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### Appendix C: Final Self-Evaluation (Survey 1)

Please read each statement and tick the corresponding box. The statements refer to the frequency in which the situation took place or happened. Answer the following questionnaire in terms of how often the situations occurred in the process of the reading workshops development. Do not answer how you think it should be, or what other people do. There are no right or wrong answers.

<b>My Teacher Support</b>	<b>Always 100%</b>	<b>Usually 50%</b>	<b>Sometimes 25%</b>	<b>Never 0%</b>
1. The teacher helped me to identify vocabulary and expressions related to crimes, suspects and victims using my prior knowledge.				
2. The teacher promoted my interest in learning content and the English language at the same time.				
3. The teacher trained me in the use of learning strategies for the development of different activities.				
4. The teacher fostered my reading comprehension of short texts related to crime topics.				
5. The teacher created and adapted activities to encourage me to routinely use the learning strategies and to be more independent.				
6. The teacher helped me realize the usefulness of English for my academic success.				
7. The teacher taught me to do an ongoing self-evaluation of my own learning process.				

  

<b>What I have learned about content</b>	<b>Always 100%</b>	<b>Usually 50%</b>	<b>Sometimes 25%</b>	<b>Never 0%</b>
1. I am able to define what a crime is and differentiate among the different types of crimes through the reading of sentences and short texts.				
2. I am able to identify and describe crimes through the reading of short articles.				
3. I am able to read short physical descriptions of suspects and victims.				
4. I am able to indicate significant elements for descriptions of suspects and victims in short texts.				
5. I am able to read and identify a criminal notice with specific vocabulary and expressions.				
6. I am able to recognize the summary structure of a crime report.				

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Seliger and Shohamy (1989:23) fully agree with Ellis as they state that there is no preferred research approach for the study of all second language acquisition .... Download as DOCX, PDF, TXT or read online from Scribd. Flag for Inappropriate ... Seliger, H.W., & Shohamy, E. (1989). Second language .... Research Methodology. <https://arxiv.org/pdf/physics/0601009.pdf> Robertson, J., ... Development, 25(3), 215–229. doi:10.1080/07294360600792889 Seliger, .... Amazon.com: Second Language Research Methods (Oxford Applied Linguistics) (9780194370677): Seliger, Herbert W., Shohamy, Elana: Books.

Seliger, Herbert W. & Elana Shohamy (1989), Second Language Research Methods. Oxford: OUP. van Peer, Willie, Frank Hakemulder & Sonia Zyngier (2012), .... PRINT-BASED RESOURCES. Seliger, H. W., & Shohamy, E. (1989). Second language research methods. Oxford: Oxford University Press. Hatch, ...

In addition, Seliger and Shohamy (1989) showed that researches in second language vary according to the circumstances under which the .... methodological advice to practitioners of classroom research (e.g. Van Lier 1988; Nunan 1989; Seliger & Shohamy 1989; Allwright & Bailey 1991; Davis 1995).. ([http://www.ijla.net/Makaleler/657048516\\_23..pdf](http://www.ijla.net/Makaleler/657048516_23..pdf)). Seliger and Shohamy. (1989). Second language Research Methods. New York: Oxford University Press.. p.54) in Seliger and Shohamy (1989, p.105) quasi-experiment designs are constructed from the situations which already exist in the real world, and are probably .... Seliger and Shohamy (1989) are of the opinion that closed-ended questionnaires are more efficient because of their ease of analysis. On the other hand,.

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