

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF LETTERS AND FOREIGN LANGUAGES



DEPARTMENT OF ENGLISH
--ABBES LAGHROUR UNIVERSITY--



An Investigation of the Difficulties Faced by EFL Students in Undertaking
a Research Dissertation
The Case of Second Year Master Students of English at the University of
Abbes Laghrou, Khenchela.

Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Didactics of Foreign Cultures and Languages

Candidates:

REHIOUI Manel

MERGHAD Ghada Cherifa

Supervisor:

Dr. BAGHZOU Sabrina

Board of examiners:

Chairman: Mr. BEDDIAF Abdelghafour

Khenchela University

Supervisor: Dr. BAGHZOU Sabrina

Khenchela University

Examiner: Miss. NEDJLAOUI Iness

Khenchela University

DEDICATION

In memory of my grandfather, who did encourage me one day,

I dedicate this work to my sweet mother for her never-ending love,

To my dear father for his confidence in me and for his financial support, To my adorable brothers Oussama, Sami and Haroune,

To my beautiful sisters Rania and Lina whose constant question, " Are you finished yet? " may finally be answered affirmatively,

To my fiancé,

To my soulmate and the one with whom I have shared happiness and sadness

To my best friends: Ghada, Khawla, Nour Elhouda, Akila, Manel, and Wiem thank you for being there for me throughout the entire years of study.

To those who seek to make the world a better place through science and education.

Manel

DEDICATION

This work is dedicated specially to my dear mother the one I would be nothing without her, the one who prayed for me and encouraged me to finish this work.

My great father who did his best to make me the person who I am now through his unconditional love and support.

This work is also dedicated to my sisters and brothers (Amina, Zahira, Nour el houda, Rochdi ,Riadh ,Saad ,Affaf ,Zaineb, Samiha and my lovely Nafissa) whose support made me stronger to proceed with this work, for their husband and wives, and for you Ines Merghad my sister and friend in hard times.

To all my extended family and friends especially Rehioui Manel, Ahlam and Karima, my soul mates, to all my friends. To all who were there for me, to all those whom i forgot thank you for ignoring my faults and encouraging my merits

Ghada

ACKNOWLEDGEMENT

" And whoever is grateful is grateful for [the benefit of] himself. And whoever denies [His favor] - then indeed, Allah is Free of need and Praiseworthy. «Luqman 12.

All thanks is to Allah,

We wish to express our deepest gratitude to our supervisor **Dr. Baghzou Sabrina** for her precious and unreserved guidance.

We are grateful to **Mr. Beddiaf Abdelghafour** who helped us and encouraged us till the end.

We would like to express our gratitude and appreciations to **Mr. Kefali Walid, Mr. Kellil Montasser Billah** and **Mr. Ayadi Karim**.

We are also indebted to our dear teachers, **Mr Guerza Omar, Mr Ounis Salim, Mr Fritah Nasreddine, Mr Slimani Marzoug** and **Mr Zine Mekki** who had been sources of knowledge and inspiration to us and treated us like their daughters.

‘Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well’.

Aristotle

ABSTRACT

The study at hand seeks to explore the process of conducting academic research by novice research students in English as a second/foreign language (ESL/EFL). It attempts to uncover the difficulties facing students of Master as regards carrying out a research dissertation in the main. The study took place at the department of English, with students of Master 2, at the University of Khenchela during the academic year 2016/2017. For going about the investigation under consideration, The research methodology adopted in this study is a descriptive one. Data was gathered through a double-questionnaire technique, in which one was administered to a sample of forty five (45) students while another to a total of ten teachers (10). The findings obtained from data analysis reveal two main categories of difficulties which seem to frequently encounter students, and under each of which falls a set of problems. First, difficulties relate to human factors, such as lack of self-confidence in undertaking research. A respective number of teachers admittedly reported on their inadequacy of masterful skill of supervision mostly due to the gap between their interest and the research topics addressed by supervisees. In addition, some participant students emphasised supervisors unavailability and insufficient assistance providence as one major problem along the research course. The second category of difficulties is more technical and associates to external factors, such as uncertainty of the research process and approach being opted for in terms of suitability; the huge amount of misleading information about research themes confusingly to take in as content regarding relevance; difficulties in determining which data to address, elicit and how to categorise for analysis; inappropriateness of analytical procedures and findings reporting; as well as problems concern time and material (financial at most) limitations. Other difficulties may be due to superficial knowledge of reformulation and paraphrasing leading to fear of traps of plagiarism.

Keywords: academic research, methodology, difficulties, dissertation, English as a second language.

LIST OF ABBREVIATIONS

EFL English as a Foreign Language

ESL English as a Second Language

SPSS Software Package for Statistics and Simulation

ICT Information and Communication Technology

LIST OF TABLES

<i>Table 1. Students' gender</i>	<i>34</i>
<i>Table 2. Students' age.....</i>	<i>35</i>
<i>Table 3. Students preferred subject matter</i>	<i>36</i>
<i>Table 4. Students attitudes toward conducting research</i>	<i>36</i>
<i>Table 5. Students'evaluation of their abilities to carry out research in a successful way ..</i>	<i>37</i>
<i>Table 6. Students' views toward whether they are facing difficulty as regards undertaking research.</i>	<i>38</i>
<i>Table 7. Students' difficulties in undertaking their research dissertation.....</i>	<i>38</i>
<i>Table 8. Students' attendance of research methodology courses.....</i>	<i>40</i>
<i>Table 9. Research methodology courses' facilitation of the reseach dissertation process .</i>	<i>41</i>
<i>Table 10. Students' opinions toward having only one session of research methodology per week</i>	<i>41</i>
<i>Table 11. Students' views about the gap between the theoretical part of what they have learned and the practical applications of it.....</i>	<i>42</i>
<i>Table 12. Time management in conducting research.....</i>	<i>43</i>
<i>Table 13. Students' attitudes toward imposing librarians to provide the necessary books</i>	<i>44</i>
<i>Table 14. Encouraging students to carry out a new study.....</i>	<i>45</i>
<i>Table 15. Teachers' training and possessing of the basic knowledge of research methodology.....</i>	<i>46</i>
<i>Table 16. Students' attitude towards having ICT courses.....</i>	<i>46</i>
<i>Table 17. Teachers' gender.....</i>	<i>49</i>
<i>Table 18. Teachers' academic degree</i>	<i>50</i>
<i>Table 19. Teachers experience in teaching at the university</i>	<i>51</i>
<i>Table 20. Teachers' experience in supervision</i>	<i>51</i>

Table 21. <i>Teachers evaluation of their level in supervision.....</i>	52
Table 22. <i>Teachers' assessment of their students' ability to carry out research.....</i>	53
Table 23. <i>Teachers' attitudes toward the difficulties faced by students while carrying out research</i>	54
Table 24. <i>Teachers' attitudes toward attending supervision sessions.....</i>	55
Table 25. <i>Teachers' identification of the causes that stand behind difficulties in conducting a research dissertation</i>	55

LIST OF FIGURES

<i>Figure A.</i> Classification of common difficulties faced by researchers.	27
<i>Figure B.</i> The research process cycle	28
<i>Figure 1.</i> Students' gender	35
<i>Figure 2.</i> Students' age.....	35
<i>Figure 3.</i> Students' preferred subject matter.....	36
<i>Figure 4.</i> Students' attitude toward conducting research	37
<i>Figure 5.</i> Students' evaluation to their abilities to carrying out research in a successful way.....	37
<i>Figure 6.</i> Students' views toward whether they are facing difficulties as regards undertaking research.....	38
<i>Figure 7.</i> Students' difficulties in undertaking their research dissertation.....	39
<i>Figure 8.</i> Students' attendance of research methodology courses.....	40
<i>Figure 9.</i> Research methodology courses' facilitation of the research dissertation.....	41
<i>Figure 10.</i> Students' opinions toward having only one session of research methodology per week	42
<i>Figure 11.</i> Students' views about the gap between the theoretical part of what they have learned and the practical applications of it.....	43
<i>Figure 12.</i> Time manaement in conducting research.....	44
<i>Figure 13.</i> Students' views towards imposing librarians to provide the necessary books ..	44
<i>Figure 14.</i> Encouraging students to carry out a new study	45
<i>Figure 15.</i> Teachers training and possessing of the basic knowledge of research methodology.....	46
<i>Figure 16.</i> Students' attitude towards having ICT courses	47
<i>Figure 17.</i> Techers' gender	50

<i>Figure 18. Teachers' academic degree</i>	<i>50</i>
<i>Figure 19. Teachers' experience in teaching at university</i>	<i>51</i>
<i>Figure 20. Teachers' experience in supervising</i>	<i>52</i>
<i>Figure 21. Teachers evaluation of their level in supervision.....</i>	<i>52</i>
<i>Figure 22. Teachers assessment of their students' ability to carry out research.....</i>	<i>53</i>
<i>Figure 23. Teachers attitudes toward the difficulties faced by students while carrying out research</i>	<i>54</i>
<i>Figure 24. Teachers' attitudes toward attending supervision sessions.....</i>	<i>55</i>
<i>Figure 25. Teachers' identification of the causes that stand behind difficulties in conducting a research dissertation.....</i>	<i>56</i>

TABLE OF CONTENTS

GENERAL INTRODUCTION	1
1. STATEMENT OF THE PROBLEM.....	2
2. RESEARCH QUESTIONS	2
3. BACKGROUND OF THE STUDY	2
4. SIGNIFICANCE OF THE STUDY	5
5. AIMS OF THE STUDY	6
6. ASSUMPTION OF THE STUDY	6
7. DEFINITION OF TERMS	6
8. RESEARCH METHODOLOGY AND DESIGN.....	7
8.1. CHOICE OF THE METHOD.....	7
8.2. POPULATION AND SAMPLING.....	7
8.3. DATA COLLECTION.....	8
8.3.1. DATA ANALYSIS.....	8
9. LIMITATIONS OF THE STUDY	8
10. STRUCTURE OF THE STUDY.....	9
CHAPTER ONE: DIFFICULTIES IN CONDUCTING RESEARCH...	10
INTRODUCTION	11
1. DEFINITION OF RESEARCH.....	11
2. CHARACTERISTICS OF RESEARCH.....	15
3. RESEARCH TYPES	18
4. OBJECTIVES OF RESEARCH.....	19
5. IMPORTANCE OF RESEARCH	20
6. MOTIVATION IN RESEARCH.....	21
7. RESEARCH METHOD VERSUS RESEARCH METHODOLOGY	21
8. DIFFICULTIES IN CONDUCTING RESEARCH	22
9. RESEARCH AS PROCESS	27
Conclusion	29
PART TWO: FIELD WORK	31
1. METHOD OF INVESTIGATION	32
2. POPULATION AND SAMPLING	32
3. MEANS OF RESEARCH	33

4. STUDENTS' QUESTIONNAIRE	33
4.1. DESCRIPTION OF THE QUESTIONNAIRE.....	33
4.2. ADMINISTRATION OF THE QUESTIONNAIRE	34
4.3. ANALYSIS OF THE RESULTS	34
4.4. INTERPRETATIONS OF THE RESULTS	47
5. TEACHERS' QUESTIONNAIRE	48
5.1. DESCRIPTION OF THE QUESTIONNAIRE.....	48
5.2. ADMINISTRATION OF THE QUESTIONNAIRE	49
5.3. ANALYSIS OF THE RESULTS	49
5.4. INTERPRETATIONS OF THE RESULTS	56
CONCLUSION	57
GENERAL CONCLUSION.....	58
SUGGESTIONS AND RECOMMENDATIONS.....	61
BIBLIOGRAPHY	62
APPENDIX A: STUDENTS' QUESTIONNAIRE	65
APPENDIX B: TEACHERS' QUESTIONNAIRE	70
RÉSUMÉ.....	73

GENERAL INTRODUCTION

1. STATEMENT OF THE PROBLEM

Research is not something next to impossible; rather it is something easy and motivating. In an ideal setting, graduate students are supposed to be handling their research including: assignments, presentations as well as conducting a large scale research such as dissertation. The problem ; however, is that second master students of English at the English department, Abbes Laghrour university of Khenchela seem to confront some problematic issues regarding undertaking their research. The current situation, of difficulties encountering learners in undertaking their research causes a roadblock to classroom projects, presentations and students' opportunities to conduct research in a successful way. For that matter, the study at hand is to investigate into the problems diagnosed as such, in attempt to both uncover what makes it so and look for remedy to it, by consequence.

2. RESEARCH QUESTIONS

In view of what is said above, the present study tends to answer the following questions:

- Do EFL students encounter difficulties in undertaking their research dissertation?
- If so, what are the major obstacles that face EFL learners and make it hard for them to conduct their research in a successful way?
- What are the probable causes behind these difficulties?
- What are possible solutions that can be used to alleviate difficulties experienced by EFL students in carrying out their research?

3. BACKGROUND OF THE STUDY

As human life advances, new facts come about. Science is the optimal form of progress which aims at refining the surrounding world. Humankind seems to involve in a search activity on a daily basis. In academic settings, research is common practice.

However, the latter is distinguishable from informal research in its being as a regulated form of quest. In the case of higher education, institutions such as college and university require learners to carry out scientific enquiries. They may take different forms from assignments, presentations, to other small-scale projects. Likewise, in the terminal cycles of formation, students might find it exigent for them to undertake investigations of large-scale procedures. This is often the case when graduation years approach. What is definitely certain is that post-graduation studies are of this category, where candidates must cope with carrying out research for a relatively prolonged span of time. A good stance of it would be preparing a doctoral thesis or Master dissertation. Some institutions, prescribing to given specialism or fields, integrate the accomplishment of a dissertation/thesis as a compulsory ingredient of the assigned programme of study for obtaining a degree.

Whatever the case may be, researching can be a tough journey to students, notably novice researchers. There is by no means claiming more pleasure in performing research for students than pain; and even worse, no chance for escaping the pains it necessarily brings about. Perhaps, that scenario is quite recurrent the more novel a researcher student is to research occupation. Therefore, a Master's student undergoes more of bitterness than that of a doctoral researcher. What makes matters worse is when a beginner research learner realises the inescapable truth of exigency of the process than an optional desire to avoid. For that matter, it appears that *"all students writing a research thesis face the new challenge of having to manage large amounts of text across a lengthy period of time."* (Paltridge and Starfield, 2007: 43)

The fact that the pursuit of scientific inquiry is not without anxiety and perplexity is articulated by one author supervisor, recounting a personal experience of the process, when he notes, *"as I recall my own days as a doctoral student, I remember being at a total loss to understand what was happening to me. I have discovered this is not unique."*

Most have no idea what a dissertation looks like or how it evolves."(Brause, 2012: XI). It primarily owes to inadequate knowledge of the research profession, and for that reason students will likely to feel an overwhelmingly sheer state of uncertainty and confusion. In addition, the struggle of research difficulties are not specific to poorly equipped students, but rather it includes high achievers alike (Paltridge and Starfield, 2007). Indeed, the situation addressed is definitely applicable to second-language learners of English where they have to undertake research in the respective language of study. It seems that students of the department of English in Khenchela University are no exception of the problematic situation under investigation. Out of that perspective emerged the theme of the research constituting the present work.

With the above-mentioned notions in mind, it should not be taken that research in English as a second language causes problems only to students; it furthers the difficulty for supervisors to handle also. On the issue, Sinclair (2005: 19) comments,

the first language of many international candidates is not English and this adds to the time and effort supervisors in all disciplines put into verbal communication and candidates' written work. Supervisors are additionally burdened both by their knowledge of the distinct linguistic, cultural, familial and professional pressures that international candidates' circumstances exert on the candidate, and by perceived financial pressures from universities to take on increasing numbers of full-fee-paying international candidates (cited in Paltridge and Starfield, 2007: 22).

