



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Applied linguistics

Submitted and Defended by:

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On : Sunday, 22 June 2019

Research Challenges In Algerian universities

The case of : EFL researchers in Biskra University

A dissertation submitted to the department of foreign languages in partial

Fulfilment for the requirement of master degree in science of language

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Declaration

I, Ladghem Chikouche Amina, do hereby declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

In the name of Allah, The Most Gracious, The Most Merciful

All Praise is due to Allah alone, the Sustainer of the entire world

I dedicate this work:

To my beloved parents whose enduring love guided me all along?

To my elder brother and Sisters Sara Wafa Amira

To my beloved sister in law Linda and my nephew rayane my adorable grandmothers

To my best friends Didou, Wissal and Aida

To all who helped and encouraged me

My deepest gratitude for their support and encouragement.

Acknowledgements

Without Allah help, at the first place, guidance, and enlightenment, this work would not have been completed. All the thanks and gratitude to Allah.

Exceptional thanks and sincere gratefulness would go to my dear supervisor **Mrs. BETKA REZIG NADIA** for her valuable guidance, assistance, and patience.

My thanks also go to the Members of the Jury **Dr. BOUHITEM Tayeb** and **Mrs. BENZIDA Yasmina** for their efforts to evaluate this work.

Finally, I would like to express my gratitude to the teachers who participated in this research study.

Abstract

The process of research is an essential stage for an educational accomplishment. However, it is a difficult task to be accomplished, as novice researchers face many impediments due to the complexity of the research that is a mixture between two skills, academic writing skills, and methodology skills. The present study is piloted to investigate the challenges faced by English as a foreign language (EFL) researchers at Biskra University that delay their regular progress in the research. The intention was also to come up with suggestions on how to help researchers breaking down these challenges. In this descriptive inquiry, the data gathering tool was a questionnaire assigned to a sample of 25 English teachers at the Department of foreign languages at Biskra University.

The obtained findings revealed that a large number of EFL researchers face problems in terms of the evaluation and analysis of information such as , lack of motivation towards undertaking a research, the incapacity of identifying a feasible research theme, the nonexistence of researchers collaborative spirit to review their writings and insufficient assessment from the supervisors. These barriers have different causes comprising different weaknesses of researchers, being novice in tackling a research, individual work and the absence of harmony between researchers and their supervisors. The study also recommended that researchers should be assigned research as an approach to involve them in writing and independent research processes. In addition, both academic and research methodology courses need to be adjusted in terms of time, content, tools, and evaluation. Furthermore, raising researchers' awareness on the indispensable importance of the process of research and plays a great role in the development of nations.

Key words: EFL research challenges, research, researchers

List of Abbreviations and Acronyms

EFL: English as a foreign language

Dr: Doctor

P.H.D: Doctor of Philosophy

HE: Higher Education

SR: Scientific Research

DGRSDT: General Direction of Scientific Research and Technologic Development

Dr: Doctor

Ibid: Ibid(The same previous source)

Q : Question

P : Page

% : Percent

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General introduction

1. Background of the study

Research has been defined as a “systematic investigation, including research developments, testing and evaluation, designed to develop or contribute to generalizable knowledge”. It also aims to establish facts and reach new conclusions. The Cambridge English dictionary defines research as a “detailed study of a subject, especially in order to discover new information or reach a new understanding”. The basic tenet of research includes the gathering of data, information and observations to advance our knowledge. The evolution of the human race and technological advancement seen over the last couple of decades is a direct consequence of our increasing interest and dependence on research. While the human race is estimated to be 200,000 years old, most of our progress has occurred in the last 10.000 years. This advance can be attributed to a better understanding of research methodologies.

Research throughout the world is seen as an indispensable means to achieve the development of nations. Thus, its uncounted benefits such as, the building of knowledge research becomes necessary to ascertain if one’s ideas are supported by previous studies or if these ideas still need proof to be considered as knowledge. In addition, it leads to business success many successful companies invest in research and development because it is critical to product innovation and to improving services. For those reasons, the developed countries are spending huge budgets on research. However, what is noticed nowadays in developing countries especially in Algeria that EFL researchers are facing many constraints which are hindrances that influence negatively on their abilities while conducting inquiries. Obstacles do not permit to researchers to improve their capacities and perform a good research that can be reliable on.

2. Statement of the Problem

Research challenges are one of the known issues around the world exactly among EFL researchers in Algeria, who are facing many difficulties while conducting their researches, those obstacles may be due to the lack of mandatory training, they are not motivated enough to highlight technics of research in addition to the lack of confidence and regularity.

In the present study, we will investigate the challenges that are faced by EFL researchers in Algeria, mainly, EFL researchers in Biskra University while carrying out their researches and try to find some solutions that may help them to overcome research constraints and being efficient researchers.

3. Aims of the Study

The current study aimed to raise researchers' attention towards the importance of research process and steps of undertaking inquiry in order to have a good research work. It focused on the various challenges faced by EFL researchers. In addition, it aimed to provide some alternatives to these obstacles in order to enhance their research works.

4. Research questions This research seeks to answer the following research questions:

RQ1: what is the attitude of EFL researchers towards research?

RQ2: What are the causes of research constraints among EFL researchers?

RQ3: what do we suggest as alternatives to overcome those challenges ?

5. Research Methodology

5.1 Research Method

The choice of the research method is related to the nature of the subject. In this respect, the writer of the present study chose the descriptive method. This method identifies and analyses the

different problems associated with research challenges among EFL researchers we opted for the use of this method because we believe that it is suitable for the subject under investigation. We used this method in particularly suitable to the task of providing the most relevant information about students' perceptions and about the techniques used

5.2 The sample of the Study

The population of the study is 25 teachers holders of PHD and magister diploma in English as a foreign language at Mohamed Khider University of Biskra,

5.3 Research Tools

In order to obtain the information required from our subjects and to meet the objectives of study. Our choice for the research tool is going to be questionnaires by which we wish to gather data.

