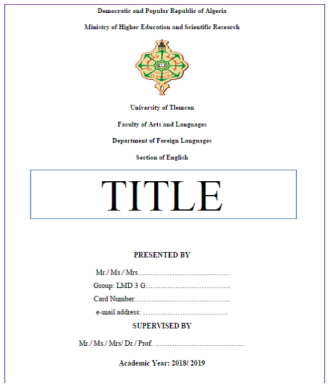
CHAPTER THREE: RESEARCH PROJECT WRITING



Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Arts and Languages

Department of Foreign Languages

Section of English

TITLE

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Academic Year: 2018/ 2019

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2019

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II -

Sommaire d'activité globale d'apprentissage: REALISATION DE SON MINI MEMOIRE 18

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Objectifs

Objectifs opérationnels et prérequis nécessaires

l'objectif global se décline en plusieurs objectifs opérationnels. Nous mettons en évidence, également, le niveau à atteindre pour chacun d'eux:

Choisir ses hypotheses et leurs défendre *(savoir-être).*

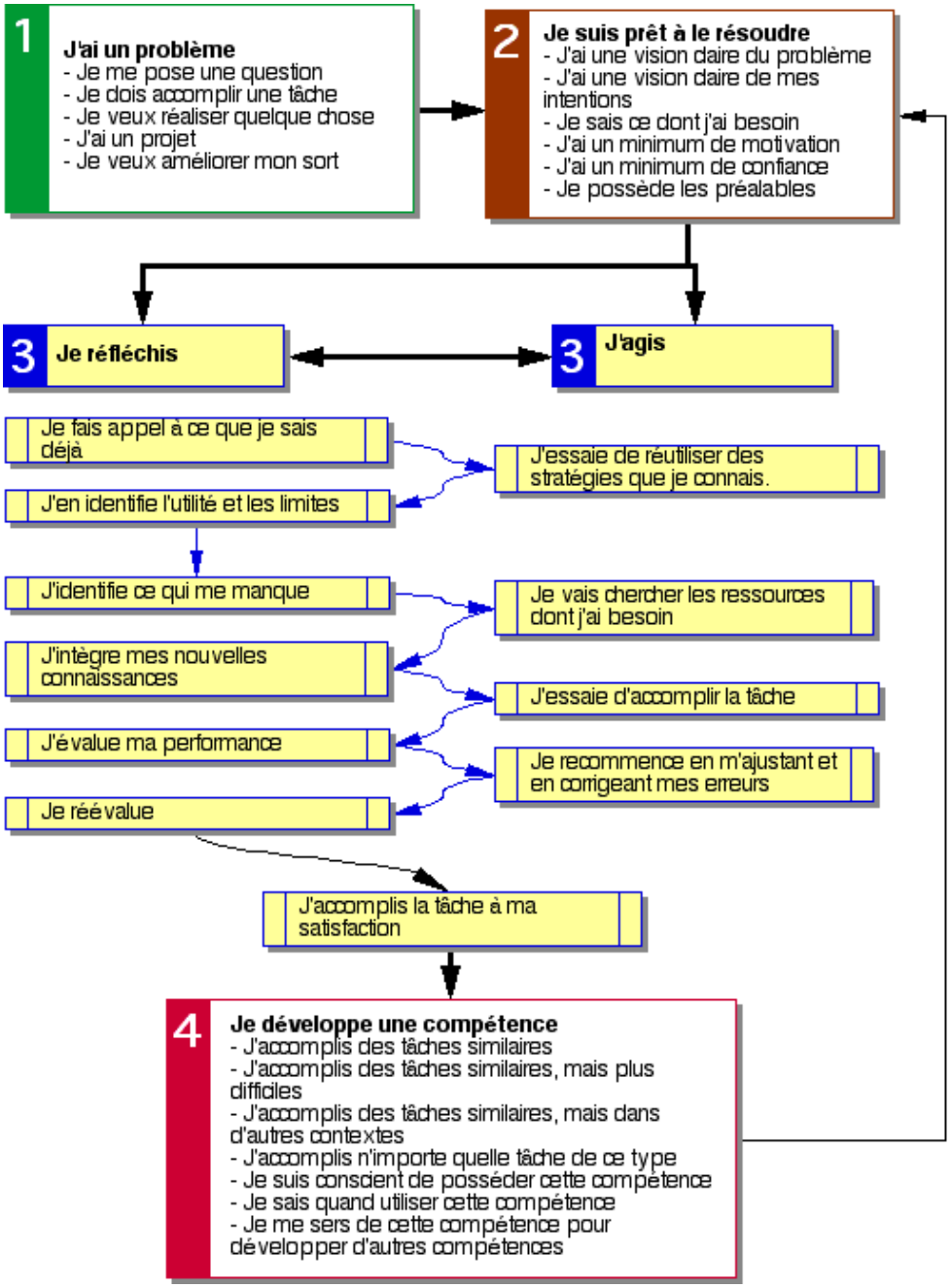
Rechercher des moyens de recherche. Il s'agit de mettre en pratique ces capacités de recherches de methodes et outils adéquats avec le projet. *(savoir-faire)*

Pour suivre ce dernier chapitre, l'étudiant doit avoir assimiler le processus de recherche (chapitres 1& 2).

