the sessions.

**Question 20** On whether they agree that the modules of statistics and research methodology need to be taught in the context of dissertation writing

Option	Number of students	Percentage
Agree	12	75%
Disagree	04	25%

**Table 19 On whether they Agree that the Modules of Statistics and Research Methodology Need to Be Taught in The Context of Dissertation Writing**

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The table above shows how many students agree that research methodology and statistics modules need to be taught in relation to dissertation writing. We notice that the great majority, representing 75% of the sample, who answered with "yes" in the previous question, agreed on the suggested idea. However, those who answered with "no", they totally rejected the idea.

### 1. Main Outcomes of the Research

This section summarizes the findings and contributions made. From the analyses and discussions of the results, our hypothesis, which stated that graduates have difficulties in their research making due to research methodology as a module, has been confirmed.

First, since methodology is taught only as formal lectures for BA students<sup>21</sup> and as Lectures and TD sessions for Master levels, we conclude that research methodology in License is taught passively following the teacher-centered approach. This leads students to build negative attitudes towards its usefulness since they are not engaged in the courses. As a consequence, this will affect later Mater levels as well.

Second, the courses are somehow incompatible with students' levels and needs in a way that knowledge in research methodology needs to be progressive from License first year until Master two level. But in reality, one might assume that no collaboration has been made between teachers so to design a program that matches with all the three levels of License. A result to that, third year and Master students find themselves dealing with the same topics where it is supposed that each level has its own needs. Moreover, student's inability to answer the questions that were put in their simplest forms may raise concerns about the way courses of research methodology are performed.

Third, combining the findings from teachers and students' questionnaires concerning research proposal writing, we concluded that there are conflicting arguments of the two when it comes to meeting the goals of the courses with students' needs<sup>22</sup>. On the other hand, the deficiency at writing research proposals reflects students' knowledge in research methodology meaning that students have problems at conceptualizing the basic notions on researching.

Fourth, it is important to note, that Linguistics and Didactics students do not only have misleading conceptions on the module of research methodology, but also on statistics as a module. This justifies graduates' problems at displaying, analyzing and interpreting data. They

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conceptualized that theory and practice in research are two separated concepts rather than to be one unit that shapes the body of the research work.

We can also conclude that students have built misconceptions on research methodology. They think that research methodology is only about writing dissertations. As a result at their License level they would give less or no importance to this module since they have no kind of research paper to prepare.

During our research, we encountered unexpected shortcomings. Students do not have only methodological problems, but also linguistic and writing as well. We noticed that first year MA students, who are supposed to prepare their next year graduate dissertations, were not even able to answer the questions in correct simple sentences. MA levels are supposed to be able to write in a correct language using correct structure coherently and with cohesion.

### **1. Suggestions:**

We decided to propose some solutions because the aim of conducting this research study was hoping to make positive contributions to students and teachers. Therefore, we would like first to suggest that the time amount devoted for the TD sessions for MA levels should be increased in order to get familiarity with researching. Second, it is advised for students who are about to prepare graduate dissertations to make extensive reading not only about the research topic but about the field of research methodology as well. This is what most, if not all, students miss while preparing their research works.<sup>23</sup> Third, we suggest a research methodology courses' planning or program, which is designed, according to our assumptions based on what students need in order to construct the required knowledge about researching. We believe such knowledge is progressively acquired along the License, Master and Doctorate degrees. The following points suggest a kind of teaching program that goes with each students' level; therefore, the objectives are set according to students' needs:

#### **a- License levels:**

1<sup>st</sup> year students need to be introduced to following points:

- The importance of research methodology module at future level;
- Educational and academic research: What are they about?

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- Ethics in researching: Intellectual Properties and plagiarism. What is it? and what techniques are involved to avoid it : References, citation , paraphrasing ;
- Introducing the APA/MLA styles: format, pagination, citation, referencing...etc

### **2<sup>nd</sup> year students:**

- reviewing the key elements of last year(1<sup>st</sup>);
- Getting into details plagiarism and how to use references and citations
- Introduction to research: research philosophy, what is it?
- Why researching?
- Introducing key concepts of researching;

Introducing an overall view on research process (formulation of research problem, research planning and design, conducting a research study).

Tasks can be introduced at the writing level where students are familiarized with paraphrasing techniques (in a form of practical exercises).

### **3<sup>rd</sup> year students:**

- Reviewing last year's courses;
- Going in details about research process: each phase and each step should be systematically taught;
- working in corporation with Written Expression teachers ( giving tasks for students where they should apply both academic writing norms and methodology standards)

Tasks are required at this level (tests, assignments) in order to practice researching and writing. Students should be taught research methodology in a form of both lectures and Td sessions, so that they practice what they have been learnt. At the end of each course objective, students can be evaluated in form of tests. By the end of the year, students should at least know the steps required when researching.