Overall, the hurdles confronting students in the course of research are usually due to their admission to a new area of practice, in which they need to be accustomed to changes and transformations of orientation in their study experiences (Brause, 2012) which result in

encountering a an odd environment of a different writing task totally peculiar in comparison to the previous usual academic writing.

Noteworthy to mention, there is a sharp lack of research in this direction. A few studies had been making just reference to the problems and difficulties of research facing students researchers, and novice ones in particular. Therefore, the current study stemmed principally from a personal experience where, as students, we tend to be impeded by deficiency in conducting research ever since we embarked through English learning on the university level. The problem about being researched is further solidified when we, as investigators, found out how surprisingly this line of research suffers from insufficiency of in-depth studies. It made our motivation, to dive into the issue from our perspective and initiative, grow and blossom.

4. SIGNIFICANCE OF THE STUDY

To the researchers' present knowledge, few studies have been carried out on research difficulties, but it seems as if none of the investigations have been conducted in the EFL context of Khenchela. To this end, the present study deems it essential to have an investigation into the problems that face second year master students of English at the English department, Abbas Laghrour university of Khenchela impeding their progress. The significance of this study stems from the following considerations:

- The findings of this work will hopefully be helpful for supervisors at the department of English in Khenchela, in terms of diagnosing research difficulties and remedying them .
- This study will offer some suggested solutions that will offer good ground to both supervisors and students to overcome problems related to conducting research.

- This study can equally be a source of assistance for teachers of research methodology in order to take into account the difficulties that students may encounter and thus , designing suitable and appropriate courses that satisfy students' needs and meet their expectations .

5. AIMS OF THE STUDY

The aim of this study is to help second master year students conduct research in a successful way. For the sake of achieving the overall aim, three objectives were identified:

- a. To investigate the difficulties faced by students while carrying out research.
- b. To identify the causes behind these difficulties.
- c. To suggest some solutions that may help both teachers and students to alleviate these difficulties.

6. ASSUMPTION OF THE STUDY

We assume that second master students of English face many problems while undertaking their research.

7. DEFINITION OF TERMS

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study:

Difficulty :

" The definition of a difficulty refers to something that hinders you or causes you to have to face challenges, or the state or condition of being challenged or having a hard time. "

(Your.dictionary.com,,: checked online in February, 21th, 2017).

" The quality or state of being hard to do, deal with, or understand." (Merriam-webstercom, checked through google in February, 21th, 2017). Noteworthy to bring to

mention, we will use the terms *difficulty(ies)*, *problem(s)*, *challenge(s)* and *obstacle(s)* interchangeably.

To conduct research:

To do, to carry out, to undertake a study in a given discipline.

8. RESEARCH METHODOLOGY AND DESIGN

8.1. CHOICE OF THE METHOD

The present study opts for a descriptive research design to explore the theoretical perspectives and collect data for the sake of answering the questions that guide this research. The choice of the method was mainly based on the nature of the problem under investigation, which seeks to browse through the difficulties that second year Master students of English, at the University of Abbes Laghrour in Khenchela, meet when undertaking their research.

8.2. POPULATION AND SAMPLING

A sample is a “subgroup of a population” (Frey *et al.* nd : 125). It has also been described as a representative “taste” of a group (Berinstein, nd: 17). For the present investigation, we dealt with a sample of forty five (45) Second year Master degree students, from a total population of about ninety one (91) students of the Department of English. Parahoo (1997:218) defines population as “*the total number of units from which data can be collected.*” The sample consisted of 45 students, males and females. The sample average ages, approximately, ranged from about twenty two (22) to thirty seven (37). Obviously, we have chosen to work with second master students, because they are concerned with undertaking a large scale research (dissertation).

Our sample of teachers are those teachers who had been supervising. Because they are the ones to provide us with the necessary data for our study.

8.3. DATA COLLECTION

In order to obtain views of students and teachers, questionnaires are designed for both, with some similar questions. The large number of students is our reason behind choosing a questionnaire to collect data from them in a short period of time. We opted for questionnaire with teachers instead of interview due to the difficulties which faced us to program interviews with them. The questionnaires are directly administered to students and teachers after the examinations of the first semester of the academic year 2016/2017.

8.3.1. DATA ANALYSIS

All data are presented and analysed in tables and graphs, statically reported in form of numbers and percentages to be interpreted, and in a descriptive form after each graph.

9. LIMITATIONS OF THE STUDY

The study has three limitations:

- **Limitation of time:** the study was conducted in the second semester of the academic year 2016/2017.
- **Limitation of place:** this study was applied in the department of English in the University of Abbas Laghrour-Khenchela. So that, it wouldn't be said with full confidence that it is generalizable to any setting. Rather, the study perfectly fits in the same settings with roughly same conditions.
- **Limitation of subject:** this study was conducted to investigate the difficulties that face second year master English students of Abbas Laghrour University face when carrying out their master's research . There were difficulties in bringing subjects to take part in the study; some even have escaped the work after having initially accepted participating.

10. STRUCTURE OF THE STUDY

Our work consists of two main parts. Theoretical part includes Chapter one which includes the review of related literature and research related to the problem being investigated. It makes up only one section entitled '*difficulties in conducting research*' which comprises a set of elements starting with definition of research , followed by its characteristics, and then its types. Besides, determining research objectives , and identifying why research is important are also addressed. This section provides an idea of what makes individuals motivated in undertaking a given research, it also sheds some light on the difference between research method and methodology ; in addition to giving the steps through which a research is done (process of research); and by the end we mention the frequently occurring challenges facing novice researchers. Practical part underlies fieldwork and comes a second chapter. The results of analyses and findings to emerge from the study as well as suggestions and recommendations for further research are being considered. Finally, we a general conclusion draws on the whole work, with emphasis on the findings.

CHAPTER ONE: DIFFICULTIES IN CONDUCTING RESEARCH

INTRODUCTION

The major aim behind undertaking research is to address a specific issue. This is to be done precisely and systematically by means of look for some new about a situation, phenomenon, skills, attitudes or values. Surprisingly, there are many difficulties and problems that a researcher does not expect (Trimmer, 1992) and they may lead to academic failures.

This section contains the definition of research, the characteristics of research, types of research, objectives of research, importance of research, motivation in research, research method versus methodology, the always occurring difficulties that novice researchers encounter while conducting their research; and lastly the process of research .

1. DEFINITION OF RESEARCH

There are numerous definitions of research, suggested by authors ascribing to different disciplinary fields. Indeed, as detailed next, many of the proposed definitions go in line with each other, in terms of meaning and context. However; they equally afford to be distinguishable from one another regarding the way an investigation is carried out, the paradigmatic orientation as well as philosophical inclinations of area of interest.

Research can be conceived as an attempt of working out solutions to problematic situations. Therefore, it is a systematically conducted process for uncovering the most suitable way of understanding something in recourse to some facts (Singh, 2006). Evidently, the term 'research', thus, may well imply a conceptual framework of some sort of an organized, systematic and structured way of questioning given issues which are puzzling in order to resolve the oddities surrounding them. It follows that, the research process runs in accordance to regulating norms of logical follow-ups that necessitate a set of rules in company of a well prepared scenario of tools and data that intuitively correlate through the different stages of their ultimate objective.

Further, the Organisation for Economic Co-operation and Development (2002) claims that research encompasses conducting creative work based on methodical grounds, so that the store of knowledge will be increased, including knowledge about man, their culture as well as social phenomena occurring in the presence of interactional outcomes of individuals. Thus, put as such, this approach implicitly suggests that it allows creation of new applications through the use of this back-up of knowledge established. From the aforementioned explanation, it seems safe to state that research is mainly based on distinguishably innovative way, and one which contributes to the body of knowledge. Similarly, Armstrong and Sperry (1994) think of scientific research as a methodical approach for data collection; or an exploitation led by curiosity which is in turn quenched through a set of practical procedures. That said, the ideational underpinnings introduced presently bear on the notion that research attempts to explain the nature and hallmarks of the world through providing exhaustive validated information, optimally in a form of theories and models. This inductively implies that the researchers' desire to go about a particular study, on a given subject, is mainly driven by the power of inquisitiveness which inspires individuals to have as quest the fulfillment of their thirst for knowledge. However, in an issued publication of a handbook by Masters Programme in Education, entitled *Research Methods in Education* (n.d), one can read that research is a concept but *"not one that has a well-defined meaning shared by everyone. It is used to cover a wide range of activities that differ substantially in all sorts of ways, and there is considerable disagreement about what should and should not count as research"* (p.6) .The level of controversy over what may be viewed as research would owe primarily to the wide range of disciplinary inquiry fields. That is to say, the variable number of the continuously emergence and growing research branches is probably the chief reason behind the split among methodologists to arrive at a by consensus sharp defining statement to research.

The issue is complicated even more when one considers the principles of each science aside, its interests, objectives and the conceptual orientation on which a science is based.

On the other hand, when it comes to categorize clusters of scientific disciplines in order to ease the situation in that given fields occur to fall under some generic container, the divide remains relatively vast in that such akin groupings may diverge considerably from other counterparts. The point is that, added to the ambiguity circulating the term research as a detached entity, there is more confusion to come about from the practices thoughtfully doing 'research'. Consequently, for instance, an issue in psychology or sociology -- as two twin sciences-- would be thought of as not attractive enough in its principles for a so-called scientist in, say, medicine. In this way, with the various implications that research as word can encompass, dissatisfaction can easily be provoked when for example there exists a line separating academy from profession. Indeed, there is no way of escaping trapping hurdles so as to define a term consumed by a whole of specialism; but it is always acceptable to envisage perspectives from an angle where an individual position themselves. This is quite the case for how to depict research from a point of view of human and social science.

Research, according to Kothari, commonly "*refers to a search for knowledge.*" or a process that is characterized by "*a scientific and systematic search for pertinent information on a specific topic*" (2004: 1). However, it is generally common practice that definitions of terms start from dismantling its components. For example, following this tradition, Singh (2006: 2) perceives the concept of 'research' as a combination of two units, a prefix '*re*' and a root '*search*'. As might be easily discerned, *re* stands for a repeated action where some process goes on once and again. In the same way *search* signifies finding something out. In a more practical fashion, research is a frequent process that occurs repeatedly in order to arrive at some truth based on given facts embodied in data to

be collected, categorized and analyzed for deriving interpretative conclusions. Nonetheless, there can be different conceptions of research in given contexts. This fact is expressively described by the Masters Programme in Education handbook, referred to previously, that "*research is a status-laden term, and including or not including something under this heading may have an effect on how people view it (p.6).*"

A broader and more inclusive definition regards research as the act entailing any data collection along with facts and information that contribute to the progression of knowledge (Shuttleworth, 2008). This view places a great deal of emphasis on the idea that carrying out research strongly requires gathering the necessary facts and data, which would thereby contribute in the advancement of knowledge.

In order to define research more practically from an academic standpoint, Singh (2006: 2) quotes Mouly (1970: 192) who defines research as "*the systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of social studies problems; conversely, any systematic study designed to promote the development of social studies as a science can be considered research.*"

Generally, from the above discussion, it is apparent that despite of the controversial issues coming into play when trying to define research, there seems to be an overall united visualization of the term as signifying a scientific process. It is a one comprising a host of criteria including its being as a well structured, organized, systematically undertaken and disciplinary based practice, where some governing normative outlines direct its essence. Perhaps, the ultimate objective of research manifests itself in the significant role it plays in purifying human's life and improving its quality. It displays how to find solutions to problems by means of scientific pursuit. It is a careful investigation which aims at sorting out factual knowledge that offer reasonable explanations to humankind and the world. It is

a journey from the unknown to the known. It is a methodologically-oriented approach that chiefly endeavors to gain down-to-earth facts towards intriguing dilemmas. It is noteworthy to point out that when research attempts to find solutions for educational problems, it becomes known as educational research. While the difference may arise from approaching research as distinct from educational research, the present work addresses the issue mostly under the concept of 'research' as an umbrella term that can signify any implicational indications relating to the academic practice of doing investigation.

2. CHARACTERISTICS OF RESEARCH

Human beings are acting resorting to intellectual drive of their everyday practices. There is reason to claim that people are continually engaged the process of research. While the searching action individuals may involve in all time can be conscious or unconscious, they occur to satisfy the elements of what is to be research. For example, not finding one's toothpaste in the usual shelf of the closet will lead to surprises of perplexity an wondering. It pushes the person to question such a state of misunderstanding towards attempting to find out what went wrong. It is the first step of inquiry which will eventually lead to some action in order to solve the dilemma that begins from questions revolving around where the toothpaste is and why it is not in the usual location.

It sounds all sane that we verily do research all time. Nevertheless, narrowly speaking, scientific research, be it academic or professional, differs considerably on one led basically by instincts. It would widely be commonsense that what is to be scientific is to imply some degree of an organized process. Indeed, research, scientifically speaking casts a net wide to satisfy an array of characterizing features. Singh (2006: 5-7) categorizes a dozen of such characteristics.

Globally, there exists a good deal of philosophical considerations of the research field which dictate a sort of influence on the research process. That is to say, the subject matter of an area of interest exerts its impression on the way to be applied as a measure in questioning issues within given fields of study. Conversely, and as a second criterion distinguishing research, the researcher should rely not merely on factual proceedings and what circumstantial evidence shall produce, but also skills of an imaginative quality intrude the overall pursuit of researching. Therefore, the mechanism of a scientific approach to a problem may well be helped up by personal faculty and the insightful traits relative to the practitioner. Another feature of research is its being situated in an intersectional position; that is, it is a meeting point of 'interdisciplinary approach' as Singh puts it. No doubt, human and social sciences are just part of global sums of disciplines benefiting and contributing to refine human life. Therefore, resorting to borrow knowledge from neighboring research areas is one necessary option in that science bits complement each other. According to Singh, the fourth quality that sets research apart is in that it 'usually employs deductive reasoning process'. whereas some methodologists may reject this orientation, Singh supports his claims by citing Hylla (n.d) as he argues that in no limit, researchers will at one stage or another involve some process of using inferences and deductively extracted facts so that the chain shall keep in correlation. What also characterises research is the fact that it emerges fundamentally from one's own desire to discover and find out what makes something what it is. in the academic setting, it may well relate to enhancing teaching pedagogy, offering description of educational inconveniencies and so forth.

Knowingly, not all sciences stand at equal terms in regard the degree of exactitude and precision. Thus, research in sciences about human behavior are admittedly less in exactness to predict human factors than would be mathematics more precise into

calculating which way saves time according to measures of remoteness or closeness. Singh adds that another quality of research, the seventh, would be not to reckon research as a territory for only specialists. Rather it is an open space where individuals can enter provided they appreciate the norms of doing scientific investigation. Also, according to the author, research does not usually demand expensive material from the means to the particularities of the environment of searching as well as the components of the process in the broader sense. Would it go without argument, research should be addressed with sheer subjectivity the most possible. Facts remain facts as obtained and not as one might wish them to be. An avoidance of distorting truth in dealing with phenomena must be a quality to embrace at all costs. Additionally, it is believed that the one usual trait of inquiry is being of a cause-and-effect nature. This implies an ascription to the doctrine alleging that because things happen for a reason, there can be no result without an initial situation giving birth to it. This is however quite a controversial issue that many scholars may refuse to accept from Singh. The superficial argument would start from a point of view that not all research begins from discovering relationships. The purpose of the coverage here is not meant to dwell on such issues, it is only for reference.