Introduction

Pour respecter le processus d'apprentissage de l'étudiant, l'enseignant devra, lui proposer *des activités d'apprentissage*. Les activités présentes ne proviendront pas de son manuel scolaire, mais l'enseignant, seul ou avec des collègues, en construira ou en adaptera aussi lui-même.

Il y a des règles dans la construction d'activités d'apprentissage. Elles découlent de la façon dont le cerveau humain s'y prend pour apprendre. Le schéma ci-dessous résume la démarche générale d'apprentissage que nous suivons.


1
J'ai un problème
- Je me pose une question
- Je dois accomplir une tâche
- Je veux réaliser quelque chose
- J'ai un projet
- Je veux améliorer mon sort
2
Je suis prêt à le résoudre
- J'ai une vision claire du problème
- J'ai une vision claire de mes intentions
- Je sais ce dont j'ai besoin
- J'ai un minimum de motivation
- J'ai un minimum de confiance
- Je possède les préalables
3
Je réfléchis
3
J'agis
Je fais appel à ce que je sais déjà
J'en identifie l'utilité et les limites
J'identifie ce qui me manque
J'intègre mes nouvelles connaissances
J'évalue ma performance
Je réévalue
J'essaie de réutiliser des stratégies que je connais.
Je vais chercher les ressources dont j'ai besoin
J'essaie d'accomplir la tâche
Je recommence en m'ajustant et en corrigeant mes erreurs
J'accomplis la tâche à ma satisfaction
4
Je développe une compétence
- J'accomplis des tâches similaires
- J'accomplis des tâches similaires, mais plus difficiles
- J'accomplis des tâches similaires, mais dans d'autres contextes
- J'accomplis n'importe quelle tâche de ce type
- Je suis conscient de posséder cette compétence
- Je sais quand utiliser cette compétence
- Je me sers de cette compétence pour développer d'autres compétences

IT'S ALL ABOUT PRACTICE/ Post-test

I

The following titles should appear (the researcher can add other titles depending on the research and what is needed to clarify certain ideas).

Abstract

General Introduction

« « Part One » »

1.1. Introduction

1.2. Theoretical Background

1.3. Review of Literature

1.4. Conclusion

« « Part Two » »

2.1. Introduction

2.2. Sample

2.3. Design and instruments

2.4. Interpretation

2.5. Discussion

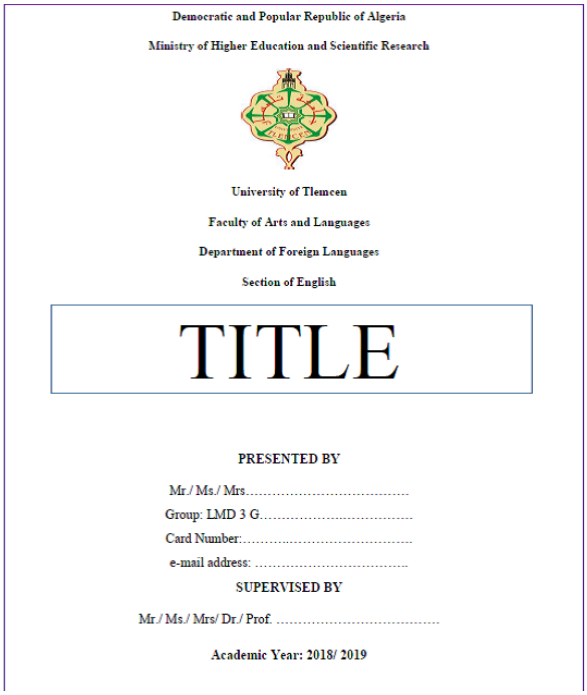
2.6. Conclusion

« « Part Three » »

- General Conclusion
- Bibliography
- Appendix

1. Title page:

The title should appear at the beginning of the work. It should include the university, faculty, department, and section. It should also involve the title of the study, the name of the student, the supervisor as well as the academic year. For example:



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2. Abstract:

The abstract is a summary of the whole work. It should be in one paragraph. The researcher should talk about the most important elements included in the study mainly the general idea of the research, the basic questions/ hypotheses, the instruments of data collection, the sample, and the main result arrived at after investigation. That information should be in one block, i.e., there is no indentation. The abstract is about 10 to 20 lines (150 to 300 words) depending on the length of the whole work.

Abstract

This study aims at investigating ..... the researcher problematic lies in the fact that ..... We hypothesize that ..... In order to prove this, the researcher has employed a number of data collection instruments including..... and..... on a sample of ..... After qualitative and quantitative analysis of findings, the study brings the result that ..... and that .....

3. General Introduction:

It is an opening to the research topic. It must be noted that the introduction is different from the abstract. Whereas the latter is a summary, the former is used to set the context of the research problematic. In other words, the general introduction should frame the research by identifying the problem in relation to the field of study in general and to the background in particular. The researcher should start by mentioning the field of study, stating the area of problem (e.g. the gap in this field), and justifying the choice of the research topic as well as its importance. Afterwards, the researcher has to state the research questions and hypotheses in addition to a hint on how it is going to be dealt with. The introduction is a very important part of the work, thus try to make it clear and interesting as much as possible.

Prelude (an entry to the study, starting from general to specific)

Topic (state the topic globally and specify to which field of research it is included)

.....