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### **b- Master Levels:**

#### **1<sup>st</sup> year students:**

- Introducing the need of this module and its implication on dissertation writing
- reviewing the key concepts of research methodology
- Training them to work on their next year graduate dissertation by applying each step of the research process in a form of research design
- For Lin and didactics students, when reaching each targeted objective of each research step, can be taught statistics in parallel to methodology (but only after, they are taught how to define the variables, the sample and data collection).

Teaching students WE module as a TD where they learn how to write research proposals as a beginning to dissertation writing

In order to develop students' methodological and analytical skills, and to reduce their problems when preparing their dissertations, two suggestions can be put forward: First, it is suggested that teachers of methodology teach statistics to their students (only in linguistic and didactics) in a form of practical exercises because they are experts in their field. Second, it is preferable and better for students to develop a research proposal by the end of the 2<sup>nd</sup> semester. Students are not given enough time to develop the needed knowledge about their next year graduate research, therefore inaccurate research proposals are resulted. It is suggested that students should be given enough time to develop their research proposals, and the latter should be critically analyzed and assessed.

#### **2<sup>nd</sup> year students:**

Dealing with research writing issues (writing abstracts, referencing, citation, bibliography..Etc)

For Linguistics and Didactics students: programming a TD session for students in computer sciences allow them to better deal with statistical concepts for example dealing with data analyses computer programs such as SPSS, EXEL and WORD.

Graduates can freely work on their research dissertations without being lost since they have acquired the initials of the research process. As a result, the amount of misconception in research methodology and research writing is highly decreased. The only remaining questions can be discussed during the supervision sessions that are topic related and Lge use.

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### **a- Postgraduates: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year doctorate students:**

Postgraduates can share the same courses with Master students, but teachers can make some shortcuts in the program depending on their students' needs.

By the end of the suggested program, it is expected that students develop consciousness and critical thinking in researching that enhance the cognitive, linguistic and methodological capacities. This program tries to apply Blooms' Cognitive Approach as much as possible. It does not only fosters students' skills, but it also helpsthemto overcome their problems and deficiencies in researching and writing as well.

### **Conclusion**

It is concluded that not only the approach of teaching research methodology that affects students' performance on researching, but also the time provided on tasks which seems to be low to construct the needed knowlege on researching.

# **General Conclusion**

# General Conclusion

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## General Conclusion

This study highlights the role of research methodology teaching in enhancing students' methodological and cognitive skills through active learning. In this research, we dealt with the importance of research methodology, exploring the different components of scientific research process. We explored the basic notions of researching such as the types and the approaches of research. The study provides graduates with general concepts on how research work is processed because it was noticed that graduates have problems in the conduction of their research enquiries.

The results show that students are lacking knowledge on this field. This was referred to the quality and quantity of teaching research methodology courses. i.e the hypotheses that state the teaching approach and the time amount devoted for constructing knowledge in research methodology have been confirmed. The study was done at two levels. First, at the teaching level, to investigate the relevancy and compatibility of teaching research methodology courses to students' needs. Second, at students' level where their attitudes towards this research methodology and researching are explored.

It has been found that the research methodology teaching should not merely depend on the teacher-centered approach for BA students, but it is important to engage students in the learning process through practicing. This allows achieving better levels of understanding. Moreover, students' negative attitudes towards researching and research methodology would lower their motivation. In other words, the objectives of teaching research methodology, along the License years, should shift from being only theoretical into being practical as well. This actually can refer to how far the Bloom's Cognitive Approach is being applied in our educational systems.

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# Appendix

# Appendix

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## Appendix A

### Teachers 'questionnaire

This questionnaire aims to collect the needed data for the fulfillment of a Master dissertation in Linguistics and didactics. Its main objective is to investigate in the reliability of teaching methodology courses and its effect on students' level at researching which appears later when attempting a research study. Aiming for well- written dissertations is the final objective of this study. Would you please give your time to answer the questions and please have patience. For more accurate and reliable data, please be honest as much as possible. Thank you for your time

1- For how many years have you been teaching/taught research methodology?

.....  
.....

2- What is your teaching domain?

- a. Linguistics       c. Didactics   
b. Literature       d. Civilization

3- Do/did you teach research methodology to students of both specialties?

Yes       No

If "No", which one you teach/taught?

.....  
.....

4- Are you teaching methodology this year?