The last characteristic of research, according to Singh, is that one wrong conception is if research is considered as a mechanical process. The idea is that research is not to be considered as a sort of a machine to run following given instructions. Unfortunately, this fact is ignored or maybe quite unknown to supervisors and institutions which usually tend to impose their commands on how the process is done. According to this framework, flexibility is rather an alternative in that not the same manner will always bring the effect. Research, as referred to somewhere above, is a process where multiple factors come around, including the tactics and factors owing to the human nature and others.

3. RESEARCH TYPES

There is a divide among research methodologists in relation to classifying what makes up scientific research. The traditional way of categorization is one based on a dual research approaches distinct from each other, one quantitative and the other qualitative. According to Ary, Jacobs, Sorensen and Razavieh (2010), the former is basically research characterised by statistical procedures where numbers, measures and percentages can be used; whereas the latter builds on data which is not manageable through quantitative features. Qualitative research is rather one meant for characteristics that underlie qualities such as perceptions, attitudes, opinions and affective factors. These two research approaches seem to differ from each other in nearly all respects from design, methodical procedure, sampling, scope and the manner of dealing with facts. On the other hand, Robson and McCartan (2016) prefer to differentiate between two broad trends which he calls 'fixed research' and 'flexible research'. In addition, they consider research as design rather than an approach, but at the same time they do not refuse to account for approach. For him, the term 'design' includes 'approach'. Therefore, their categorisation to research methodological perspectives takes in quantitative research as a narrow branch within fixed research. In the same way, qualitative research is part from a broader flexible design methodology. This is just to put a brief preconception about how different writers approached research from variant views.

Now, research types are equally one orientation over which there is no agreement. Here, the issue is addressed from the point of view McKay (2008) in principal. He distinguishes two main types of research that he names paradigms: basic research and applied research. These two are dealt with as dichotomous. In what follows is a brief description to the types according to McKay.

Basic research is research aimed at obtaining empirical data used to formulate and expand theory. Basic research is not oriented in design or purpose toward the solution of practical problems. Its essential aim is to expand the frontiers of knowledge without regard to practical application. Often basic research is undertaken in disciplines like biology, physics, astronomy, and geology and is used by Researchers who want to verify theories of their discipline. Cosmologists, for example, may be concerned about testing theories about the origin of the universe.

Applied research aims to solve an immediate practical problem. It is research performed in relation to actual problems and under the conditions in which they appear in practice. Through applied research, educators can often solve their problems at the appropriate level of complexity—that is, in the classroom teaching-learning situation. Although applied research may solve some specific question, it may not provide the general knowledge to solve other problems. For example, an elementary school teacher may study the effect of a new method of teaching fractions. She or he conducts the research to answer a practical question, not necessarily to make broad generalizations or to help develop a theory. Basically, Applied research is more limited in its questions and conclusions. It does not attempt to define a theory of language learning that accounts for all language learners; rather it sets forth findings that apply to a particular time, place, and context.

4. OBJECTIVES OF RESEARCH

Similarly Saravanel (1987) stated that the prime objectives of research are: to find out new facts, also to affirm and test critical facts and dissect an event or process or phenomenon, to classify the cause and effect relationship. In other words, to expand new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems and find solutions for them, and finally, to overcome the problems occurring in

our everyday life. According to Kothari (2004), the aim of research is to discover answers to questions through the use of scientific actions. The main objective of research is to discover the truth which is concealed and which has not been perceived as yet. Though each research study has its own particular aim, we may think of research objectives as falling into a set of broad groupings:

1. To obtain knowledge with a phenomenon or to accomplish new insights into it (studies with this object in view are named as exploratory or formulative research studies);
2. To represent correctly the characteristics of a certain individual, position or a group (studies with this object in view are known as descriptive research studies);
3. To settle the frequency with which something happen or with which it is associated with something else (studies with this object are known as diagnostic research studies) and
4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies).

5. IMPORTANCE OF RESEARCH

According to Creswell (2015:04), research is important for three reasons,

- a. ***Research adds to our knowledge:*** Continual improvement is the ultimate goal that every educator seeks to achieve. This necessitates addressing problems and looking for suitable solutions. Adding to knowledge implies that individuals conduct research to contribute to existing data about issues. We are all conscious of the pressing educational issues being discussed nowadays, such as the addition of the AIDS awareness education into the school educational system. Research plays a crucial role in addressing such issues. Through research we develop results that serve to help us in answering given questions. The accumulation of these results helps in gaining a deeper understanding of the problem. In such a way, the

researchers are much similar to bricklayers who build a wall brick by brick, continually adding to the wall and, and in the process, creating a stronger structure.

- b. *Research improves practice:*** The importance of research also lies in the fact that it improves practice.
- c. *Research Informs Policy Debates:*** Besides improving practice, research also provides information to policy makers when they research and discuss educational topics.

6. MOTIVATION IN RESEARCH

According to Lowe (2016) the following question that consists of what makes people to take on research? This is a question of fundamental significance. The possible motives for conducting research may be either one or more of the following:

1. Fancy to get a research grade along with its consequential advantages.
2. Desire to encounter the challenge in figuring out the unsolved problems, i.e., concern over practical problems enter upon research;
3. Crave to get mental pleasure of doing some creative effort.
4. Desire to be of service to society;
5. The wish to get respectability.

Nevertheless, this is not an exhaustive catalogue of elements motivating people to conduct research studies. Many more elements such as directives of government, employment conditions, interest about new things, and may as well motivate people to execute research operations.

7. RESEARCH METHOD VERSUS RESEARCH METHODOLOGY

It appears suitable at this juncture to determine the difference between research methods and research methodology. Research methods may be grasped as all those methods/techniques that are employed for conduction of research. Research methods or

techniques, Kothari (1985) claimed that *"the methods the researchers At times, use in performing research operations"* (p.25). In other words, all those methods which are used by the researcher during the path of studying his research problem are named as research methods. Since the item of research, specifically the applied research, is to come at a solution for a given problem, the accessible data and the unrecognized standpoints of the problem have to be related to each other to make a solution possible. Keeping this in view, research methods can be placed into the following three groups:

1. In the first group, we embody those methods which are involved with the collection of data. These methods will be employed where the data already present are not adequate to arrive at the targeted solution.
2. The second group includes the statistical techniques used for creating relationships between the data and the unknowns.
3. The third group is formed of those methods, which are employed to assess the accuracy of the acquired results.

However, according to Mahanti (2003). Research methodology is an organized way to untangle a problem. It is a science of studying how research is to be carried out. Essentially, the ways by which researchers proceed about their work of recounting, explaining and foretelling phenomena are called research Methodology, Dream 2047, p.29–34.

8. DIFFICULTIES IN CONDUCTING RESEARCH

According to Taskeen, Shehzadi, Khan and Saleem (2014), there are numerous problems faced by researchers in general, and by novice researchers in specific terms, during their research work. In fact, most of the students like to do research, however; the majority of them seek to avoid doing it, due to the commonly occurring difficulties they encounter while undertaking their research. A study that was conducted in Pakistan

universities has highlighted a set of always occurring difficulties which are stumbling block in the way to research.

a- Blind leading the blind

The lack of basic knowledge of research methodology from the part of supervisors, which leads them to misguide researchers.

b- Selection of new topic/Lack of confidence to take up a new study

Researchers are unconscious of how to select a new topic, and on the basis of what criteria they choose it, students should choose a worthwhile topic that goes along with their area of interest. Selecting an original, researchable, significant, and new topic is not something easy to do. Students waste their time in choosing worthless, and futile research topics, because they lack the knowledge of how to select an appropriate and suitable research topic.

c-Insufficient data

The lack of available data is also a potential problem.

d-Lack of code of conduct

There are no specific rules of how to undertake research for the researchers.

e- Inadequate assistance

No researcher is born with the necessary research abilities. Instead, they learn those skills from others, particularly from supervisors, seniors and teachers, who should provide a constant guidance and assistance, since they have gone through the same circumstances, while they carried out their research.

f- Library management is poor

The lack of systematic management of libraries. Researchers waste a great deal of time in looking for books, reports, newspapers, etc. rather than searching for relevant information from libraries.

g-High cost of publishing

Publishing a piece of work is a highly expensive and time consuming process, which discourages most of the researchers from taking up research work.

h- Plagiarism / Copying of data

Most of novice researchers copy the methodology of similar studies. While other researchers (as they call themselves), merely copy the studies which have been done by others, without taking into account that what they are doing is actually considered as a crime.

i- Appropriate literature is not available

Literature review is an important section in any research , It intends to make a link between past and present studies , and tells the researcher how much work and what type of work has been done by other researchers in the past , regarding present studies. Unfortunately, novice researchers lack the accessibility of getting appropriate and relevant literature review.

j- Huge misleading data on Internet

Sometimes, novice researchers simply take data from internet, thinking of it as reliable and authentic source of information, which is totally not the case.

k-Unavailability of supervisors

Researchers are generally working under the supervision of their supervisors, who are responsible for providing appropriate assistance and guidance to researchers. However, supervisors take it easy, and place a great deal of responsibility on researchers, imposing them to do the whole research work by themselves. As the research study starts, supervisors disappear, their attitudes change, and they start looking for excuses to not attend the supervision sessions. and by the end, once the research work is finalized, and a researcher has undertaken the whole study, the supervisor appear and start blaming the researchers, and rejecting the work.

l- Difficulty in selecting tool

Researchers are bound to select a research tool .But they are unaware of the fact of suitability of tools.

m- Librarian attitude is not encouraging to use library

Library is the main source of data collection. Researchers go to library to meet the demands of their research study. Library is where researchers can find related information, and they can take help from previous studies, and thus having an idea about the right way to carry out research. In fact, librarians get annoyed when being asked to issue books again and again to the same user, because they used to sit and sleep during their working hours. their authoritative behaviors discourage researchers.

n-Inappropriate data analysis technique

At the end of the research work, data must be analyzed. It is an important step that requires time and concentration. However; researchers are unconscious of data analysis techniques. In social science quantitative research, data is generally analyzed through the

use of SPSS (Software Package for Statistics and and Simulation). The problem is that researchers, even most of the supervisors are unaware of how to work with it.

o- Records are not provided by authorities

Researchers need complete record of data (data base/archives) regarding the research they are going to undertake, but actually records are not provided to them by authorities.

p- Journals are not available

Journals which take the record of past published studies are not available to researchers.

q- Sample not representative

A good study requires appropriate sample, and sampling methods. Generally, representative samples are not available; which would negatively affects results and generalization.

r- People drop – out of sample

Individuals who are taken as samples drop out from sample in many cases mostly when study period is getting longer, which influences the whole research study. As the samples serve as representatives of target population and when sample changes, results of the study are also, resultantly, changed.

s- Data collection difficulty

In a research work, researchers should not build their researches based on one or two sources of data. Instead, they should collect information from various sources.

t- Time and money

Every kind of research study requires costing. Researchers have to invest money as well as time but required timing and money is not being invested on the research which obviously offers no significant results.

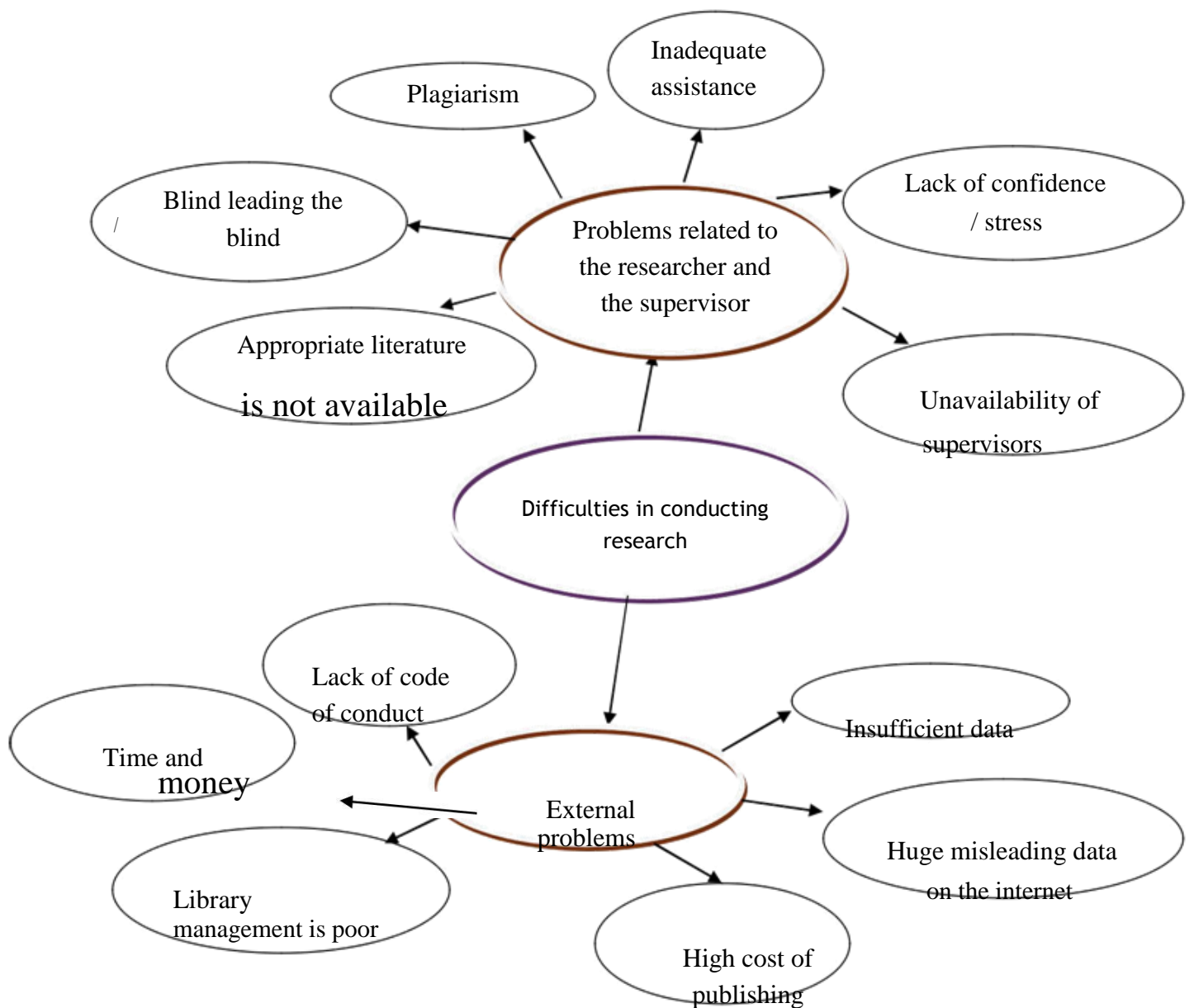


Figure A. *Classification of common difficulties faced by researchers.*

Figure A. divides the always occurring problems encountered by researchers into two main categories: the first one is mainly about problems that are related to both researchers and supervisors including, while the second category is about problems related other factors rather than the researchers and supervisors and we labeled it as external problem.

9. RESEARCH AS PROCESS

When carrying out a study, researchers must proceed through a range of steps.

