

Mouloud Mammeri University of Tizi-Ouzou
Faculty of Letters and Languages
Department of English



Study Day on

**“Scientific Research in Linguistics: Principles and
Recommendations”**

**Study Day venue: Department of English at Mouloud Mammeri University,
Tizi-Ouzou**

Link: <https://www.ummo.dz/journee-detude-scientific-research-in-linguistics-principles-and-recommendations/>

Study Day date: February 12th 2023

Chair of the Study Day: Dr. Sadia BELKHIR

Vice-chair of the Study Day: Dr. Kamila AMMOUR

Scientific Committee

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Synthesis of the Study Day & Recommendations

Doing scientific research is a challenging path that researchers go along to reach some valid and reliable findings. The overall aim of the study day held at the department of English is to help MA students lacking in expertise gaining more confidence and enjoying doing scientific research in language studies.

Indeed, MA students are required to do scientific research in order to write good Master's dissertations. Accordingly, the presentations have covered a variety of topics relating either to the doing research process or the writing procedure of the different chapters of a Master's dissertation. Each phase requires from the students the best use of their research skills and academic writing competencies.

The issues discussed in the presentations may categorised into two axes, and summarised as follows:

The first axis relates to the process of doing research wherein six issues are discussed:

- The issue of researching metaphors in discourse. The objectives of this presentation are to provide MA students with the means to identify metaphors and suggest practical methods for researching metaphors in discourse.
- Novice researchers' choice of a research topic: some guidelines. The aim of this presentation is to provide MA students with some guidelines for making judicious choice of an adequate research topic as well as formulating pertinent research problems.
- Experimental design in educational research. The aim of this presentation is to provide novice researchers with a brief overview of the different types of experimental designs that are frequently adopted by researchers in education.
- Quasi-experimental research designs. The aim of this presentation is to introduce MA students to quasi-experiment research. It highlights the features of quasi-experiments, discusses two of the most common types of quasi-experimental designs, and provides an example for each.
- The use of questionnaires in social sciences. The aim of the presentation is to highlight the benefits and drawbacks of relying on questionnaires in research. Additionally, it offers some guidelines for students for appropriate future implementation.

- The use of thematic content analysis. The objective of this presentation is to clarify and guide MA students on how to use and follow the thematic content analysis as a type of qualitative content analysis.

The second axis relates to the process of writing a Master's dissertations.

- How to write a general introduction. The presentation aims to explain the structure or the different moves to follow in order to write a captivating and a pertinent introduction.
- Stressing criticality in the discussion chapter of master's dissertations: theoretical foundations and practical considerations. The aim of the presentation is to shed light on key theoretical foundations and practical considerations that might allow the students to overcome the recurrent problems to be found in the discussion chapter of Master's dissertations.
- A PhD candidate has shared with the students her personal experience in writing a thesis in the field of Semiotics as an attempt to help those who intend to be immersed in the writing journey of scientific research.

The chair, the vice chair, as well as the organising committee of the study day are looking forward to organising other scientific events at the department of English at Mouloud MAMMERI University.

Study Day 2023
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Mouloud Mammeri University, Tizi-Ouzou



Abstracts

Adem, Karima. (‘MAA’, Mouloud Mammeri University). *Writing a Good Master Dissertation Introduction.*

For many Master II students, writing a master dissertation is difficult, but worth doing. Therefore, there are numerous potential areas where these students can fall down when writing the different chapters of the dissertation. Fortunately, there are steps they can follow to reduce the risk of mediocrity and increase their chances of securing outstanding grades. In fact, the knowledge of the different stages is a prerequisite for the completion of a successful dissertation. This paper is concerned with how to write the introduction of a master dissertation intended to Master II students from Didactics of Foreign Languages and Language and Communication specialisms. In other words, it explains the structure or the different moves to follow in order to write a captivating and pertinent introduction.

Akir, Malika. (‘MAB’, Mouloud Mammeri University). *Thematic Content Analysis of Qualitative Data: Characteristics, Steps, and Examples*

Qualitative Content Analysis is one recommended way of interpreting new data gathered in interview transcripts or survey responses. Due to a myriad of reasons, it is a burden for novice researchers to follow the QCA method. Most of them succeed in the process of collecting data, but they do not know what to do next with them. The use of “thematic content analysis” as one type of QCA is problematic for most students. Undeniably, at the level of Mouloud Mammeri University of Tizi-Ouzou, an investigation revealed that most students fail to apply the thematic content analysis method correctly. Besides, supervising and examining Master 2 dissertations revealed that the majority of the students keep describing and reporting the responses of their samples. Thus, the objective behind this presentation is to clarify and guide Master 2 students on how to use and follow the thematic content analysis. This includes the characteristics of TCA and the steps involved with reference to some examples.

Ait-Hammouda, Hanane. (‘Doct.’, University of Blida). *Writing a PhD Thesis: A Case in Point.*

The process of writing a thesis reflects students/researchers’ linguistic potential as well as their communicative competence. Indeed, it is a challenging task because students are supposed to produce an effective piece of writing not only in terms of language use, but in terms of the overall format as well. The academic work has to be significant by investigating an original topic or by enriching prior research. It has also to be feasible in terms of the availability of the data, the possibility of doing the practical aspect of the research if needed, etc. A PhD thesis is a genre of writing with its proper steps and moves that students/researchers have to follow in writing the different chapters. These as indicated by Paltridge and Starfield (2007) are 1. An introduction in which students have to state a clear purpose, formulate research questions and hypotheses and point out the significance of the research. 2. Theoretical considerations in which the literature related to the study is reviewed. 3. Methodological part, which gives a detailed description of data collection and analysis tools. 4. Results, which display the outcomes of the research. 5. Discussion that interprets the results by crossing them with the formulated hypotheses

and previous researches. 6. Conclusion, which restates the whole work and suggests further researches. 7. Abstract that is a condensed version of the work has to be well written as it is the first part to be read. The current work is about sharing my personal experience in writing my thesis in the field of Semiotics as an attempt to help students who intend to be immersed in the writing journey.