Yes       No

-If "Yes", fill the following table by marking the number of sessions in the vertical columns for each session type (Lecture, TD, or both)

# Appendix

Type and number of sessions per week	Licence			Master	
Lecture	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	1 <sup>st</sup> Year	2 <sup>nd</sup> year
TD					

5- Do you think the number of sessions is enough to construct students' knowledge in research methodology, so that they would be able to prepare a successful dissertation?  
 Yes  No

Why?

.....

.....

.....

.....

.....

6- As the Italian proverb indicates «bad beginning makes bad ending», research proposal is the backbone of any research study. Are you teaching your graduates and postgraduate Ma/ PhD students how to write credible research proposals? In other words, do they need so?

yes no

.....

.....

.....

.....

.....

.....

7. While planning the courses, what objectives do you aim for?





# Appendix

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10. Do you find it necessary to explain the goals of your course(s) to your students?

Yes  No

12- No researcher ignores the use of statistics in applied studies. It is a vital element in the research process. The practical part is a reflection to the theoretical one since the sampling design is accordant to methodological foundations (research type, design, approaches, nature of variables and more importantly the sample design).

In your opinion how do you think the nature of the relationship between the two classes (research method & Statistics) should be:

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# Appendix

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13-Finally, dissertation writing does not depend only on writing skills, it requires other skills among which mastering the research methodology which can be seen as a way to develop students' cognitive production (reflected in dissertations). What solutions can you suggest in order to minimize students' challenges?

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Thanks for your time and your patience 😊

# Appendix

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## Appendix B

### BA students' questionnaire

This questionnaire aims to collect data on my Master' dissertation in Linguistics and Didactics. My study aims to facilitate the conduction of a research work at future levels. The attempt of the questions is to diagnose your weaknesses and problems concerning the conception of research methodology . Please take you time to answer the questions, and please **be honest as much as possible**. Thank you for your time

1- Which learning system do you belong to?

Classical  LMD

2- What is your level :

a- 2<sup>nd</sup> year

b- 3<sup>rd</sup> year

3- Do you study research methodology this year?

Yes  No

-If "Yes", in which form the session(s) is/ are programmed?Td

lecture  both

4-Why do you think you are learning research methodology?

.....  
.....  
.....  
.....

1- Does it have any importance to you? In other words, Do you think it is beneficial to your learning path?

Yes  No

-Justify your answer

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# Appendix

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.....  
.....  
.....

2- Have you been introduced to the objectives of this module by your teacher (s)?

yes  no

3- In your opinion, what is the implication of this module? Do you think it is needed?

.....  
.....  
.....  
.....

4- What are the key concepts that you know about the methodology of researching?

.....  
.....  
.....  
.....

5- Scientific studies are based on a systematic process, did you study the initials (fundamentals) of research processing?

Yes  No

6- If "yes", can you try to briefly cite its steps?

.....  
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7- Assessment is an integral element in teaching and learning. Tasks are one way to assess and evaluate your knowledge. Are you given any ?

Yes  No

# Appendix

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a- If "Yes", what kind of tasks?

Essays  tests  assignments  other forms

If other, please cite:.....  
.....  
.....

b- Are you asked to apply research methodology standards ? Yes  No

8- In your opinion, what is the best way to evaluate your knowledge in research methodology?

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Thanks for your time and your patience



# Appendix

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## Appendix C

### MA students' questionnaire

This questionnaire aims to collect data on my Master' dissertation in Linguistics and Didactics. My study aims to facilitate the conduction of a research work at future levels. The attempt of the questions is to diagnose your weaknesses and problems concerning the conception of research methodology. Please take you time to answer the questions, and please **be honest as much as possible**. Thank you for your time

1- Which learning system do you belong to? Classical  LMD

2- what is your specialty:

a- Ling & Did

b- Civ& Lit

3- Do you study research methodology this year? Yes  No

-If "Yes", in which form the session(s) is/ are programmed? Td  lecture  both

4- Why do you think you are taught research methodology?

.....  
.....  
.....  
.....

1- Does it have any importance to you? In other words, Do you think it is beneficial to your learning path?

Yes  No

-Justify your answer

.....  
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2-Have you been introduced to the objectives of this module by your teacher (s)?

Yes  No

3- what do you think the implication of this module is? Do you think it is needed?

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# Appendix

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4- What are the key concepts that you know about the methodology of researching?

.....  
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.....

5- Scientific studies are based on a systematic process, did you study the initials (fundamentals) of research processing?

Yes  No

6- If "yes", can you try to briefly cite its steps?

.....  
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.....

7- Assessment is an initial element in teaching and learning. Tasks are one way to assess and evaluate your knowledge. Are you given any ?

Yes  No

a-If "Yes", what kind of tasks?

Essays  Tests  Assignments  other forms

If other, please cite:.....  
.....  
.....