The research process cycle:

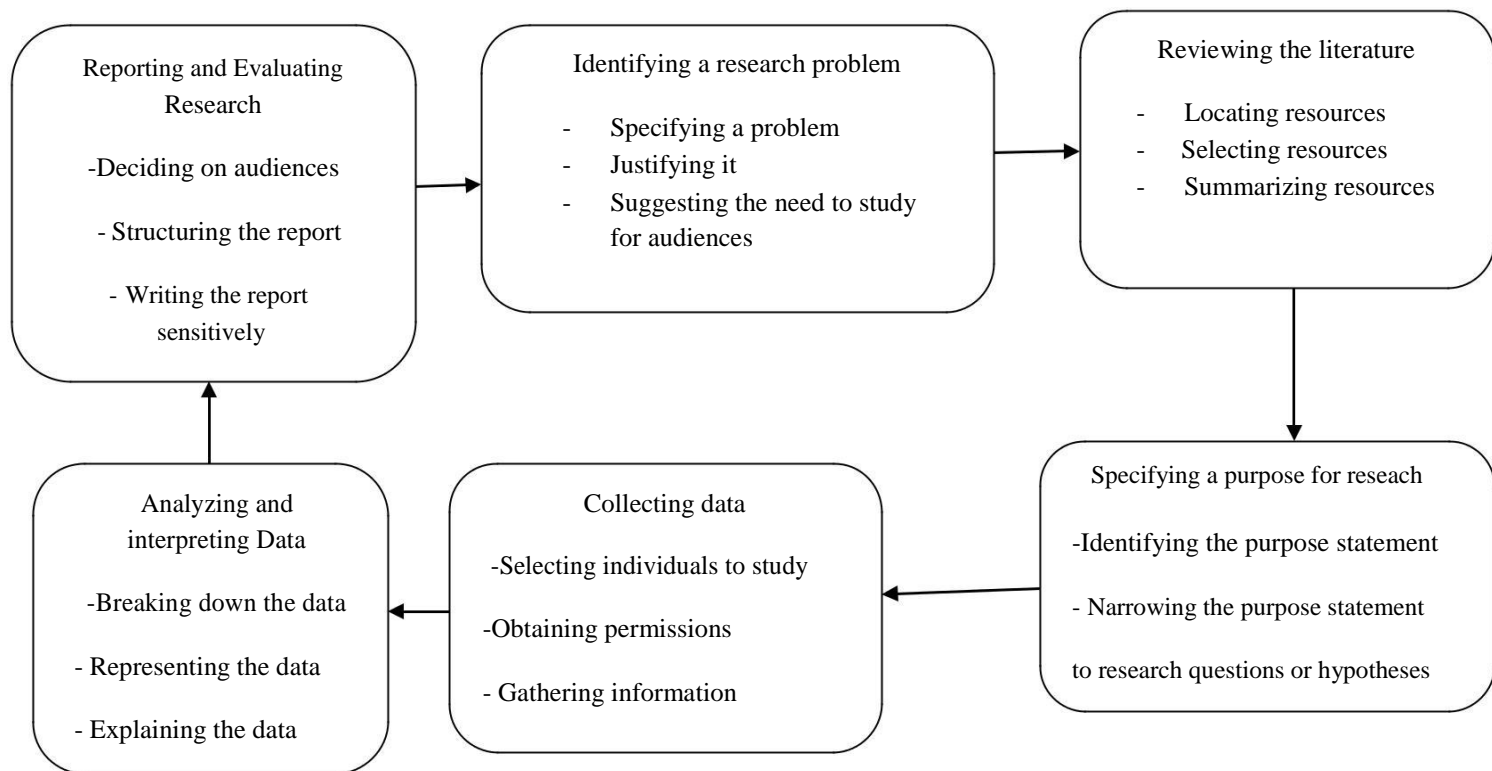


Figure B. *The research process cycle*

(Source: adapted from Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2015: 8) by Creswell, J. W.)

According to Creswell, J. W. carrying out a research requires six necessary steps:

a-Identifying a research problem

The first step a researcher starts with is to identify the problem that his research will address. Typically, an educational problem that needs to be solved. By specifying your problem, your attention will be placed on a particular aspect in a given area of study. This step comprises of identifying an issue to study, providing justifications of why studying it and suggesting the significance of the study to convince the audiences of the need to undertake such research.

b- Reviewing the literature

One of the most important things, a researcher must bear in mind is to know who had studied the research problem he is going to tackle. Reviewing the related literature requires locating resources, selecting the suitable resources and summarizing the selective resources.

c-Specifying a purpose for research

"The purpose for research consists of identifying the major intent or objective for a study and narrowing it into specific research questions or hypotheses " (Creswell, J. W, 2015, p.

d-Collecting data

The only way for providing answers to the questions offered by research is to gather the appropriate information.

e-Analyzing and interpreting the data

After gathering data, the obtained information must be analysed and interpreted through drawing conclusions about it, and representing it in forms of tables and figures and then explaining the conclusions word by word to answer the questions that guided the research.

Analysis and interpretations are reported in under the title of results; findings or discussions.

f- Reporting and evaluating research

After carrying out your research, you will need to write a report in an acceptable format and submit it to members of the committee, so they will judge and evaluate your work.

CONCLUSION

As have been detailed so far, research constitutes an important construct as both term and process. Therefore, as concept, research was generally defined as a repeatedly occurring action in that it stems from a combination of a prefix that signifies frequency and a root indicating the inquiry or looking after some new facts. As process, either aware or an

aware of it, people perform research is to be an activity that is happening continuously in individuals' lives. Academically speaking, research as a process is an activity characterized by systematicness, organization, well-structured trait. Usually, students are assigned to carry out works such as assignments and small projects; however, they face immense difficulty especially in conducting research dissertations. The last is the focal point of the present study.

PART TWO: FIELD WORK

INTRODUCTION

The present chapter is devoted to explain the method used to carry out this study; it defines the population, the sample, the tools used to collect data, and finally, a detailed description and analysis of Master two students' questionnaire. Then findings will be reported quantitatively as well as qualitatively. To reach the concluding discussion of the findings on the basis of the research question that have been asked at the beginning of the investigation and finally some recommendations will be suggested to alleviate the problem under investigation.

1. METHOD OF INVESTIGATION

In our investigation ,we opted for the descriptive method because it is the most appropriate to explore the participants' perceptions and attitudes towards the difficulties they face while conducting research ,as Lodico et al (2010,p.26) stated that “ *descriptive research aims to describe behaviors and gather people' s perceptions ,opinions ,attitudes ,and beliefs about a current issue in education*” .These descriptions are then summarized by reporting the number or percentage of persons reporting each response. A commonly held misconception is that descriptive survey research is an easy method, requiring simple questions and answers. This just in not so. Good descriptive survey research requires thoughtful and careful planning. A range of quantitative, qualitative and comparative techniques are used to analyze and interpret the findings.

2. POPULATION AND SAMPLING

In terms of students, our entire population consists of Master two students of Abbas Laghrour University at the department of English. It is estimated at 91 students, from which a random sample consisted of 45 Master two students had been selected. Forty five copies of the questionnaire were distributes to the students and a total of 45 respondents successfully filled in the questionnaire and returned it back to the researcher.As for

teachers, we intend to deal with a sample of ten (10) teachers who are concerned with the supervision, since this will help us in identifying the difficulties that faced by students while undertaking their research.

3. MEANS OF RESEARCH

Our research was based on the questionnaire for collecting the required data, as it was stated by Dornyei (2003,p. 3) *“because the essence of scientific research is trying find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences. Questionnaires are certainly the most often employed data collection devices in statistical work, with the most famous questionnaire type - the census-being the flagship of every national statistical office.”*

4. STUDENTS' QUESTIONNAIRE

4.1. DESCRIPTION OF THE QUESTIONNAIRE

Students 'questionnaire begins with a clear and concise sentence, which specifies the target sample persuaded to complete the questionnaire. Then a brief introduction is provided, in which the title of the study is introduced, followed by a short sentence which gives instructions on how to complete the questionnaire .This questionnaire involves only closed questions which require the participants to tick up the chosen answer (s) from a set of options. The whole questionnaire is made up of (16) questions that are classified under (04) section:

Section one, from Question 1 to Question 3: General questions about student's age, gender and their preferred subject matter.

Section two, from Question 4 to Question 7: Students' views about the difficulties that they are facing in undertaking their research dissertation.

Section three, from Question 8 to Question 11: it deals with the reasons that stand behind the problems that students encounter while conducting their research.

Section four, from Question 12 to Question 16: For this section, it sheds some light on some solutions that can be used to overcome problems encountering Master two students while carrying out a research dissertation.

4.2. ADMINISTRATION OF THE QUESTIONNAIRE

The procedure of the administration of the questionnaire took place inside the Amphitheatre H in the Department of Languages, just before the exam of French language in February 2016. We need to explain now the reason behind the choice of the time we had for this operation ; the majority of second master students do not attend the courses, so we had chosen to distribute the questionnaire in the period of exams to be sure that the needed sample is available. Luckily ; all the questionnaires were filled successfully. It should be noted that the questionnaire was piloted prior to its administration this resulted in slight changes in the questionnaire because some terms were not comprehensible by students. After refining it, it was distributed to the targeted population.

4.3. ANALYSIS OF THE RESULTS

Section One: Background information

Table 1. Students' gender

Options	Number	Percentage
Male	10	22.22%
Female	35	77.77%
Total	45	100 %

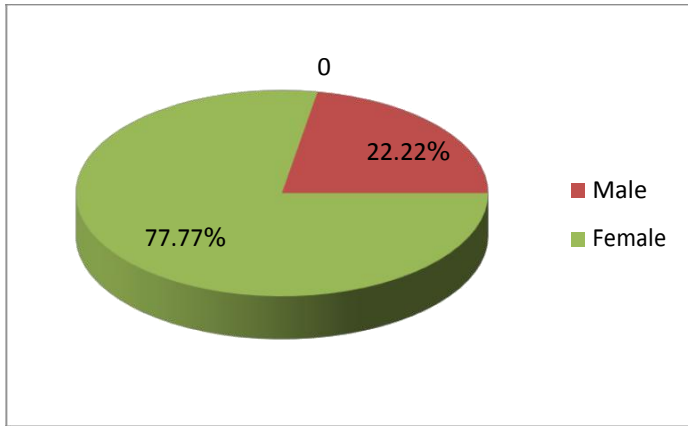


Figure 1. Students' gender

This figure shows that of the total sample size (45), only 10 subjects are males. This number amounts to only 22.22% of subjects. The remaining 77.77% are females. It is well known that in the department of English language the number of females is higher than the one of males, but this is not a confounding variable in our study so less attention is paid to that.

Table 2. Students' age

Options	Number	Percentage
From 22 to 30	44	97.77%
From 30 onwards	1	2.22 %
Total	45	100%

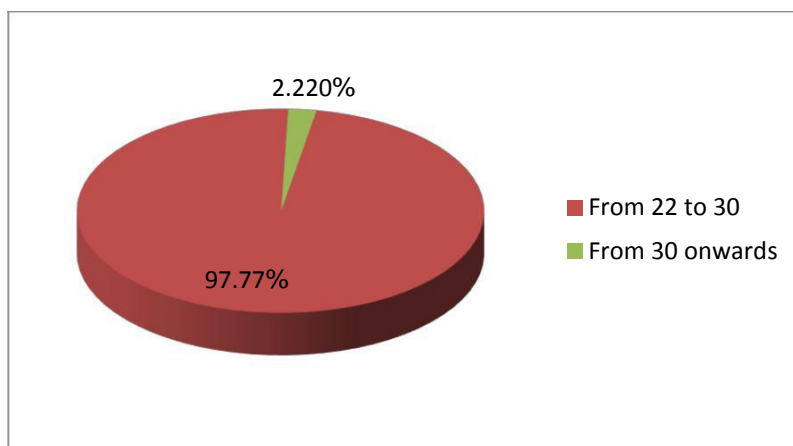


Figure 2. Students' age

The figure above shows age 'categories of subjects who took part in the completion of the questionnaire. The percentage in the figure shows that only (02.22%) of the subjects

are aged more than 30 years old. The rest (44 subjects) of the sample are aged from 22 years to 30 years.

Table 3. Students preferred subject matter

Options	Number	Percentage
Linguistics	15	33.33%
Phonetics	15	33.33%
Didactics	10	22.22%
Research methodology	5	11.11%
Total	45	100%

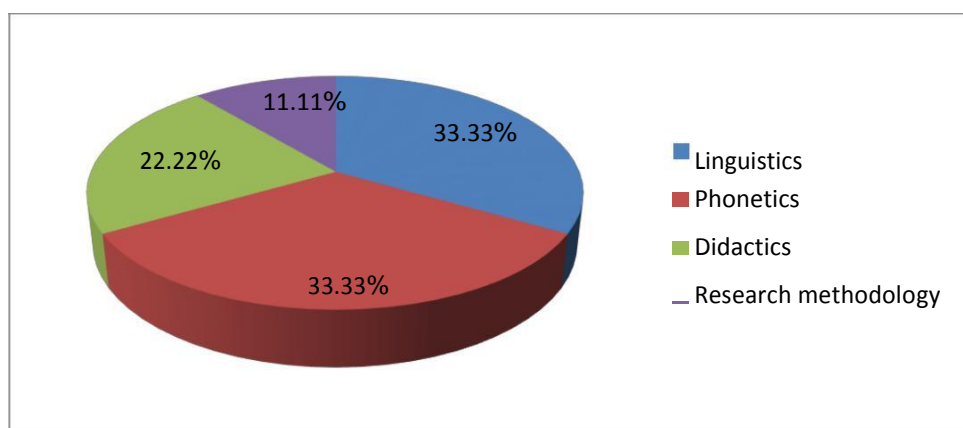


Figure 3. Students' preferred subject matter

The majority of learners (33.33%) have chosen both Phonetics and Linguistics as the best subject matters they had ever studied at the University. While, some of them (22.22 %) said that they their favorite subject matter was Didactics and only 5 of them (11.11 %) have selected Research Methodology.

Section Two: Difficulties in conducting research

Table 4. Students attitudes toward conducting research

Options	Number	Percentage
Very easy	2	4.44%
Easy	6	13.33%
Very difficult	22	48.88%
Difficult	15	33.33%
Total	45	100%

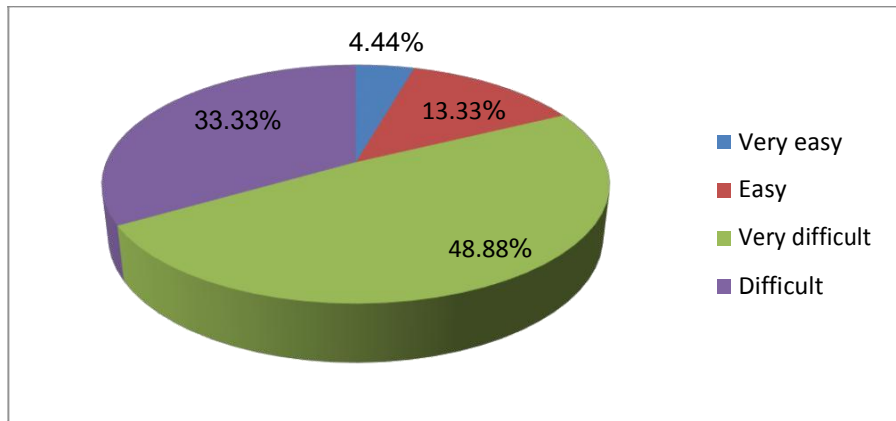


Figure 4. Students' attitude toward conducting research

The above figure reveals that approximate half of the students (48, 88%) response that conducting research is a very difficult task, while (33, 33%) views that it is difficult to conduct research .Therefore, 6 students (13, 33%) see research as something easy to do, however, only 2 students from the sample (4.44 %) say that it is very easy to carry out.