Ammour, Kamila. ('MCA', Mouloud Mammeri University). *Novice Researchers' Choice of a Research Topic: Some Guidelines*

Doing scientific research is a challenging path that researchers go along to reach some valid and reliable findings. According to Frederick Sanger, "Scientific research is one of the most exciting and rewarding of occupations". It requires dedication and hard work, but above all it requires formulating a good research question. Indeed, the starting point of any scientific study is the formulation of a pertinent question. The latter represents one of the daunting challenges facing novice researchers. Accordingly, the aim of the present talk is to provide MA students with some guidelines for making judicious choice of an adequate research topic. It covers some resources of identification of research topics like previous courses, daily problems, unexplored areas, results of prior research, among others. Concrete examples of topics selected by former students are presented. The overall aim is to help MA students lacking in expertise gaining more confidence and enjoying doing scientific research in language studies.

Aouine, Akli. ('MAA', Mouloud Mammeri University). *Stressing Criticality in the Discussion Chapter of Master's Dissertations: Theoretical Foundations and Practical Considerations*

Lack of criticality is one of the recurrent problems to be found in the discussion chapter of Master's dissertations written by students in the Department of English at Mouloud Mammeri University of Tizi-ouzou (MMUTO). The present paper principally aims at shedding light on key theoretical foundations and practical considerations that might allow the students to overcome such a difficulty. To reach such an objective, the paper explains how the students can go beyond the reproduction stages in their discussions to reach criticality and deep analysis relying on a three-way dimension: (1) Making the discussion theory-driven, (2) Emphasizing the principles of critical thinking offered by scholars like Richard Paul and Linda Elder (2000), and stressing the elements of 'analysis' and 'inference'. In addition, the paper offers concrete explanations of how to put this three-way dimension into practice, by analysing some of the discussions written by students in the Department of English at MMUTO.

Belkhir, Sadia. ('MCA', Mouloud Mammeri University). *Researching Metaphors in Discourse: Practical Methods for MA Students*

This paper addresses the issue of researching metaphors in discourse. The objectives are to assess MA students' knowledge about metaphors and the means to identify them in discourse, suggest practical methods for researching metaphors in discourse, and reveal how these methods can be implemented using both online and offline resources. A questionnaire handed to the participants (30 in number) allowed exploring their knowledge, interest, and expertise in metaphor identification. The findings accordingly lead to the recommendation of a set of metaphor collection tools along with a sample of practical methods for identifying conceptual metaphors, conceptual mappings, and metaphorical linguistic expressions.

Berber, Katia. ('MCB', Mouloud Mammeri University). *Quasi-experimental Research Designs: Features, Types, and Examples*

In educational research, it is often difficult or impossible to conduct true experiments due to practical or ethical reasons. In this case, the use of quasi-experimental research designs is recommended. Quasi-experimental research designs gained popularity in recent years and are widely used by researchers to establish a cause-effect relationship between two variables. However, many students and novice researchers are not familiar with this research design. Indeed, a survey study conducted with master one-level students in the department of English at the University of Tizi-Ouzou revealed that the majority of them do not know how to conduct quasi-experimental research. In addition, the evaluation of master dissertations in the same department and university showed that the majority of the students use descriptive research designs even if the topic under investigation requires the use of quasi-experiments. Therefore, the aim of this presentation is to introduce Master two-level students to quasi-experiment

research. It highlights the features of quasi-experiments, discusses two of the most common types of quasi-experimental designs, and provides an example for each.

Imerzoukene, Sonia. ('MCB', University of Béjaia). *Use of Questionnaires in Research: A Double-edged Weapon*

Due to the time savings, low cost, and abundance of information they provide, questionnaires are common research instruments. They are employed to gauge a variety of information categories, including beliefs, attitudes, and perceptions, preferences and intentions.... Thanks to open-ended and close-ended questions, researchers obtain both qualitative and quantitative data allowing more reliable results. Accordingly, most researchers rely on them as the main research tools. However, receiving inaccurate information and unanswered queries are more likely to occur. Respondents tend to frequently escape some questions especially due to their reluctance to discuss subjective and personal subjects, or supply the researcher with inaccurate information because of their unwillingness to speak about subjective topics. Hence, dishonesty is on the menu. In this case, the researcher's results would also be erroneous. This essay highlights the benefits and drawbacks of relying on questionnaires in research. Additionally, it offers some guidelines for students for appropriate future implementation.

Ladjali, Djamila. ('MCB', Mouloud Mammeri University). *Experimental Design in Educational Research*

The experimental design in educational research is the application and adaptation of the scientific classical experiments that were conducted in physical and natural sciences. The experimental methods have been valuable tools in finding out evidences and proofs for a large number of studies. The aim of this paper is to provide novice researchers with a brief overview of the different types of experimental designs that are frequently adopted by researchers in education. This study discusses the main characteristics of true experiments, and quasi-experiments and their corresponding variants and how control of internal and external validity can be achieved. It is not our intention to discuss terms like validity and reliability in depth; however, the main types of validity will be addressed. Furthermore, a list, but not an exhaustive one, of threats or the factors, that are mostly common in experimental research and can possibly influence the validity of the results, is presented.