

University of Biskra

Section of English

Lecturer: Dr. Ahmed C. Hoadjli

Level: Master I

Course: RMLL

Groups: All

Statement of the Problem (Samples)

Legend:

- **The Research Problem**
- **The Suggested Solution**

Sample 1

Prepared By: Ms. Iman Hazmani

Supervised By: Dr. Ahmed C. Hoadjli

Title: Investigation into the Effects of Vocabulary Teaching in Developing Learners Reading Comprehension: The Case of First Year Doctoral Students of Political Sciences at Biskra University

Academic Year: 2018/2019

STATEMENT OF THE PROBLEM

Recent researches have changed the view of reading from a mere explicit recall, word recognition, and mastery of phonemic decoding, to a complex process involving the interaction of various cognitive, metacognitive, linguistic and sociolinguistic elements. The excellence in the reading skill with understanding is one of the many essential skills to acquire knowledge and flourish as a learner.

However, learners at the Department of Law and Political Sciences in Biskra University have poor performance when it comes to reading, especially, to grasp the gist of what they read.

Many of them face difficulties when it comes to reading either because they are slow readers or because they lack the necessary reading skills. Most of their readings are academic and motivated by the need to understand, find and absorb information, ideas and arguments. Even though they may face difficulties when they read in their mother language, these difficulties are doubled when they have to read academic texts in a foreign language. Those learners may know some words or may be able to use clues supplied by the texts to guess the meaning of unknowing words, but when they are encountered with many unfamiliar words, their comprehension is disturbed. Mainly, because their capacities are dedicated to recognise words rather than making sense of what is being read.

One big part of comprehension is having a sufficient vocabulary. A limited vocabulary size, as well as a lack of sufficient knowledge of word meanings, often hinders learners from understanding the meaning of the text. That is why, in the recent years, there has been an increasing interest in vocabulary teaching and learning. A wealth researches have documented the fundamental relationship between vocabulary knowledge and reading comprehension. In this respect, the present study suggests teaching vocabulary directly by elaborating a mini-syllabus, where the first year doctoral students of Political Sciences from Biskra University will be taught specialised vocabulary to overcome the difficulties of reading when it comes to comprehend academic texts from their specialty area.

Sample 2

Prepared By: Ms. Raihana Fourar

Supervised By: Dr. Ahmed C. Hoadjli

Title: Evaluating Some Induced Difficulties by Formulaic Sequences in Affecting Learners
Communicative Competence: The case of Master students of English at Biskra University

Academic Year: 2018/2019

STATEMENT OF THE PROBLEM

The overwhelming value given by EFL learners to communication necessitates a great deal of awareness from their part, relating to language generally, and to formulaic sequences more specifically. In terms of communicative competence, the body of literature found evidence that formulaic sequences are of high importance since they contribute in the effective conveying of a message, and the avoidance of any breakdown in communication. In this sense, affording explicit instruction on the teaching level of formulaic sequences was and still is a significant forward-step in the development of communicative competence among EFL learners. However, formulaic sequences are felt to be problematic for their learners because of some interacting factors, such as the insufficient output, socio-cultural diversity, syntactic, and semantic irregularity.

Regarding the semantic level, Wray and Perkins (2000) demonstrated that the meaning of a single formulaic sequence cannot be necessarily understood from the combined meaning of its constituents, and this may hinder the successful learning of formulaic sequences. This identified hindrance has been already observed and experienced by the researcher herself in EFL academic settings where some formulaic sequences can be challenging in their learning and storing in the mental lexicon comparing to others. Therefore, proceeding successfully on the proficiency scale to improve students' communicative competence will not be achieved unless there is a serious

rethinking about what may obstruct EFL Algerian learners when it comes to learning formulaic sequences.

In this regard, our research attempts to shape a question directed to reveal some of the potential constraints that hinder EFL learners from full learning of some formulaic sequences, in addition to their impact on the communicative competence of the learners. Moreover, we intend to cast light, as we hope, on reliable findings pointed to sensitise both EFL teachers and learners about the importance of enriching their linguistic repertoire with formulaic sequences to reach native-likeness. Lastly, some problems surrounding the teaching of formulaic sequences need to be put into account by both teachers and curriculum designers in order to provide the suitable instructional practices specifically in the research context.

Sample 3

Prepared By: Ms. Maroua Hezabra

Supervised By: Dr. Ahmed C. Hoadjli

Title: Implementing Personalised Corpus-extracted Instructional Materials to Enhance Learners Linguistic Patterns Retrieval: The case of third year students of English at Biskra University

Academic Year: 2018/2019

Statement of the Problem

Writing is that productive skill which necessitates sound knowledge of different grammatical rules, writing mechanics, varied vocabulary, formulaic language, rhetorical patterns, composing strategies, and intensive practice to be honed and mastered. Therefore, and due to the continuously increasing importance of this skill, written expression course teachers often try to establish the basic foundations of writing for their learners through the inclusion of such aspects in written expression syllabi and identifying their development and mastery as objectives to be realised by the end of the writing courses.

However, a noticeable number of EFL learners at Biskra University have poor writing skills, specifically at the level of writing structures and patterns. In their written productions, they frequently use structures which are not in accordance with the conventional standards of the English language. The erroneous patterns observed in these learners' writing are mainly lexical, sentential, and rhetorical. Although such learners often do receive instruction to avoid such a problem, many of them fail to correctly employ what they have been taught in their writing assignments or in essays they are instructed to write in examinations. This is partially because they still have to use WM resources and conscious attention to retrieve the set of sentence patterns and

lexical units needed to be used since the process of written linguistic retrieval is not as automatic for them as it is for L1 and skilled L2 FL writers.

Consequently, these students, whose level is not yet an advanced one, do not make much use of what they are taught. In other words, the transition towards higher-order discourse-level concerns while students have not yet effectively developed skills of different sentence patterns and fluent lexical bundles retrieval, i.e., surface level features, causes them to make little or no use of instruction related to text quality and the production of essays exhibiting critical and analytical thinking skills, such as respecting English-specific rhetorical patterns, developing compelling argumentation, and synthesising ideas and information.

Owing to the fact that writing requires more cognitive effort and involvement on the part of the inexperienced EFL learner, it would be insufficient, thus, to merely show him her the correct form of a sentence pattern or a lexical bundle and expect it to be easily retrieved and used. Therefore, we believe that the use of personalised instructional materials can be instrumental in facilitating learners' retrieval of lexical and sentential patterns, required when engaging in text composition. This entails that the teaching materials will be selected not only based on the target structures they contain, but also chosen and personalised in such a manner that helps learners with the retrieval process. This way, they can better focus on textual patterns and higher-order skills, which constitute a central part of their written expression syllabus since more WM resources can be directed towards such concerns if written linguistic retrieval is facilitated and, eventually, automatised.