Table 5. Students'evaluation of their abilities to carry out research in a successful way

Options	Number	Percentage
Very well	8	17.77%
Average	17	37.77%
Low	28	62.22%
Total	45	100 %

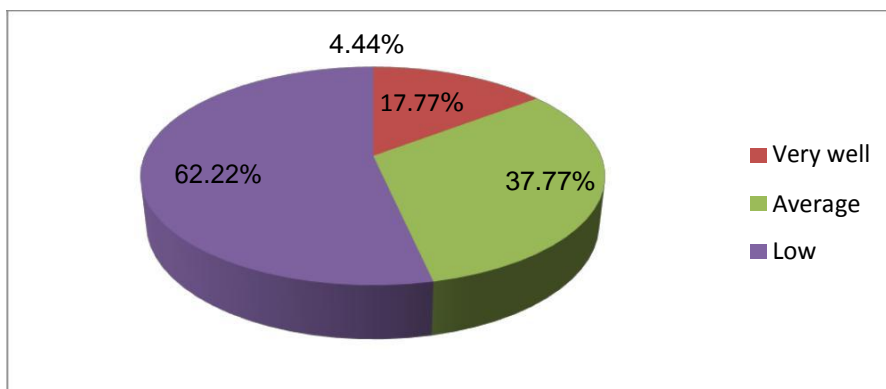


Figure 5. Students' evaluation to their abilities to carrying out research in a successful way

Most of students (62, 22%) answer that they have a low level in conducting research. Whereas, (37, 77%) have an average level, and only eight students (17, 77%) evaluate their level as being very well.

Table 6. Students' views toward whether they are facing difficulty as regards undertaking research.

Options	Number	percentage
Yes	42	93.33%
No	3	6.66%
Total	45	100 %

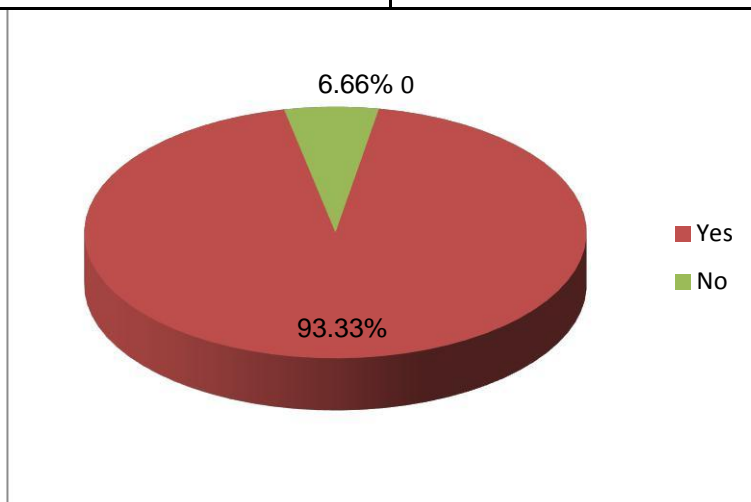


Figure 6. Students' views toward whether they are facing difficulties as regards undertaking research.

The answers on the figure show that the highest percentage of students (93.33%) claimed that they face difficulties when carrying out research. The other (6.66%) stated that they do not encounter problems at all.

Table 7. Students' difficulties in undertaking their research dissertation

Options	Number	Percentage
Research is time taking	33	13.86%
Librarian's attitudes are not supportive	25	10.50%
Supervisors lack the basic knowledge of research methodology	36	15.12%
Misleading data is huge	20	8.40%
The fear from doing plagiarism	41	17.22%
The lack of confidence to carry out a new research	18	7.56%
Unavailability of supervisors	38	15.96%
Difficulty in analyzing data	27	11.34%
Total	238	100 %

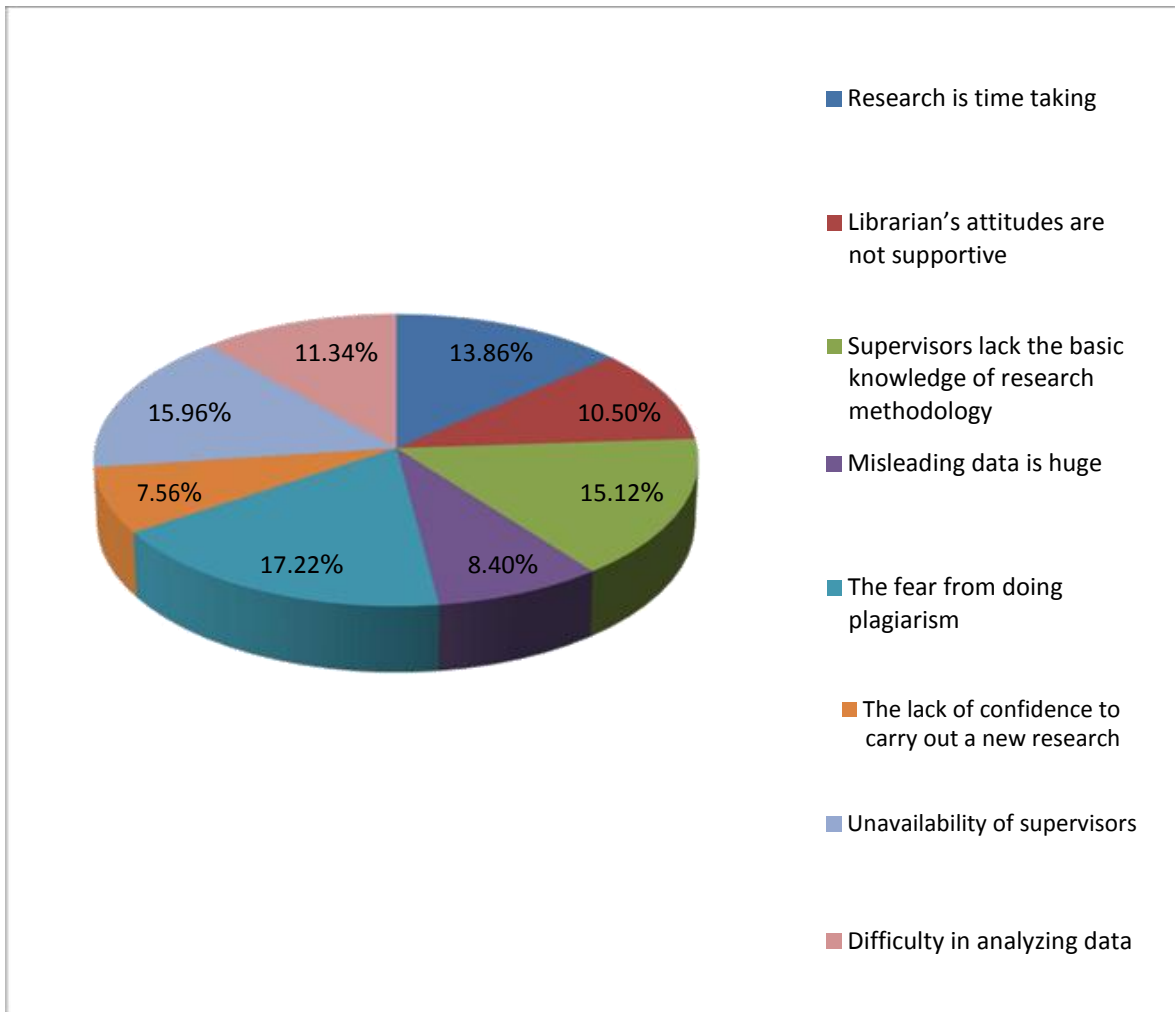


Figure 7. Students' difficulties in undertaking their research dissertation

The results show that the fear from doing plagiarism had been chosen 41 times (17.22 %), then , supervisors' unavailability comes second (15.96 %), while the lack of basic knowledge of research methodology from the part of teachers ranked third , because it had been chosen by students 35 times (15.12 %). Research is time- taking comes in the fourth place (13.86 %). Difficulty in analyzing data is classified as the fifth difficulty (11.34 %) that faces students and obstructs their progress from doing their research successfully. Next, librarian's attitude is ranked in the sixth place (10.50 %). After that, comes the huge misleading amount of data (8.40 %). Finally, the lack of confidence to carry out a new study is classified as the last difficulty that encounters second Master two

students. Other difficulties provided by participants include: the stress, choosing the right methodology , finding study participants , financial problems .

Section three: the causes that stand behind students ‘difficulties in conducting Master research

Table 8. *Students' attendance of research methodology courses*

Options	Number	Percentage
Yes	40	88.88%
No	5	11.11%
Total	45	100 %

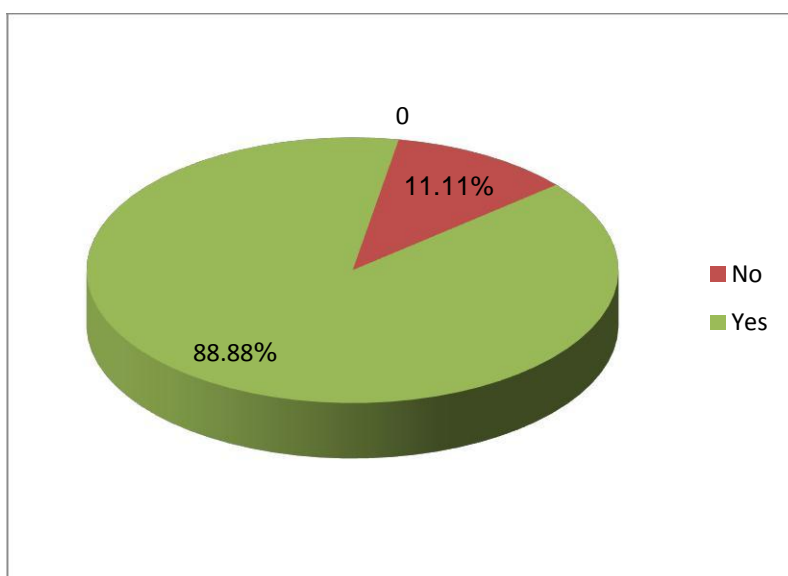


Figure 8. *Students' attendance of research methodology courses*

The answers on Figure show that the highest percentage of students (88.88%) claimed that they used to attend research methodology courses. The other (11.11%) stated that they did not use to attend courses of research methodology.

Table 9. Research methodology courses' facilitation of the reseach dissertation process

Options	Number	Percentage
Yes	11	24.44%
No	34	75.55%
Total	45	100 %

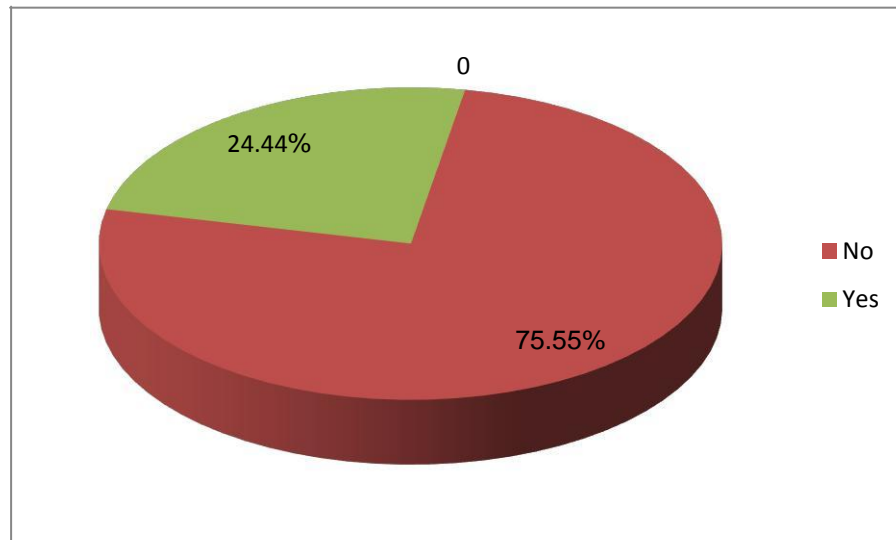


Figure 9. Research methodology courses' facilitation of the research dissertation

The figure shows that the majority of students (75.55%) say that research methodology courses did not facilitate the process of conducting research. And the remaining (24.44%) state that the courses they had studied helped them a lot in the process of conducting their research dissertation.

Table 10. Students' opinions toward having only one session of research methodology per week

Options	Number	Percentage
Yes	0	0%
No	45	100%
Total	45	100%

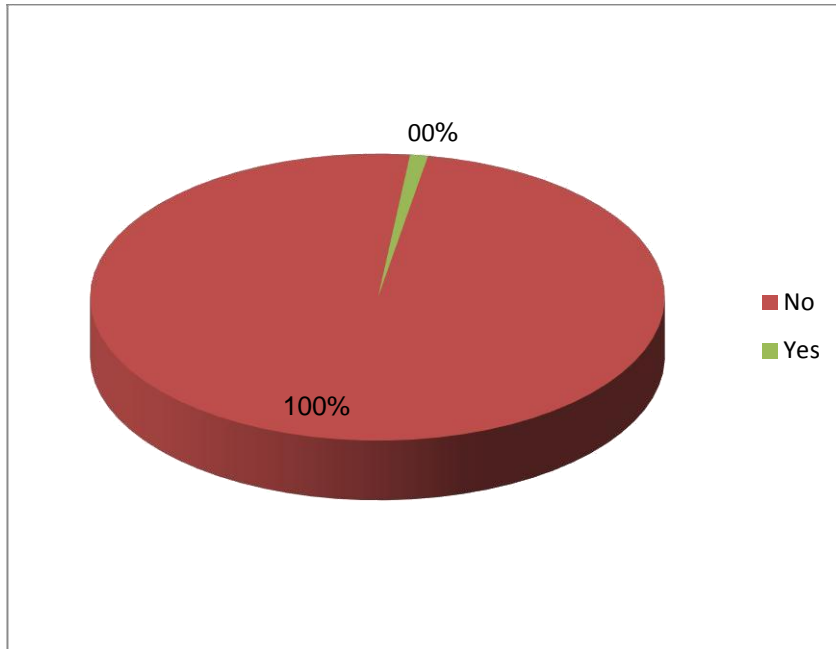


Figure 10. Students' opinions toward having only one session of research methodology per week

The above figure demonstrated that all the students (100%) argue that having only one session of research methodology per week is not enough at all especially, for second year Master students who are going to carry out a research dissertation . On the other side, none of them (0 %) state that it is enough for carrying out a large - scale research.

Table 11. Students' views about the gap between the theoretical part of what they have learned and the practical applications of it

Options	Number	Percentage
Yes	41	91.11%
No	4	8.88%
Total	45	100%

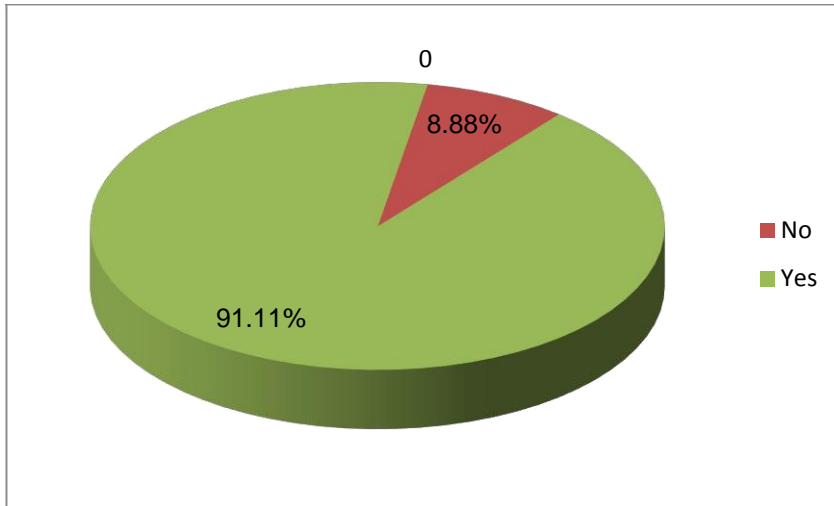


Figure 11. Students' views about the gap between the theoretical part of what they have learned and the practical applications of it

It's obvious from the results obtained that almost all students (91.11%) stated that there is a considerable gap between the theoretical courses of research methodology and the practical ones. While, only few of them (8.88 %) claimed that there is no gap between them. the majority of those who have chosen yes explained their choice based on the fact that teachers pay much more attention on the theoretical part of the course rather than the practical part , they stated that teachers place a great deal of emphasis on the theoretical considerations.