*Motivation (*why have you chosen exactly this topic)

.....

Statement of the Problem (what do you want to investigate exactly)

.....

Objective of the Research (your contribution/ reduplicate another study/ test a sample)

.....

Sample of the Study (briefly state which group of people suit your research topic)

.....

Research Questions

1 .
WHY.....

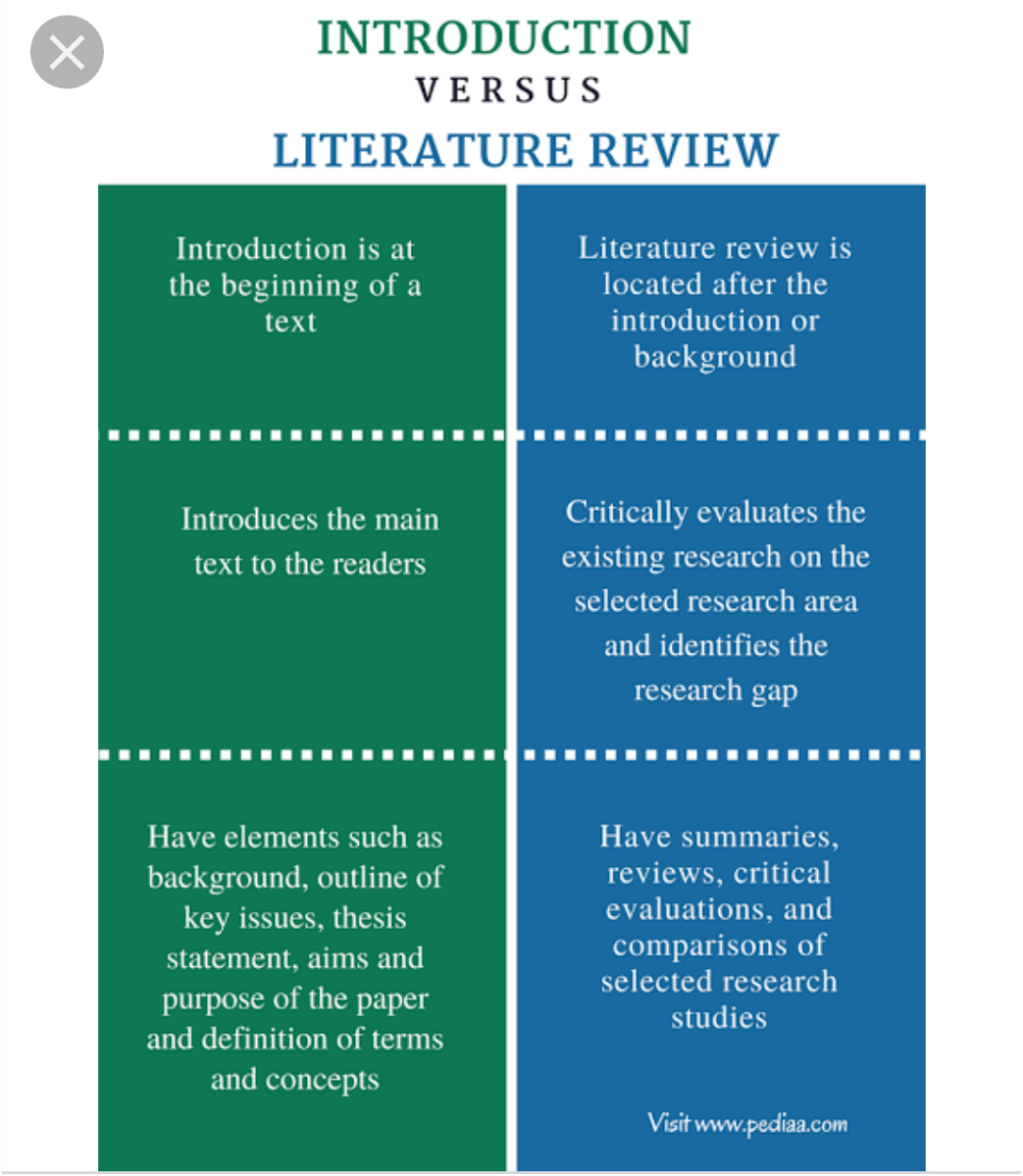
2 .
HOW.....

Research Hypotheses

1 .
MAYBE.....

2 .
PERHAPS.....

NB. All these ideas should be structured in paragraphs not in points.



4. PART ONE

this is a purely theoretical part. it should be divided into two distinct broad titles including theoretical consideration as well as review of literature

4.1. Introduction:

what will be discussed in this part.

For example, "this part is purely theoretical. It aims at defining the general concepts that are so important and relevant to the field of research. Additionally, we try to shed some light on the previous studies done on similar topic. For this reason, it is divided into two separate sections. The first ..... the second ..... the aim from that is to ....."

4.2. Theoretical Background:

the researcher should explain key concepts under which the research is built. Those definitions will help both the researcher and the reader to understand the basics of the study, i.e., there would be no ambiguity as far as the use of terms and concepts is concerned. The researcher will use the concepts defined in the theoretical background easily and in a frequent manner without being obliged to define or clarify them while analysing or discussing the ideas. Similarly, the reader will be able to understand what the main idea of the work is and in case they face those concepts within the work, they find no difficulty in understanding.

