**University of Setif -2-**

**Faculty of Literature and Languages**

**Department of English Language and Literature**

 **Third Year Research Methodology**

 **Workshop 1**

1)Consider the following abstracts and determine whether these studies are primary or secondary resources, then answer the following questions with justifications :

Are the following studies :

Basic / Applied ?

Primary/secondary ?

Cross-sectional / Longitudinal?

Quantitative / Qualitative?

Indicate the type of each study and justify

**Abstract 1:**

The present research investigates the effects of integrating teaching simulations on student teachers’ nonverbal communication skills . It has been confirmed that Second year student teachers at The Teachers’ training school are suffering from a lack of practice and preparedness to their future professions, as their nonverbal presentation skills are focal requisites of any foreign language teacher which are being neglected in their program. Hence, teaching simulations are integrated as an attempt to develop student teachers’ nonverbal communication skills. The current research embraced a true experimental pretest-posttest design employing a mixed-method approach. The sample of the research comprised 40 student teachers who were randomly assigned to the experimental and control groups. Statistical findings from the pretest and the posttest indicated that participants of the experimental group have shown a remarkable development in their nonverbal communication skills and exhibited reduced levels of anxiety in comparison to the control group. Furthermore, qualitative analysis of the participants’ reflective journals indicated that experimental group participants experienced less anxiety, more motivation, and felt more engaged. In addition, data obtained from simulations observation checklist have shown an observable progress in the experimental group members’ performance. Consequently, the integration of simulations has been deemed to be a very effective technique to develop student teachers nonverbal presentation skills , provide them with opportunities to apply theoretical knowledge and increase their sense of readiness and engagement by providing them with chances to practice, reducing their anxiety, and increasing their motivation which makes of them effective teachers in the future.

**Abstract 2:**

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. This study focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. In this paper, the researcher defined the term technology and technology integration, explained the use of technology in language classroom, reviewed previous studies on using technologies in improving language learning skills, and stated certain recommendations for the better use of these technologies, which assist learners in improving their learning skills. The literature review indicated that the effective use of new technologies improves learners’ language learning skills.

**Abstract 3:**

This study attempts to evaluate the situation of pragmatics as regards request strategies in the new textbooks (Second generation) that are taught at the level of second and third year Algerian middle schools. The descriptive research design used, incorporated quantitative and qualitative instruments to accomplish the objectives of the study. The instruments that were adopted in order to fulfill this research aim were: two checklists; the first one is based on Searle’s taxonomy, the second one is based on Trosborg’s taxonomy as well as a semi-structured interview that was conducted with teachers of two different middle schools. The analysis of the results indicated that the distribution level of the five speech acts (assertives, directives, commisives, declarations, expressives) is not proportionally equal through the two textbooks, which indicates that the Second Generation textbooks are shallow and superficial. In addition, the findings showed that the request strategy mostly used was the conventionally indirect (which asking for something indirectly) and indicated that the range of the request strategies in new textbooks (Second Generation) is very limited compared to Trosborg’s taxonomy. Moreover, the data derived from the semi-structured interview revealed that neither the new textbooks’ designers nor the teachers are aware of the different request strategies that should be taught to EFL learners. A major conclusion of the study was that pragmatics in the Algerian teaching environment needs to be given further attention. Therefore, to enhance learners’ communicative skills the textbooks’ designers should incorporate a rich variety of speech act categories shedding the light on the different types of the request strategies in the English Language.

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