Section four: Some solutions to overcome difficulties while conducting dissertation research.

Table 12. Time management in conducting research

Options	Number	Percentage
Strongly agree	38	84.44%
Agree	7	15.55%
Disagree	0	0%
Strongly disagree	0	0%
Total	45	100 %

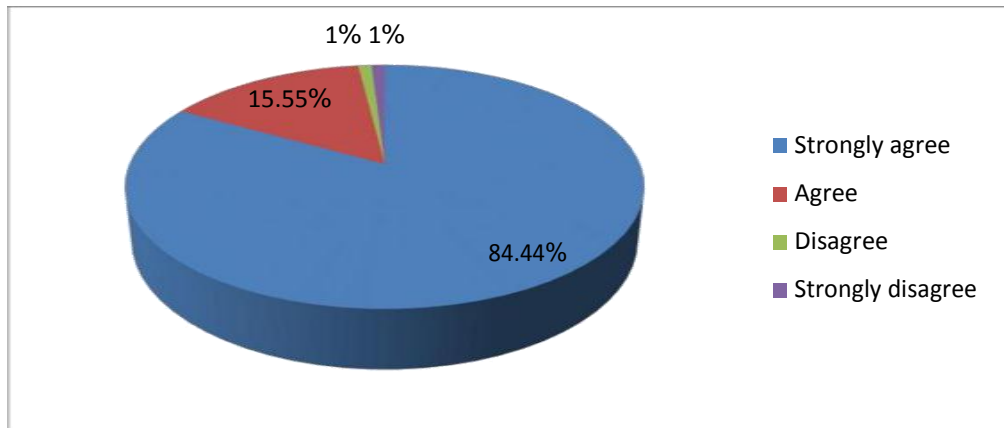


Figure 12. Time maenaement in conducting research

Of the total respondents, (84.44%) strongly agreed on the idea that time management is helpful for undertaking research in a successful way. Whereas (15.55%) agreed that managing time well plays a significant role in the success of conducting research dissertation. None of the participants (0 %) shows a disagreeing attitude.

Table 13. Students' attitudes toward imposing librarians to provide the necessary books

Options	Number	Percentage
Strongly agree	32	71.11%
Agree	13	28.88%
Disagree	0	0%
Strongly disagree	0	0%
Total	45	100

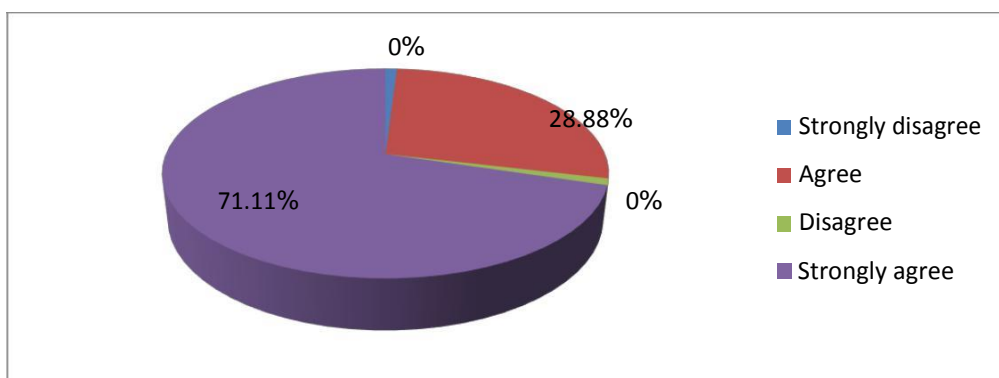


Figure 13. Students' views towards imposing librarians to provide the necessary books

We can notice that (71.11%) of respondents state that they strongly agree on imposing librarian to provide the necessary books for students without displaying rude

behaviors. (28.88%) of students said that they agree. None of them (0 %) displays disagreement 's attitude.

Table 14. Encouraging students to carry out a new study

Options	Number	Percentage
Strongly agree	40	88.88%
Agree	4	8.88%
Disagree	1	2.22%
Strongly disagree	0	0%
Total	45	100 %

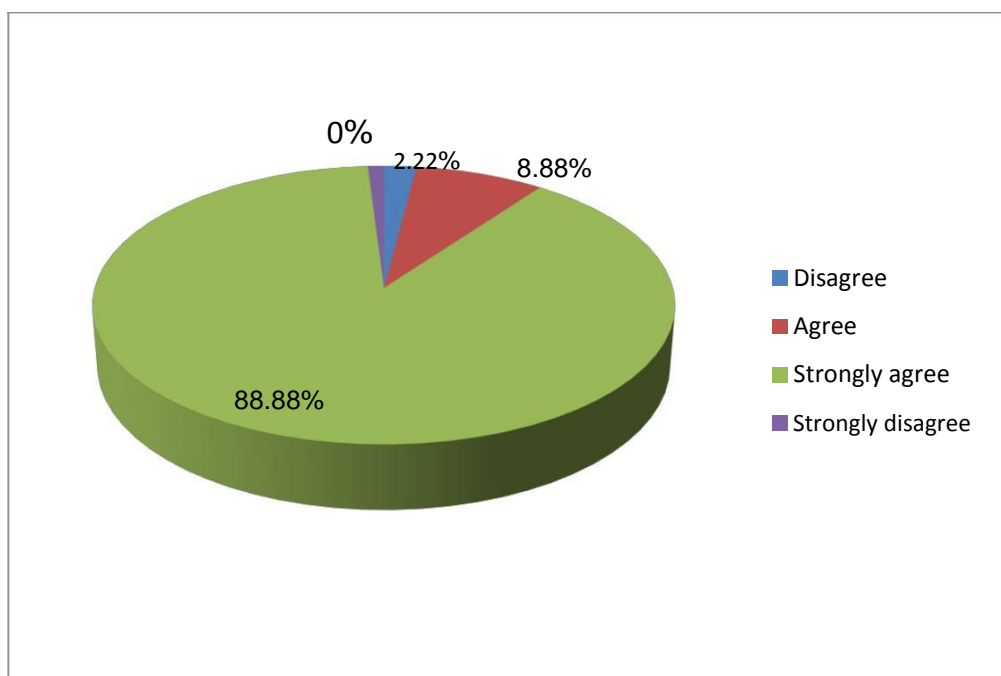


Figure 14. Encouraging students to carry out a new study

For the students involved in the present research, (88.88%) of them strongly agree that researchers should be encouraged by supervisors in order to take the initiative to conduct a new study . a small number of them (8.88 %) agree. Whereas, a percentage of (2.22%) disagree. none of them (0 %) strongly disagree.

Table 15. Teachers' training and possessing of the basic knowledge of research methodology

Options	Number	Percentage
Strongly agree	38	84.44%
Agree	7	15.55%
Disagree	0	0%
Strongly disagree	0	0%
Total	45	100 %

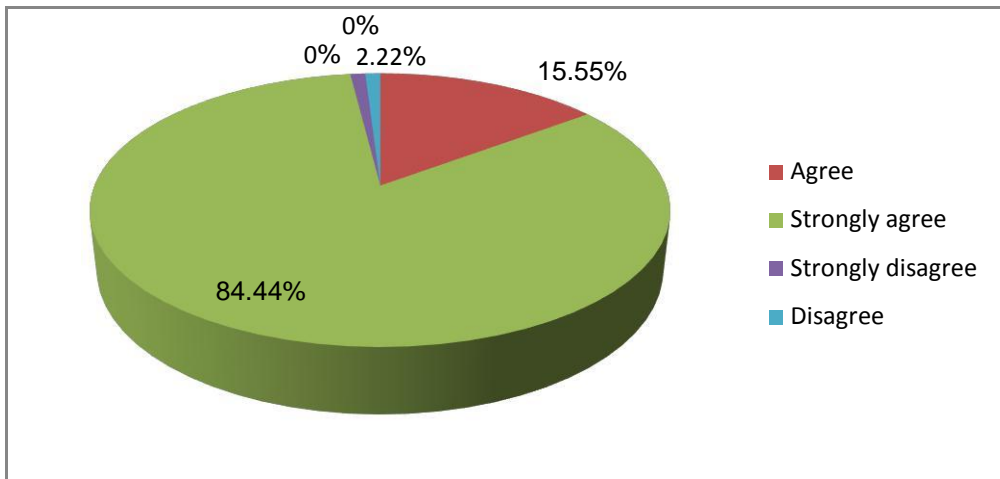


Figure 15. Teachers training and possessing of the basic knowledge of research methodology

The results obtained indicate that most of the students (84.44%) express a strong agreement with the idea that teachers should be well trained in the field of research methodology and they should possess a strong understanding of the discipline. Some of them (15.55%) agree. Strongly disagree and disagree were not chosen by any of the students (0%).

Table 16. Students' attitude towards having ICT courses

Options	Number	Percentage
Strongly agree	38	84.44%
Agree	5	11.11%
Disagree	2	4.44%
Strongly disagree	0	0%
Total	45	100 %

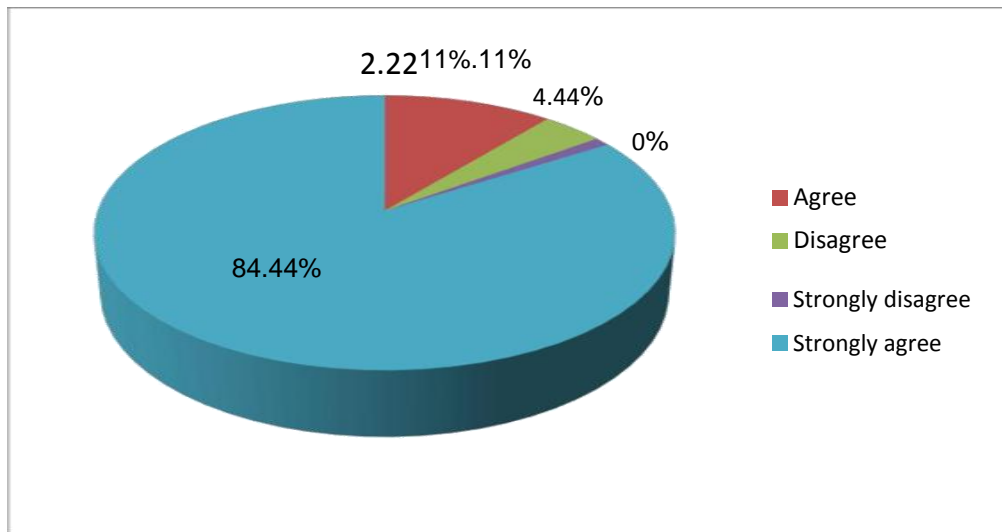


Figure 16. Students' attitude towards having ICT courses

Most of the students (84.44%) display a strong agreement as regards having some ICT courses. Five students (11.11 %) agree. Whereas, only 2 students (4.44 %) disagree.” Strongly agree ”option was not chosen by any of the students (0%).

4.4. INTERPRETATIONS OF THE RESULTS

As a global understanding of students' questionnaire results. It seems safe to state that their answers were very helpful in answering the questions provided at the beginning of our research. Each section's results will be interpreted as following :

Section One: Collected data reveals that we are dealing with different ages, the majority of them swing between 22 years and 30 years old, female dominance is also obvious. A third point is slightly connected to our research is about students' preferred subject matter. As mentioned earlier, research methodology ranked in the last place, which strongly support students' dislike of research methodology due to some factors or problems.

Section Two : In this section, students fairly admit that conducting research is a hard task and they evaluate their ability in conducting research as being low. Besides, they have given an answer to the first question we propose in our research stating that YES we are

facing difficulties regarding carrying out our research ; the obtained results also show that the fear from plagiarism is the main difficulty faced by researchers, followed by a set of no less problems including supervisors' unavailability , time , the huge misleading data , teachers lack of basic knowledge of research methodology , librarian's attitude , difficulty of analyzing data , difficulty of selecting the appropriate methodologyetc .

Section Three : Most of the students argue that they used to attend research methodology courses, which neglects the idea that students' escaping of research methodology sessions might be among the reasons that stand behind the difficulties that they confront in undertaking their research. The majority of students state that the courses they had dealt with in research methodology did not facilitate the process of undertaking their research dissertation, which means that the content of the courses provided does not go along with students' needs to carry out a research dissertation successfully. Students also state that one session of research methodology per week is not enough at all, especially for second Master students who should have plenty of questions and problems that obstruct their progress. Almost all the students admit that there is a gap between the theoretical part of what they have learned and the practical application of it, they based their answer on the idea that teachers pay much more attention to the theory, rather than the practice.

Section Four: all of the suggested solutions provided in this section were strongly agreed by the students.

5. TEACHERS' QUESTIONNAIRE

5.1. DESCRIPTION OF THE QUESTIONNAIRE

Our target population consists of teachers who are concerned with the supervision in the department of English at the University of Khenchela. The questionnaire was handed out to ten teachers (10). They show their collaboration through the complete answers, and through adding explanations and suggestion when it is necessary that help us in our work.

The questions are a combination of closed-ended questions which requires teachers to put a tick and opened questions where teachers are requested to give explanation or suggest other alternatives. The teachers questionnaire consists of ten (10) questions which were divided into four main sections.

Section one : from Question 1 to Question 4 : includes general information about teacher’s gender, academic degree and their experience in both teaching and supervising.

Section two : from Question 5 to Question 7 : This section aims at exploring teachers’ perceptions the difficulties that face researchers while carrying out their research.

Section three : Questions 8 and 9 : teachers views toward the causes that stand behind the problems encountered by researchers.

Section four : Question 10 : teachers’ suggested solutions to overcome the commonly occurring difficulties faced by second Master students in undertaking their research.

5.2. ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaires were administered to ten teachers who occupied the role of supervisor in the department of English language at Khenchela University on different periods of time. Nine of them were directly administered and answered immediately, while one was via e-mail in response to the teacher’s wish.

5.3. ANALYSIS OF THE RESULTS

Data were collected and then processed in response to our goal of the study. Data gathered are reported as a number and a percent. Data are presented in a tabular form with titles to identify them in addition to graphs in order to make things clearer, providing a short descriptive analysis after each graph as follow:

Section one : background information

Table 17. Teachers' gender

Options	Numbers	Percentage
Males	6	60%

Females	4	40%
Total	10	100%

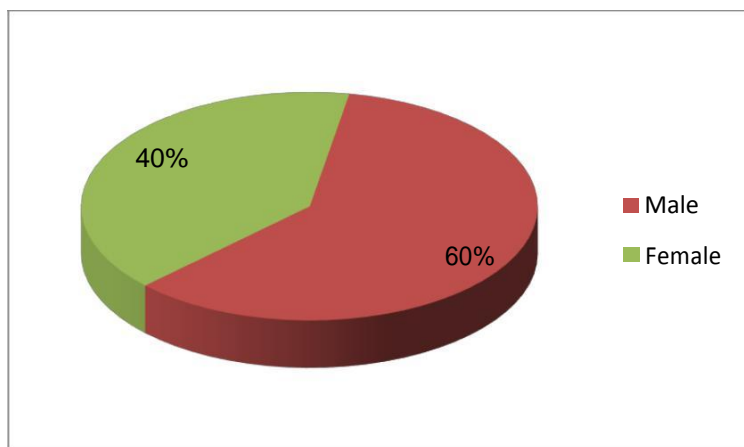


Figure 17. Teachers' gender

The results obtained show that, there is almost a parallel in gender of the teachers ; 6 teachers are males and 4 are males.