1.1 Introduction

1.2 Writing as a skill

1.2.1 Definition

1.2.2 Types

1.3 Vocabulary

1.3.1 Types

1.4 EFL Learning

4.3. Review of Related Literature:

the results of previous works done on a similar topic as the researcher's. This section should also include a kind of comparison between past research in the literature so that to find similarities, differences and therefore to place the research topic within the global frame in the field of study.

1.1. History of research into writing

1.2. An overview of research in L1 writing

1.2.1 Difficulties

1.2.2 Challenges

1.3. Methods of teaching the writing skill

4.4. Conclusion

synthesizes what has been said.

5. PART TWO

it is purely practical

5.1. Introduction

what is included in this part as main elements.

For example, you can say “this part is all about the methods used and steps followed by the researcher in order to collect data... the results are analysed and discussed... the findings will be placed in the general conclusion...”

5.2. Sample:

It includes a detailed explanation on the group of people selected to test one's hypotheses. The researcher should give the profile of the sample including the different variables that participated in the selection of this number of participants. Aspects like age, gender, residence, educational background, etc. should all appear within this title.

5.3. Research design and instruments:

The researcher should specify whether the study is an experiment, a survey, or a case study with a scientific justification of "why" he/ she has chosen this research method. Moreover, the researcher should mention all the research tools and instruments that s/he has employed including questionnaires, interviews, observations, tests, etc. If a software is used, it must be mentioned with its name/ site/ how it was used and all related information.

criteria	*experiment*	*survey*	*case study*	*COMMENTS*
Defined as:	A method applied to test hypotheses and find the cause of the problem (why?)	A method of research that focuses on the description of a phenomenon (what?)	A method that provides a description and analysis of the studied object (how?)	
Examines:	Treatments (smaller samples)	Population (larger samples)	One entity/ social unit	
Data from:	The change of behaviours influenced by the variables	The informants	(person, family, cultural group, etc.)	
Used in:	Experimental research	Descriptive research	Investigation	
Based on:	The use of observation, experimentation, deduction and induction	The use of questionnaires and interviews	Questionnaires, interviews, observations	
Provides:	Causes and explanations to the studied items	descriptions about educational programmes, teaching methods, textbooks and learning objectives	understanding to social units and gives suggestions for social change	

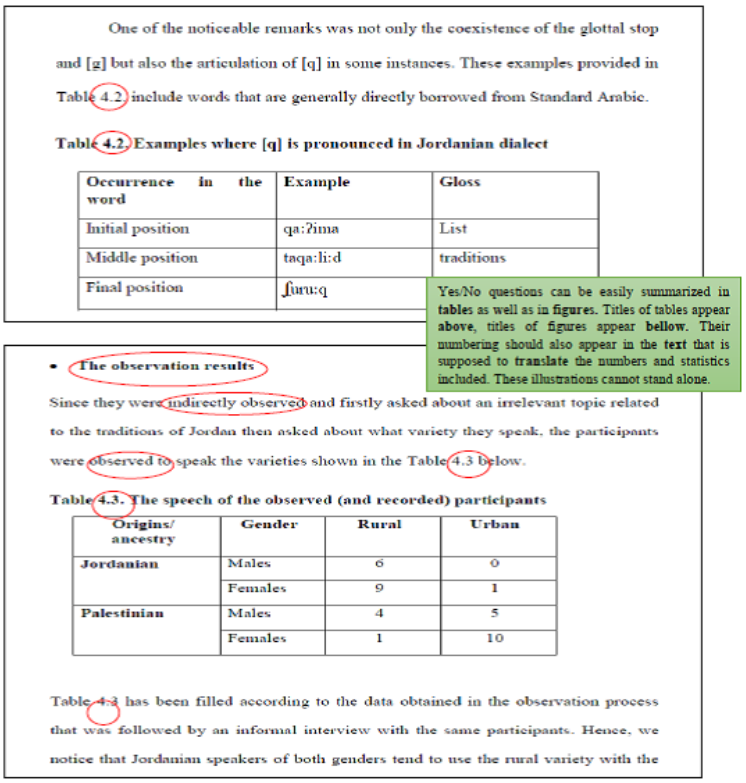
5.4. Data collection procedures:

The research should provide a good descriptive account of the different steps that s/he has followed while investigation.

For example, “I have used a binary or a triangulation of tools because... I have distributed the questionnaire to... with the help of a friend... in the department of... and then used observation... after asking the teacher's consent... I have prepared the check list or the interview questions... etc.”

5.5. Results analysis:

After collecting all the needed data, the researcher has to analyse it either qualitatively or quantitatively. While the latter is all about numbers and frequencies, the former involves reporting a detailed description of the respondents' answers. Put in simpler words, the data that take quantitative analysis are yes/ no questions and multiple-choice questions. At this level, the researcher has to count the number of similar answers and categorize them in statistical models. While reporting the results, the researcher can support the analysis by the use of tables, diagrams and charts. They may give better idea about the results. On the other hand, the data that need to be qualitatively analysed are related to WH-questions or open-ended questions that ask about opinions, attitudes, or suggestions. The analysis should appear in paragraphs and simple narrative descriptions which cannot be summarised or reported in numbers.