# Appendix

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8- Are you asked to apply research methodology standards ? Yes  No

9- In your opinion, what is the best way to evaluate your knowledge in research

methodology?

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10- By the end of the year, you have to submit your next year graduate research topic. What do you prefer:

a- pick a topic that is suggested

look for you own one  Please justify in the table:

I choose my topic	What are the techniques you follow to do so ..... .....
I look for suggestions	why: ..... .....

11- Do you have problems at the selection of your topic research?

Yes  No

12- When writing up your research proposal, you need to be aware of what lies ahead in your study work. Do you face challenges when writing you proposals?

Yes  No

13- Writing your next year Ma dissertation requires writing and researching skills, what are the things you need to learn in order to help you at accomplishing your graduate dissertation?

# Appendix

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The following questions concerns **Ling &Did** students **ONLY**

14- Do you think the module of statistics have an implication on your learning path? In other words, do you really need it?

Yes  No

Justify:

.....  
.....  
.....  
.....

15- At statistics module, are you given the opportunity to apply what you are learning, in relation to your discipline (Lin & Di)?

Yes  No

16- Do you think the modules of research methodology and statistics need the be taught in relation to dissertation writing:

Agree  disagree

Justify in case you disagree:

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## Résumé

La recherche dans l'enseignement supérieur est considérée comme un moyen de pratiquer les connaissances pour améliorer ses compétences cognitives, linguistiques et méthodologiques. De cette perspective, cette étude tente d'enquêter sur les raisons des besoins des élèves et des carences de la méthodologie de recherche. Entre-temps, il met en évidence la signification de la méthodologie de recherche en enseignement en tant que module grâce à l'utilisation des approches de professeur-galonneur et d'apprenant-galonnées. Il a été mené au département anglais de l'Université Ibn Khaldoun. Il est apparu de l'observation qui a déclaré que la qualité des travaux de recherche de la thèse maîtresse est faible. Nous supposons que la méthodologie de recherche est le problème majeur qui empêche les diplômés au cours de leur parcours de recherche qui entraîne des travaux de recherche non qualifiés. Afin de tester notre hypothèse, nous avons collecté nos données à l'aide de questionnaires. Le mode qualitatif a été réputé satisfaisant aux sous-objectifs de l'étude qui sont: premièrement, d'enquêter sur la pertinence, la fiabilité et la compatibilité du programme de méthodologie de la recherche et des cours aux besoins des étudiants. Deuxièmement, enquêter sur les attitudes des élèves à la méthodologie de recherche en tant que module. Par conséquent, la taille de l'échantillon était composée de quatre-vingt-quatorze étudiants (94) et de quatre enseignants de méthodologie (04). Il a été constaté que la manière dont la méthodologie de recherche programmée ait une incidence sur la performance des élèves, sur la recherche, affectant à la fois les étudiants MA et BA.

**Mots clés: méthodologie de recherche, processus de recherche, apprentissage actif, théorie et pratique.**

## ملخص

ينظر إلى البحث في التعليم العالي كوسيلة لممارسة المعرفة لتعزيز المهارات المعرفية واللغوية والمنهجية. من هذا المنظور، تحاول الدراسة أن تحقق الأسباب وراء احتياجات الطلاب وأوجه القصور في منهجية البحث. وفي الوقت نفسه، فإنه يسلط الضوء على أهمية تدريس منهجية البحث كوحدة من خلال استخدام كل من نهج المعلم القاصر والمتعلم. أجريت في قسم اللغة الإنجليزية بجامعة ابن خلدون. تبين من الملاحظة التي ذكرت أن جودة أعمال أبحاث أطروحة ماجستير منخفضة. نفترض أن منهجية البحث هي المشكلة الرئيسية التي تعيق الخريجين خلال رحلتهم البحثية التي تؤدي إلى أعمال بحث غير مؤهلة. من أجل اختبار افتراضنا، جمعنا بياناتنا باستخدام الاستبيانات. اعتبر الوضع النوعي تلبية الأهداف الفرعية للدراسة التي هي: أولاً، للتحقيق في أهمية وموثوقية وتوافق وبرنامج منهجيات البحث إلى احتياجات الطلاب. ثانياً، للتحقيق في مواقف الطلاب نحو منهجية البحث كوحدة. لذلك، يتكون حجم العينة من أربعة وتسعين طالب (94) وأربعة معلمين من المنهجية (04). وقد وجد أن الطريق والدورات المرشحة من منهجية البحث لها تأثير على أداء الطلاب، في البحث، مما يؤثر على كل من طلاب MA و BA.

**الكلمات الرئيسية: منهجية البحث، عملية البحث، التعلم النشط والنظرية والممارسة.**