Table 18. Teachers' academic degree

Options	Number	Percentage
Doctorate	1	10%
Magister	9	90%
Total	10	100%

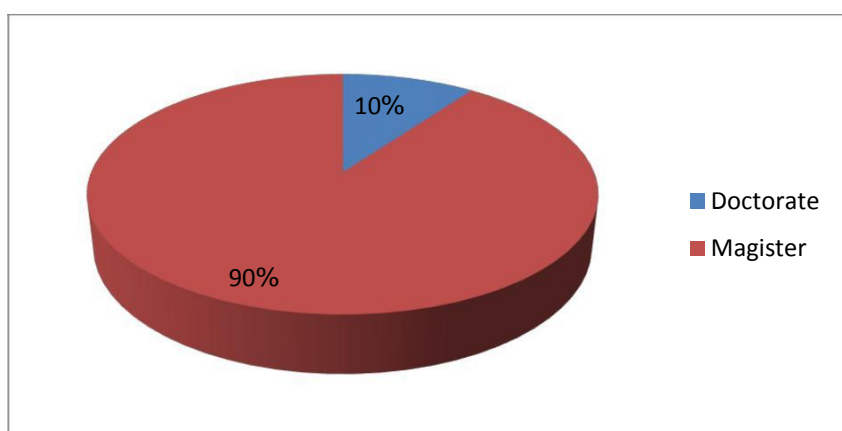


Figure 18. Teachers' academic degree

As the table indicates, among the ten teachers, nine of them have Magister degree and only one teacher has Doctorate.

Table 19. Teachers experience in teaching at the university

Options	Number	Percentage
Less than 15 years	5	50%
15-25 years	5	50%
More than 25 years	0	0%
Total	10	100%

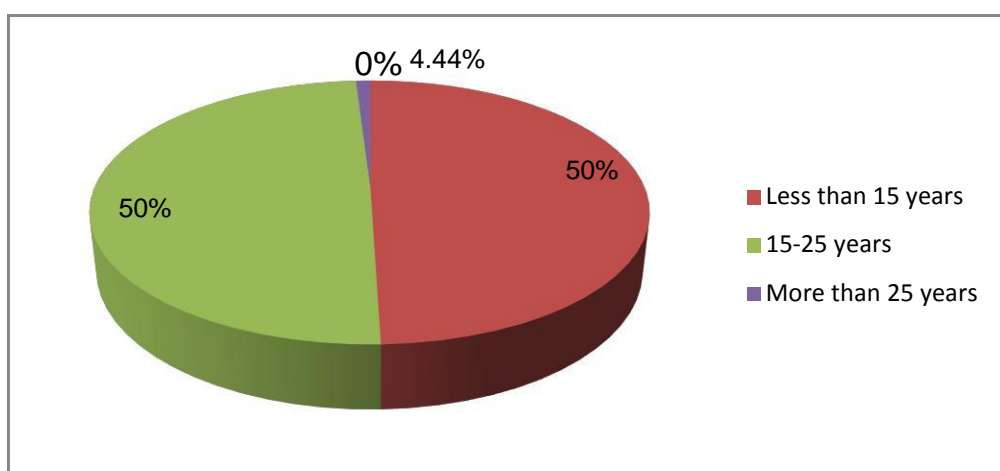


Figure 19. Teachers' experience in teaching at university

The figure above indicates that 50% of teachers have been teaching English at the university for less than 15 years. The remaining 50 % have been teaching for 15-25 years. None of them (0 %) has been teaching for more than 25 years.

Table 20. Teachers' experience in supervision

Options	Number	Percentage
Less than 10 years	5	50%
10-20 years	5	50%
More than 20 years	0	0%
Total	10	100%

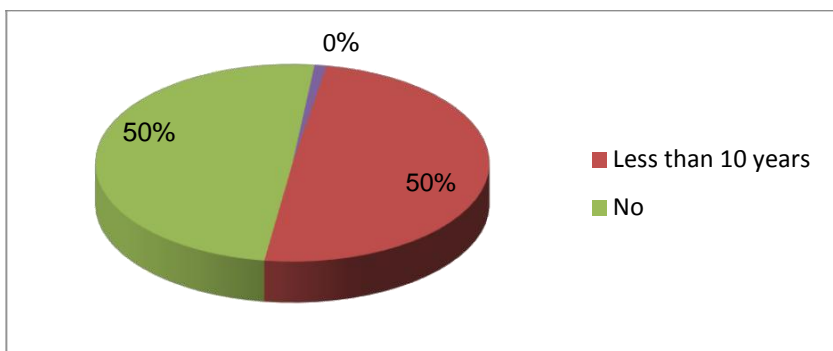


Figure 20. Teachers' experience in supervising

The statistical data in Table 1.20 indicates that half of the teachers (05) have been supervising for less than ten years. The other half of them (05) have been supervising for 10- 20 years. None of the participants has exceeded 20 years of experience in supervising.

Section two : Difficulties in conducting research.

Table 21. Teachers evaluation of their level in supervision

Options	Number	Percentage
Very satisfying	7	70%
Satisfying	3	30%
Not satisfying	0	0%
Total	10	100%

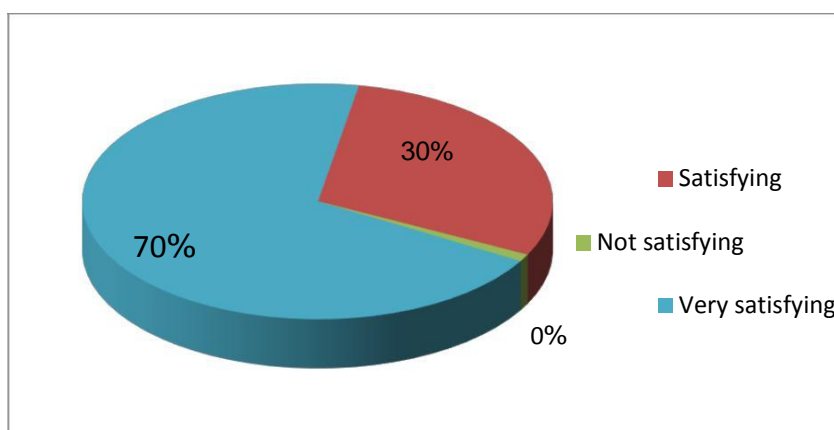


Figure 21. Teachers evaluation of their level in supervision

According to Figure .21, most of the of teachers (70 %) answered that they are very satisfied with their level in supervision. while some of them (30%) show their satisfaction of their level in supervising , none of them has displayed dissatisfaction.

Table 22. Teachers' assessment of their students' ability to carry out research

Options	Number	Percentage
Excellent	2	20%
Good	2	20%
Average	1	10%
Low	5	50%
Total	10	100%

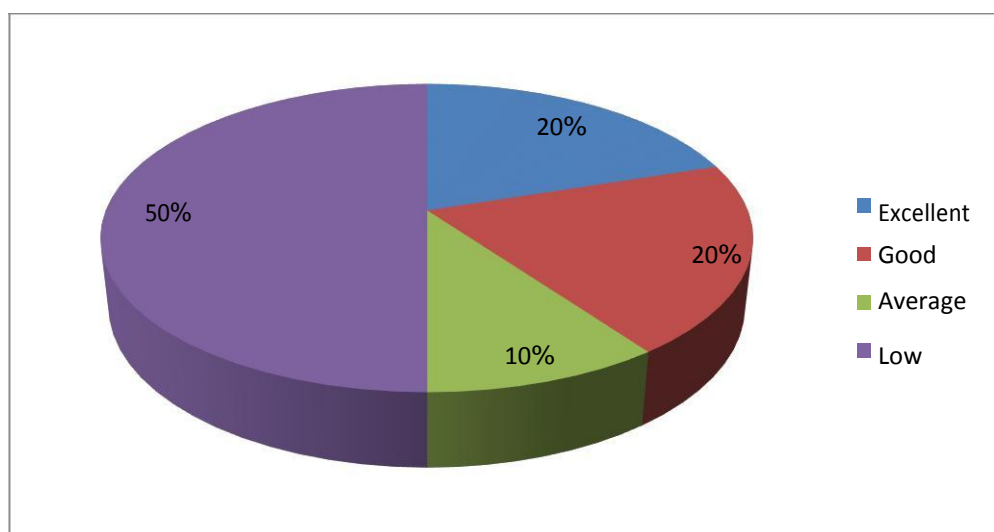


Figure 22. Teachers assessment of their students' ability to carry out research

Regarding subjects' answers ,(50%) of them state that their students have low level when it comes to carrying out research. A percentage of (20%) of them claim that their students'level in conducting research is a good one ; another similar number of them (20 %) say that students' level in undertaking research is excellent .Whereas , only one of them has argued that it is considered to be average .

Table 23. Teachers' attitudes toward the difficulties faced by students while carrying out research

Options	Number	Percentage
Difficulty in finding the right methodology + the stress and the lack of confidence	3	30%
The stress and the lack of confidence	2	20%
The four options	5	50%
Total	10	100%

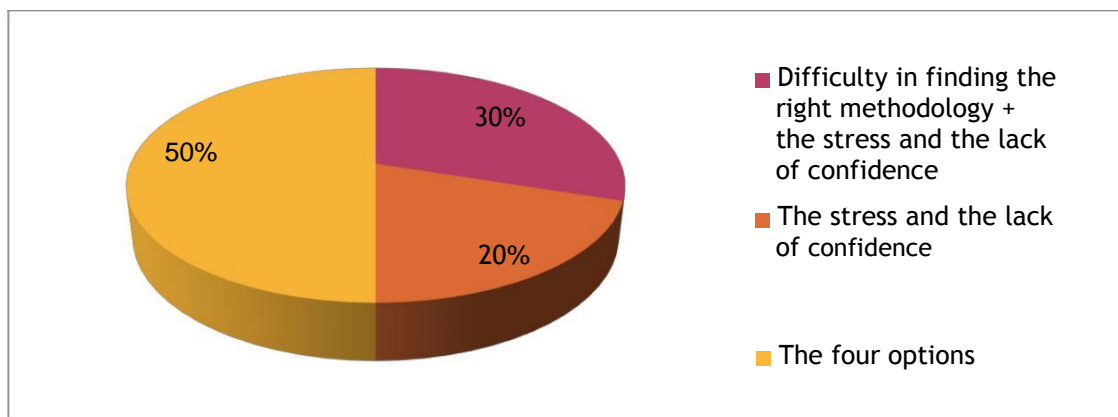


Figure 23. Teachers attitudes toward the difficulties faced by students while carrying out research

As shown in figure 23 ; half of the teachers (50%) state that all of the above mentioned difficulties are considered to be the the most common ones. a considerable number of the respondent (3) say that difficulty in finding the right methodology , the stress and the lack of confidence are the most common difficulties . the remaining 2 teachers (20 %) have chosen both the stress and the lack of confidence . Teachers also added that time , cooperation between research partners ; constructions of interpretation, analysis, findings, conclusions and recommendation , formatting of the text content are also among the most common difficulties that students often encounter while carrying out their research dissertation .

Table 24. Teachers' attitudes toward attending supervision sessions

Option	Number	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

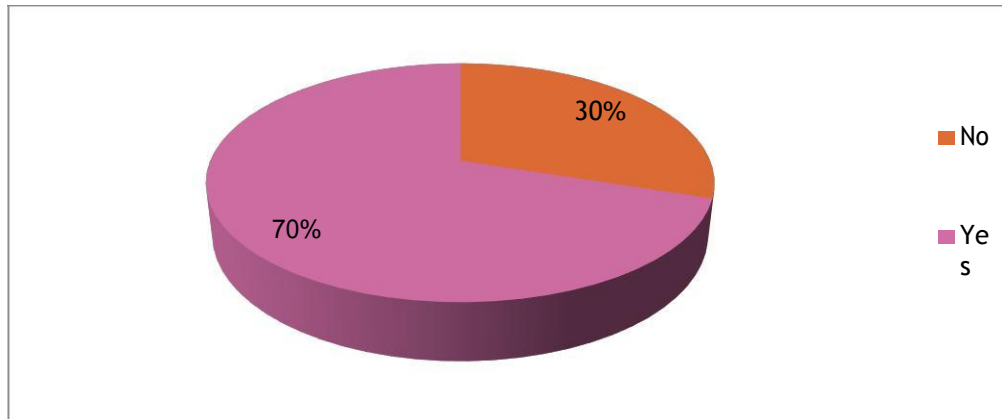


Figure 24. Teachers' attitudes toward attending supervision sessions

The majority of teachers (07) stated that they used to attend all the supervision sessions .However, just three (03) teachers admit that they did not use to attend justifying their answer with saying that their candidates do not show interest in their research, and are not doing their work properly.

Table 25. Teachers' identification of the causes that stand behind difficulties in conducting a research dissertation

Option	Number	Percentage
Insufficient sessions of research methodology	3	30%
Students' hesitation	2	20%
Insufficient sessions of research methodology+ Students' hesitation +unavailability of supervision	5	50%
Total	10	100%

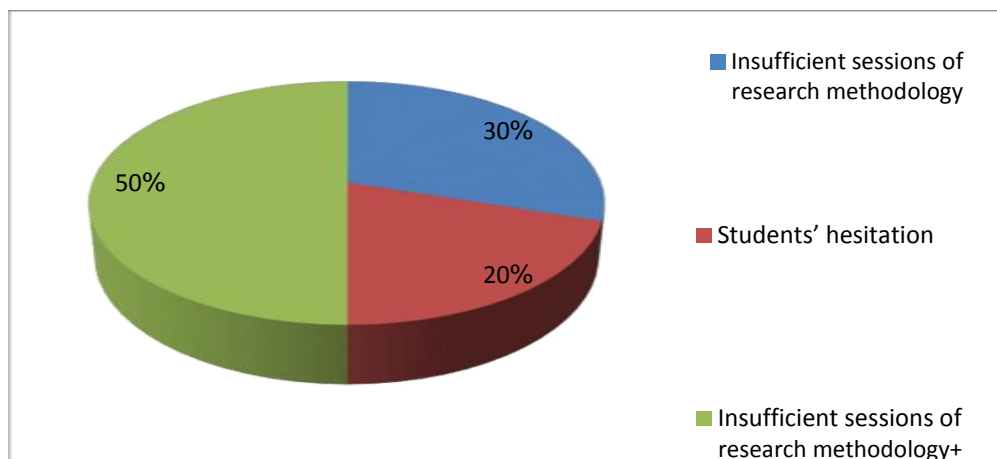


Figure 25. Teachers' identification of the causes that stand behind difficulties in conducting a research dissertation

Half of the teachers (50%) agree that the insufficient sessions of research methodology, students' hesitation and the unavailability of supervisors are the reasons that stand behind students' problems in undertaking research. A percentage of (30 %) state that the insufficient sessions of research methodology is what causes difficulties in carrying out research. Among the total number, 2 teachers argue that students' hesitation is the main reason that stand behind such obstacles. Most of the teachers added that students' complete reliance on their supervisors is the reason behind the difficulties.