One of the noticeable remarks was not only the coexistence of the glottal stop and [g] but also the articulation of [q] in some instances. These examples provided in Table 4.2 include words that are generally directly borrowed from Standard Arabic.

Table 4.2. Examples where [q] is pronounced in Jordanian dialect

Occurrence in the word	Example	Gloss
Initial position	qa:ʔima	List
Middle position	taqa:li:d	traditions
Final position	ʃuru:q	

Yes/No questions can be easily summarized in **tables** as well as in **figures**. Titles of tables appear **above**, titles of figures appear **bellow**. Their numbering should also appear in the **text** that is supposed to **translate** the numbers and statistics included. These illustrations cannot stand alone.

- **The observation results**

Since they were indirectly observed and firstly asked about an irrelevant topic related to the traditions of Jordan then asked about what variety they speak, the participants were observed to speak the varieties shown in the Table 4.3 below.

Table 4.3. The speech of the observed (and recorded) participants

Origins/ ancestry	Gender	Rural	Urban
Jordanian	Males	6	0
	Females	9	1
Palestinian	Males	4	5
	Females	1	10

Table 4.3 has been filled according to the data obtained in the observation process that was followed by an informal interview with the same participants. Hence, we notice that Jordanian speakers of both genders tend to use the rural variety with the

The following bar graph (Figure 4.3) explains the degree of the speakers' ability and readiness to switch from the Bedouin to the urban dialects. Interestingly, females show higher rate of readiness to shift from their home native speech, 100% of both J and P females show readiness to use the urban vernacular. They assert that it is not a difficult task to include the glottal stop in one's speech; it only feels shameful and embarrassing with the close family members. On the other hand, males claim that they feel no necessity to change their dialect (though they have the ability to switch) with a difference in the use of the glottal stop where M.P use it more than M.J.

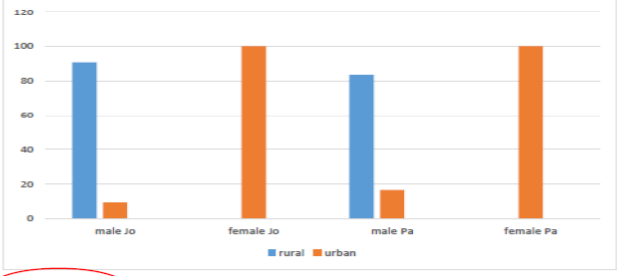


Figure 4.3. **Subjects' readiness of shifting**

After that, the analysis and interpretation of results should not only include answers of the questions included within questionnaires or interviews or any other research instrument. Rather, it should closely follow the research questions and hypotheses. That is, the researcher should state the findings directly related and relevant to the objectives of research. The researcher might wonder about the titles that should be included within this section. In fact, there is no standard way of structuring this area. For example, if the researcher has used a triangulation od methods, it will be adequate to structure the titles as follows: Yes/No questions can be easily summarized in tables as well as in figures. Titles of tables appear above, titles of figures appear bellow. Their numbering should also appear in the text that is supposed to translate the numbers and statistics included. These illustrations cannot stand alone.

- *Results of the questionnaire*
- *Results of the observation*
- *Results of the interview*

Those headings can include subtitles. To facilitate the choice of the title, it is beneficial to either write "Answers to the 1st question: ..... (write the question as it appears in the questionnaire)" or, reformulate the interrogative form to a declarative statement which constructs a good title.

This is a **qualitative** interpretation of an open-ended question (Q. Why do you switch from your home variety to another one?) . The title is not put in an interrogative form but rather it is reformulated to the reasons behind linguistic switching. The answers are qualitatively summarised by the researcher (in points and paragraphs)

4.2.2. The reasons behind linguistic switching

After the observations done as well as the responses supplied by the informants, the researcher attempts to put forward a certain classification for the reasons that lead participants to switch towards the urban variety. These are divided into social as well as psychological factors.

A: social factors

Feminity vs. Masculinity: this dichotomy was the first one to be mentioned by most of the informants. Most, if not all, claim that the glottal stop is generally associate with the feminine behavior. Males ought to speak in the rural variety because it is tougher and reflects masculinity. Girls, originally Bedouin or fallahi, switch in many context to the urban variety as it is more girly and soft. Men, even if they are Madani Palestinian, tend also to switch to use [g] just to feel masculine.

Education, schools and new generations: this was one of the most vital points mentioned especially by elderly and old people and was also proved by the results observed in the pupils' behavior. The former, i.e., old people who are grandparents, claim that they use the urban variety with their little kids and grandsons. The reason

5.6. Discussion:

In fact, discussion of the findings is the most important step of the work because the researcher will have to provide his/ her contribution to the field of research. There must be a scientific explanation of the findings. At this level, the researcher should state where his/ her study is different from the others found in the literature. The discussion should be directly related to the research question placed at the beginning of the study.

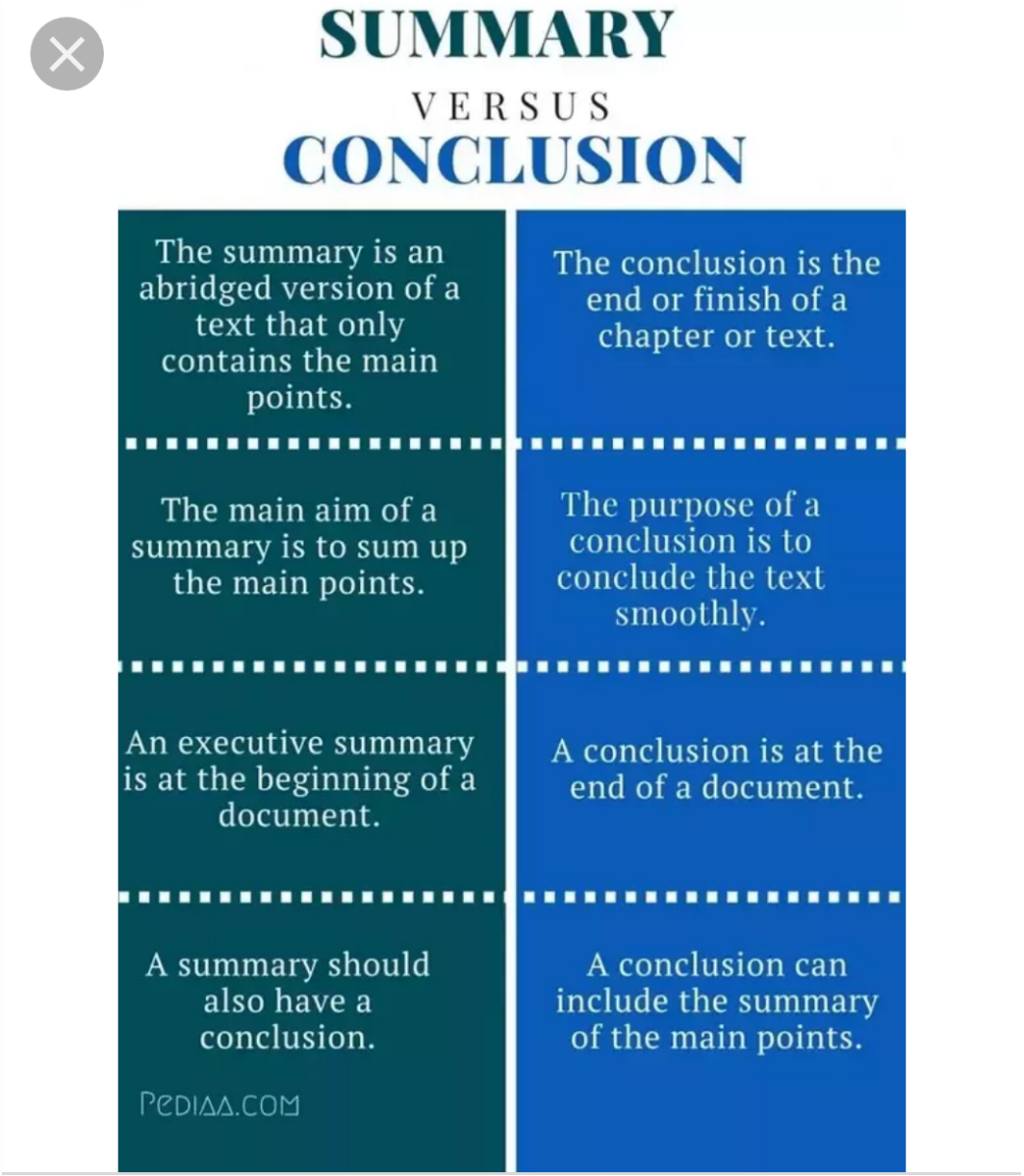
The discussion of results is a global translation of all the numbers described earlier. The researcher doesn't have to restate the numbers but rather what can be induced and concluded/ generalized from those numbers. One can also refer to previous studies and compare between what has been theoretically said and what is practically shown by the findings at hand.

5.2.1. The nature of accommodation

Trudgill (1989) claims that "speakers accommodate to each other linguistically by reducing dissimilarities between their speech patterns and adopting features from each other's speech" (p. 39). Following this statement, our participants tend to adopt features of other dialects regarding the use or nonuse of the glottal stop. After certain quantitative and qualitative analyses, we came to the conclusion that both social and psychological factors are reasons for the type of accommodation that is taking place (furtherly discussed). The direction of accommodation followed by Amman inhabitants shows that most of the participants especially females tend to switch to and adopt the urban variety characterized by the use of [ʔ] as a variant. In other words, younger female participants shift from their native rural variant [g] to the urban [ʔ]. On the other hand, male speakers attempt to keep using the native Jordanian variant [g] in almost all conversational situations. Females- originally

5.7. Conclusion

is not necessarily a summary but rather an answer to what has been stated before in the introduction of this part only (not the whole work).