1. Teachers' suggested solutions

Teachers propose that students should manage their time in a systematic way , besides, they should rely on themselves and take into account that the supervisor is just a guide, more sessions of research methodology will be helpfu, there must be a balance between the theoretical courses and the practical application of them .

5.4. INTERPRETATIONS OF THE RESULTS

The purpose behind teachers 'questionnaire is to have professional perceptions towards what is being undertaken in our research. Results of teachers' Questionnaire reveal that most of them are experienced in both teaching English at the University and supervising and that they are satisfied with their level in supervision , stating that students'

total reliance on their supervisors is the main cause that stands behind the difficulties that they face in carrying out research ,which strongly support the idea that students at such level must rely on themselves since they are researchers and take into consideration that the supervisor is just a guide .

CONCLUSION

Both teachers' Questionnaire and students' Questionnaire helped a lot in gaining the required data to answer the questions provided at the beginning of the study, The results above show that second Master students face many obstacles that obstruct their progress in conducting their research dissertation including : time ; stress ; lack of confidence ; financial problems ; problems in finding the right methodology ; constructions of interpretation, analysis, findings, conclusions and recommendation , formatting of the text; the fear from doing plagiarism , financial problems ; supervisors' unavailability ; the lack of basic knowledge of research methodology from the part of supervisors, etc .nMoreover , the findings also reveal a set of significant causes that stand behind these difficulties .Chief amongst them are : the gap between the theoretical courses and the practice applications , the insufficient sessions of research methodology, students' complete reliance on their supervisors . Finally, some solutions were suggested, including time management; more sessions of research methodology, creating a balance between the theoretical considerations and the practice, students' self-reliance, teachers' assistance whenever necessary, which lead us to propose that there must be collaboration from both supervisors and candidates to overcome some problems.

GENERAL CONCLUSION

Ironically, the research under investigation has been an epistemological questioning; it was an attempt of research about research. Needless to say, the colossal substance of the subject of study has particularly been intent upon an explorative journey to what makes research up, and more importantly how research as process can be undertaken properly. Indeed, this was in no way to be achieved unless we had kept at focus the endeavor of researching as being practiced by novice researchers; namely post graduate students of about obtaining Master's degree.

The preconceptions underlined the thematic inclinations of the study, thus, were conclusive assumptions stemming out from the belief that students assigned to carrying out a dissertation are suffering several deficiencies relating mainly to lack of mastery of scientific research procedures. At all events, the basic assumptions guiding the work were initially inspired from a personal experience of the researchers themselves. The will of determination to handle the topic was even well fostered by a semi-piloting where certain individual students were asked whether they are at pains with research. It was no surprise that we, as both students and participants at the same time, shared the same burdens as those of our classmates in respect research and specifically the panicking word 'dissertation' in that it became an obligation for us all.

With these notions in mind, the work was shaped and outlined and the way was unfolding, vaguely though. Significantly, the difficulties facing us once approaching the present research topic were quite an encouraging force. It was because not that they were taken off without anxiety and its consequences, but it supported the researchers to hold on to their objective. That is to say, as the topic has been being searched, the hurdles confronting the researchers, every now and then, occurred to secure the belief that research is admittedly an intricate process and an activity full of mystery. Doubts about the validity

of the subject, whether appropriate for investigation, were clearing away in steady gradual steps.

It only remains to conclude that the study has ended up to a significant outcome that clusters a bunch of findings. It was found that the majority of researchers new to the area of inquiry are undergoing tough obstacles that make them under intensive pressure. Pressures resulting from multiple reasons that lead to huge anxiety. Among the different causes of that, as found out from results the study, are unfamiliarity to research by students in terms of finding the topic and approaching it from one hand, and on the other inadequacies of the supervisors themselves even when the topic is well shaped and delimited. No doubt, it turns out that novice researchers are facing more of difficulties along accomplishing the quest of dissertation than easiness; roughly all students without exception fall under this line of argument.

SUGGESTIONS AND RECOMMENDATIONS

The findings of the study lead us to suggest a few notes which are primarily addressed to both teachers and future students (and even present students in case carrying on doctoral studies) specifically, and to the department of English at Khenchela University in general. Equally, a host of some recommended remarks can be beneficial particularly to further research, whether replications or otherwise. These could be summed up altogether as follows:

- ✓ Students are advised to not just rely on what teachers instruct about research into classroom, neither throw the burden on supervisors' shoulders; they should equip themselves with extra information besides what they are formally taught.
- ✓ In the same way, teachers (supervisors mainly speaking) would have to take matters more seriously and try to be aware of the danger that may come from inconsiderate handling of supervising.
- ✓ As to the English department, they are highly recommended to recruit more teachers. The current supervision circumstances makes students outnumber supervisors, which definitely makes it hard and hard for both parties.
- ✓ For further research, it would be suggested to replicate the study, just as we recommend an investigation of the topic from a different methodological perspective.

BIBLIOGRAPHY

- Armstrong, J. S., & Sperry, T. (1994). The ombudsman: Business school
Prestige—Research versus teaching. *Interfaces*, 24(2), 13-43.
- Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. 2010. Introduction to research in
education. 8th ed. Wadsworth, Cengage Learning.
- Berinstein, P. (2003). Business statistics on the web: find them fast-at little or no
cost. Information Today, Inc.
- Brause, R. S. (2012). Writing your doctoral dissertation: Invisible rules for success
London: RoutledgeFalmer.
- Creswell, J. W. (2015). Educational research: Planning, conducting, and evaluating
quantitative and qualitative research.
- Dornyei, Z. (2003). Questionnaires in second language research: construction,
administration, and processing. New Jersey: Lawrence Erlbaum Associates,
Inc.
- Frey, L., Botan, C. H., & Kreps, G. (2000). Investigating communication. NY:
Allyn & Bacon.
- Kothari, C.R. (1985). Research Methodology Methods and Techniques [second
version]. New Delhi: New Age International.
- Kothari, C, R. 2004. Research methodology: Methods and techniques. New Age
International.

- Lowe, I. (2016). A first textbook of research methodology and thesis writeup for second language English [first version].
- Ludico, M. G., Spaulding, D.T. & Vorgtle, K. H (2010). Methods I educational research : from theory to practice (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Masters Programme in Education. n.d. Research methods in education: handbook. The Open University.
- McKay, S, L. 2008. Researching second language classrooms. Lawrence Erlbaum Associates, Publishers: Mahwah, New Jersey. London.
- Mahanti, S. (2003, May). Dream 2047, pp. 29, 34.
- Mouly, G. J. 1970. The Science of Educational Research Methods. University of London Press Ltd.
- Organisation for Economic Co-operation and Development. (2002). Frascati Manual2002: Proposed Standard Practice for Surveys on Research and Experimental Development. Paris: OECD.
- Paltridge, B., & Starfield, S. (2007). Thesis and dissertation writing in a second language: A handbook for supervisors. Routledge.
- Parahoo, K. (1997). Nursing research: principles, process and issues. Palgrave Macmillan.

Robson, C., & McCartan, K. (2016). Real world research. John Wiley & Sons.

Saravantal, P. (1987). Research methodology. Kitab Mahal, Allahabad.

Sinclair, M. (2005) 'The pedagogy of "good" PhD supervision: a national cross-disciplinary investigation of PhD supervision'.

Singh, Y. K. 2006. Fundamentals of research methodology and statistics. New Age International (P) Ltd).

Taskeen, S., Shehzadi, A., Khan, T., & Saleem, N. (2014). Difficulties faced by novice researchers: A study of universities in Pakistan. International Journal of Art and Literature, 1(1), 1.

Trimmer, J. F. (1992). Writing with a purpose. Boston: Houghton Mifflin.

WEBSITES

Merriam-webstercom. (2017). Merriam-webstercom. Retrieved 23 April, 2017, from <https://www.merriam-webster.com/dictionary/difficulty>

Shuttleworth, Martyn (2008). "[Definitions of Research](#)". Explorable.

Explorable.com. Retrieved 13 April 2017 from

<http://readingcraze.com/index.php/definitions-research-famous-writers/>

Yourdictionarycom. (2017). Yourdictionarycom. Retrieved 23 April, 2017, from

<http://www.yourdictionary.com/difficulty>

APPENDIX A: STUDENTS' QUESTIONNAIRE

Dear students,

We are conducting a research paper for the fulfillment of a Master degree in Didactics of Foreign Languages and Cultures .This questionnaire investigates " EFL Students' Difficulties in Undertaking a Research Dissertation ", which aims to highlight the difficulties that Second year Master degree students of English, at Abbas Laghrour University in Khenchela, face in undertaking their research work . It would be kind if you take a few minutes in responding to the following questions, make sure to put a tick (✓) and to provide a full answer when appropriate.

Section One : General Information

1- What is your gender ?

a- Male

b- Female

2- How old are you ?

a- From 22 to 30

b- From 30 onwards

3- What is your favourite subject matter that you had studied at the university ?

a- Linguistics

b- Phonetics

c- Didactics

d- Research Methodology

Section Two : Difficulties in conducting research

4- Conducting research is

- a- Very easy
- b- Easy
- c- Very difficult
- d- Difficult

5- How do you evaluate your abilities in conducting research in a successful way ?

- a- Very well
- b- Average
- c- Low

6- Are you facing difficulties concerning conducting your master research ?

- a- Yes
- b- No

7- if yes, What are the difficulties that you are facing in undertaking your master research ?

- a- Research is time taking
- b- Librarian's attitudes are not supportive
- c- Supervisors lack the basic knowledge of research methodology
- d- Misleading data is huge
- e- the fear from doing plagiarism
- f- The lack of confidence to carry out a new research
- g- Unavailability of supervisors

h- Difficulty in analyzing data

Section Three : The causes that stands behind students' difficulties in conducting master research

8- Did you use to attend research methodology courses ?

a- Yes

b- No

9- are the courses that you have studied in research methodology facilitating the process of conducting research dissertation for you ?

a- Yes

b- No

10- Do you think that one session of research methodology per week is enough for students who are about to carry out a large scale research (dissertation) ?

a- Yes

b- No

11- Do you think that there was a gap between the theoretical part of what you have learned in research methodology and the practical application of it ?

a- Yes

b- No

Section Four : Some sollutions to overcome difficulties while conducting dissertation research

12- Managing your time in a systematic way will help you conducting your research dissertation in a successful way and submit it before the deadline is over.

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

13- librarian should received an instruction from the part of the director of the university to provide second master students with the necessary books and not to get annoyed from their constant requests .

a- Strongly Agree

b- Agree

c- Disagree

d- Strongly disagree

14- Supervisors shoud encourage their candidates to take the initiative of carrying out a new study.

a- Strongly agree

b- Agree

c- Disagree

d- Strongly disagree

15- Supervisors should be well trained and should have the basic knowledge of Research methodology.

a- Strongly Agree

b- Agree

c- Disagree

d- Strongly disagree

16- Second master students must have some ICT (Information and Communication Technology) courses to learn how to use SPSS (Software Package for Statistics and Simulation) program that will help them to analyze the findings in an effective way

a- Strongly Agree

b- Agree

c- Disagree

d- Strongly disagree

Thank you for sharing your thoughts with us.

May Allah bless you

APPENDIX B: TEACHERS' QUESTIONNAIRE

Case study : second Master student.

Dear teachers,

We are conducting a research paper for the fulfillment of a Master degree in Didactics of Foreign Languages and Cultures .This questionnaire investigates " EFL Students' Difficulties in Undertaking a Research Dissertation ", which aims to highlight the difficulties that Second year Master degree students of English, at Abbas Laghrour University in Khenchela, face while undertaking their research work . It would be kind if you take a few minutes in responding to the following questions, make sure to put a tick ✓ and to provide a full answer when appropriate.

Section One : Background information

1)- What is your gender ?

a- Male b- Female

2)- What is your academic degree ?

a)- Doctorate b)- Magister

3)- How long have you been teaching English at the university ?

a)- less than 15 years b)- 15-25 years c)- more than 25 years

4)- How long have you been supervising ?

a)- less than 10 years b)- 10-20 years c)- more than 20 years

Section Two : Difficulties in Conducting Research

5)- How would you evaluate your level in supervision ?

a- Very satisfying b- Satisfying c- Not satisfying

6)- How do you assess second Master students level in undertaking research ?

a. Excellent b. Good c. Average d. Low

7)- What are the most common difficulties that second Master students of English face in carrying out their research dissertation ?

a- Difficulty in finding the right methodology

b- The stress and the lack of confidence

c- Difficulty in selecting data gathering tools

d- Financial problems

Others, please specify

.....
.....
.....

Section Three: the reasons behind students' difficulties in conducting research.

8) - Did you use to attend all the supervision sessions?

a- Yes b- No

if no , why

.....
.....

9)- According to your experience as a supervisor , what are the causes behind students' difficulties in carrying out research ?

a- Insufficient sessions of research methodology

b- Students' hesitaion

c- Unavailability of supervisors

Others , please specify

.....
.....
.....

Section Three: Some solutions that can help second Master students overcome the difficulties that prevent them from carrying out their research dissertations successfully.

10) - What can you suggest to alleviate the difficulties that most of the students encounter while undertaking their research?

.....
.....
.....

Thank you for your collaboration

RÉSUMÉ

Cette étude vise à explorer le processus de recherche universitaire par des étudiants novices de recherche en anglais comme langue seconde / étrangère (ESL / EFL). Il tente de découvrir les difficultés rencontrées par les étudiants de Master en ce qui concerne la réalisation d'une thèse de recherche dans l'ensemble. L'étude a eu lieu au département d'anglais, avec des étudiants de Master 2, à l'Université de Khenchela au cours de l'année scolaire 2016/2017. La méthode de recherche adoptée dans cette étude est descriptive. Les données ont été rassemblées par deux questionnaires, dans laquelle on a administré à un échantillon de quarante-cinq (45) étudiants, tandis que l'autre à un total de dix (10) enseignants. Les résultats obtenus à partir de l'analyse des données révèlent deux catégories principales de difficultés qui semblent rencontrer fréquemment les étudiants et dans le cadre de chacune d'elles une série de problèmes. Premièrement, les difficultés se rapportent aux facteurs humains, comme le manque de confiance en soi pour entreprendre des recherches. Un nombre respectif de professeurs ont certes signalé leur insuffisance de maîtrise des compétences de supervision principalement en raison de l'écart entre leur intérêt et les sujets de recherche abordés par les superviseurs. En outre, certains étudiants participants ont mis l'accent sur l'indisponibilité des superviseurs et la fourniture d'assistance insuffisante comme un problème majeur le long du cours de recherche. La deuxième catégorie de difficultés est plus technique et associée à des facteurs externes, tels que l'incertitude du processus de recherche et l'approche opérée en termes d'aptitude. L'énorme quantité d'informations trompeuses sur les thèmes de recherche confusément pour prendre en compte le contenu concernant la pertinence; Les difficultés de déterminer les données à traiter, à susciter et à classer pour l'analyse; L'inadéquation des procédures analytiques et des rapports sur les résultats; ainsi que les problèmes concernant le temps et les limites matérielles (financières au maximum). D'autres difficultés peuvent être dues à une connaissance superficielle de la reformulation et de la paraphrase, ce qui a menacé les pièges du plagiat. **Mots-clés:** recherche universitaire, méthodologie, difficultés, thèse, anglais comme langue seconde.