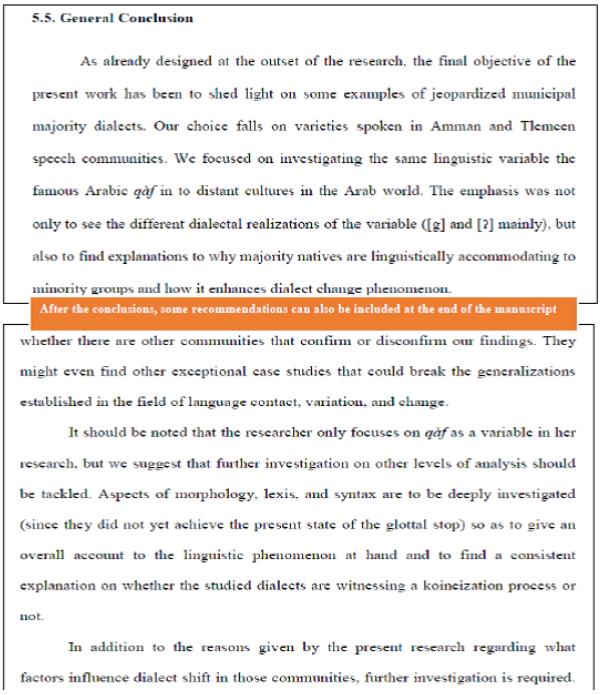


6. PART THREE

The confirmation or disconfirmation of the already established hypotheses should appear in relation to the findings. Besides, these results can pave the way for recommendations to future research, i.e., propositions to begin new research.

6.1. General Conclusion:

The conclusion is the last part of the work. The researcher has to provide a summary of all the necessary information that he/she has found after the investigation and analysis. It should restate the research problematic, questions, hypotheses, and what has been tackled in the other parts of the work. The confirmation or disconfirmation of the already established hypotheses should appear in relation to the findings. Besides, these results can pave the way for recommendations to future research, i.e., propositions to begin new research.



5.5. General Conclusion

As already designed at the outset of the research, the final objective of the present work has been to shed light on some examples of jeopardized municipal majority dialects. Our choice falls on varieties spoken in Amman and Tlemcen speech communities. We focused on investigating the same linguistic variable the famous Arabic *qāf* in to distant cultures in the Arab world. The emphasis was not only to see the different dialectal realizations of the variable ([g] and [ʔ] mainly), but also to find explanations to why majority natives are linguistically accommodating to minority groups and how it enhances dialect change phenomenon.

After the conclusions, some recommendations can also be included at the end of the manuscript

whether there are other communities that confirm or disconfirm our findings. They might even find other exceptional case studies that could break the generalizations established in the field of language contact, variation, and change.

It should be noted that the researcher only focuses on *qāf* as a variable in her research, but we suggest that further investigation on other levels of analysis should be tackled. Aspects of morphology, lexis, and syntax are to be deeply investigated (since they did not yet achieve the present state of the glottal stop) so as to give an overall account to the linguistic phenomenon at hand and to find a consistent explanation on whether the studied dialects are witnessing a koineization process or not.

In addition to the reasons given by the present research regarding what factors influence dialect shift in those communities, further investigation is required.

6.2. References:

The list of references should include all the books, articles, journals, dissertations, or any other reference that has been used during research.

Book, edition is stated	↓ author ↓ year published ↓ book edition ↓ publisher McWhorter, K. (2010). *Academic reading* (7th ed.). Boston, MA: Longman. ↑ book title ↑ place published
Journal article	↓ author ↓ year published ↓ article title ↓ journal name ↓ volume Perrey, S. (2017). Do we perform better when we increase red blood cells? *The Lancet Haematology, 17,* 2352-3026. https://doi.org/10.1016/S2352-3026(17)30123-0 ↑ page range ↑ DOI
Chapter in an edited book	↓ chapter authors ↓ year published ↓ chapter title ↓ book editors ↓ book title Smith, F. M., & Jones, W. (2004). The college student. In C. Wood, & M. Meyer (Eds.), *Cross-cultural education* (pp. 75-105). London, Canada: MacMillan. ↑ chapter page range ↑ place published ↑ publisher
Webpage on website	↓ author ↓ year published ↓ webpage title ↓ date you viewed the webpage Sah, P. (2018). Study habits for success: Tips for students. Retrieved August 23, 2018, from http://theconversation.com/study-habits-for-success-tips-for-students-89147 ↑ URL for the webpage

6.3. Appendices:

This space must include all the material used in data collection especially the instruments. They should be numbered as appendix A, appendix B, and so on. If they were written in Arabic, there must be a translated copy of the questionnaire or any other material used. Additionally, if some transcribed items are included within the written text, you can make reference to the whole speech in the appendix (for example, speech of participants; generally, it is used when the topic is about phonetic issues).

II

Sommaire d'activité globale d'apprentissage: REALISATION DE SON MINI MEMOIRE

Objectifs

C'est l'étudiant qui apprend: Apprendre est un processus actif qui exige que l'étudiant *s'investisse et se mobilise.* C'est ce à quoi l'on réfère quand on dit que l'étudiant est un sujet apprenant ou qu'il est l'agent de son propre apprentissage.

l'étudiant doit avoir des raisons d'apprendre: Il faut que l'étudiant sente un minimum de motivation et de confiance devant l'apprentissage et qu'il trouve du sens à faire ce qu'on lui demande.

l'étudiant apprend pour faire: L'apprentissage doit permettre de réaliser des actions et d'accomplir des tâches qui étaient inaccessibles avant. Sans être exclusivement utilitaire, l'apprentissage doit être utile et trouver des applications dans la "vraie vie". Quand on dit que l'acquisition de connaissances ne se justifie que dans le contexte du développement d'habiletés, on veut dire exactement cela.

l'étudiant apprend en faisant: C'est par l'expérience personnelle, par des manipulations concrètes et par l'accomplissement de tâches, que l'élève peut intérioriser les informations et les stratégies d'apprentissage.

l'étudiant apprend en se regardant faire: L'apprentissage vise, en bout de ligne, la correction des erreurs. Mais ce sont aussi les erreurs qui servent à apprendre. Pour cela, il faut que l'étudiant apprenne à se connaître et à se comparer, identifie ses erreurs et ses réussites, sache quelles façons de faire aboutissent à des erreurs et quelles stratégies aboutissent à des réussites, et pourquoi. En conséquence, l'apprentissage doit intégrer des phases de rétroaction, d'objectivation, de métacognition...: autant de termes techniques désignant l'action de réfléchir sur ce qu'on a fait pour mieux faire ce qu'on va faire.

l'étudiant apprend en interagissant: Amené à confronter ou à concilier son point de vue avec celui des autres, l'étudiant valide et régule ses représentations mentales et la nécessité de les communiquer l'oblige à les clarifier aussi pour lui-même, à les expliquer et à les justifier.

l'étudiant utilise des stratégies pour apprendre: Même quand il semble apprendre peu ou mal, l'étudiant n'apprend pas au hasard: il part de ce qu'il sait et essaie de ramener les nouvelles situations à d'autres qu'il connaît. Quand une méthode a bien fonctionné, il va l'utiliser à nouveau jusqu'à ce qu'il en découvre les limites ou qu'il en invente une meilleure. Il va facilement généraliser, se donner des recettes, sinon des règles. L'enseignement doit capitaliser sur cette capacité en la rendant explicite et en l'encourageant.

l'étudiant apprend à partir de ce qu'il connaît déjà: Devant une situation nouvelle, il essaie de trouver des éléments connus, des structures familières qui peuvent servir de point de repère. Avant d'inventer de nouvelles stratégies, il essaiera d'abord celles qu'il connaît. Bref, pour apprendre, il fait appel à son expérience et à ses connaissances antérieures.

LES QUATRE TEMPS DE LA DÉMARCHE D'APPRENTISSAGE

C'est pour tenir compte de ces impératifs qu'un enseignant doit s'efforcer de respecter une véritable démarche d'apprentissage dans les activités d'apprentissage. Cette démarche se traduit en quatre temps distincts, dont l'appellation varie d'un programme à l'autre. Pour simplifier, nous les désignons ainsi:

1. mise en situation;

BUTS:	MOYENS (pas nécessairement dans cet ordre)
• Mobiliser l'énergie • Créer des conditions affectives propices • Créer des conditions cognitives propices • Orienter le déroulement de l'activité • Rassembler les conditions nécessaires au déroulement de l'activité	• Provoquer (piquer la curiosité, susciter l'intérêt, lancer un défi) • Sécuriser (donner confiance, encourager, rappeler les réussites) • Rappeler les préalables (connaissances et stratégies antérieures qui seront pertinentes à l'activité) • Clarifier (donner des consignes précises, définir les termes, donner un exemple du produit attendu. préciser les règles de présentation) • Vérifier (le matériel, l'aménagement, la compréhension des consignes, la maîtrise des préalables)

Mise en situation et représentation

2. représentation
3. expérimentation / objectivation

BUTS:	MOYENS (pas nécessairement dans cet ordre)
• Faire accomplir une tâche • Fournir des éléments concrets d'expérience à analyser ensuite. • Encourager la formulation d'hypothèses • Permettre les essais et les erreurs • Permettre le développement de stratégies • Faire intégrer les connaissances pertinentes	• Superviser (organiser le déroulement, allouer ou répartir les tâches, aider, résoudre les problèmes organisationnels, contrôler le temps) • Faire découvrir (poser des questions, encourager les essais, les manipulations, la formulation d'hypothèses) • Aider (fournir des indices, suggérer des pistes, rappeler une procédure, fournir du matériel)

	• Informer (faire un exposé, fournir des textes, présenter du matériel pertinent) • Fournir du feedback (encourager les réussites, inviter à l'amélioration, fournir des moyens d'autocorrection, aider à identifier et à utiliser les erreurs)

Expérimentation

4. réinvestissement.

BUTS:	MOYENS (pas nécessairement dans cet ordre)
• Faire approfondir les tâches • Faire accomplir des tâches différentes • Décontextualiser l'apprentissage • Favoriser le transfert des habiletés • Consolider les habiletés • Rendre autonome	• Étendre le domaine (faire trouver d'autres exemples, proposer des variantes et des raffinements, introduire des cas plus complexes) • Faire pratiquer (donner de l'entraînement, faire faire des exercices) • Intégrer (proposer un prolongement dans un autre programme ou une autre activité, proposer un projet intégrateur où l'apprentissage effectué devra être utilisé en conjonction avec d'autres apprentissages)

Réinvestissement

1. Activity: Thesis Writing

The students should follow all the information given to them during the two first chapters. Students have to strictly employ all the titles and the illustrations that have been acquired and learned in those chapters in addition to the guidelines given in CHAPTER 3.

Questions de synthèse

1. What is the field that you want to make research on?
2. What's the global idea?
3. What is your problematic?
4. What are your motivations?
5. What are your research questions and hypotheses?
6. On which sample your going to test your hypotheses?
7. What are the tools and instruments you are going to employ? why and how?
8. What are the procedures of research?
9. Which conclusions do you expect?

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