6. Significance of the study

This study is anticipated to be of great importance to researchers, students and teachers , it is envisaged that it will add to the previous findings to provide better conditions for EFL researchers to overpower the associated problems

8. Limitations of the Study

In the beginning of the research, we had some challenges, but thanks to the pieces of advice of the supervisor, the challenges were finally reduced. In addition, as it was a little bit difficult to obtain data from the part of all teachers. This study was limited to a sample, representative of both whole populations. All these could influence the ongoing of the research process.

9. Structure of the Thesis

The current research is basically divided into three main chapters. The two initial chapters are devoted to the theoretical framework. The first chapter contains detailed information about

the meaning and importance of research. In addition, the chapter outlines the criteria and objectives of academic research. The second chapter is about research challenges faced by EFL researchers; it includes various constraints with their causes. Furthermore, it highlights the research facilities to enhance EFL studies. The third chapter is the fieldwork. The chapter is a field study that is concerned with the description and the analysis of teachers' questionnaire.

Figure 1 shows that research is based primarily on an observed phenomenon. Research comes as a matter of finding alternatives to problems and drawing conclusions depending on the good observing, collecting, analyzing and interpreting data.

Dörnyei (2007, p. 15) assumes “Research simply means trying to find answers to questions, an activity every one of us does all the time to learn more about the world around us.” Research is founded on a question or a problem that puzzles a researcher’s mind, so he dedicates his time and goes through a deep study to reach the facts.

According to Pathak (2008, p. 1), “The term research consists of two words: Re+ Search. ‘Re’ means again and again ‘Search’ means to find out”. This meaning is mainly based on the actuality that research is not a question of discovering something but a fact of getting wind of new information and inputs with regard to the previous works.

The Carnegie Foundation’s definition of research, teaching is involved as a part of its definition. The Carnegie definition, from *Scholarship Assessed: Evaluation of the Professoriate* (Glassick, Huber, & Maeroff, 1997) contains four parts, which are:

- I. Discovery:** Is not only contributed only to human knowledge but also to the intellectual atmosphere of an institution
- ii. Integration:** Process that seeks to elucidate, interpret and come up with new insights to produce an original research.
- iii. Application:** creating new intellectual understandings arising out of theory and practice
- IV. Teaching.** Converts and extends knowledge while transmitting an intelligible account of knowledge to the learners.

2. Definition educational research:

Educational research has been defined from different views primarily it is a process of finding out solution to problems that are associated with education.

According to Anderson & Arsenault (1998, p. 6), “Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis of primary data”. Research is figuring out problems through relying on actual sources with the objective of educational purposes. Merely it seeks to boost the quality of teaching and learning.

In addition Bassey (1999, p. 39) asserts: “Educational research is critical enquiry aimed at informing educational judgements and decisions in order to improve educational action”. In particular, educational research is the matter of asking information about education for the aim of improving it. Educationists whose job is managing education concerns achieve it.

3 Broad Characteristics of Research

A good research emphasis on certain characteristics that is mainly based on truth seeking. .

O’lreay (2004, p.56) sheds light on some criteria of good research as follows:

Table 1.3. Characteristics of Academic Research Drawn upon O’Ireay (2004, p.56)

Feature	Meaning
Credibility	research is authentic and valid this is a vital feature that ensures a trusting gathered knowledge
Objectivity	It is concerned with a distance between a researcher and his study which indicates that the findings are completely free of personal subjectivity and bias as a matter of neutrality
Reliability	It is an assurance that the tools used in the study will generate consistent findings.
Dependability	It is of crucial importance since it guarantees the research’s consistency; indeed, findings must constitute with raw collected data.
Validity	This means that any conclusion drawn at the end of research has to be trustworthy.
Authenticity	It is directly related to originality, truth, and undisputed probe.
Generalizability	It is the applicability of research findings in other different research settings and population. It specifies researches with large sample to determine whether the sample speaks to the whole population beyond the immediate circumstances
Auditability	The researcher needs to provide a fully detailed explanation of methods so that readers trace the research context.
Reproducibility	It is an indicator that a research can be replicated in order for the findings to be verified.

As it is mentioned in the previous table, the good research should be valid and reliable and equal conclusions, also it excludes using personal feelings and intuitions so that if another researcher repeats the research the results necessarily are the same.

4. Criteria of Academic Research

Although the existence of various types of research which differ in their objectives, they all focus on common qualities that identify a good research. (Kothari, 2006, p.20) pointed out a list of criteria of academic research.

4.1 Research is systematic

Academic research is mainly based on a set of planned steps that are directed by specific rules that permit the researcher of reach conclusions.

4.2 Research is logical

Academic research is guided by laws of logical reasoning regarding both inductive reasoning that is process of reasoning that goes from specific to general using the bottom up approach, and the deductive reasoning that is the process of reasoning that starts from general to specific using the top down approach.

4.3 Research is replicable

Academic research involves research design and procedure that are replicated to allow the investigator to reach valid and confirmed results to provide basis for decision-making.

4.4 Research is empirical

This implies that research is related to real situation aspects and deals with concrete data that ensures the validity of results. Research is by nature familiarized by certain criteria namely that makes it a systematic process. That is to say, that research is logical, systematic, and replicable. To end up by a good research work, there should exist at least some of the already listed qualities of good research in order to ensure a better quality of outcomes in any field of research.

5. Objectives of academic Research

Research objectives are what aims we are required to accomplish through tackling research .despite the objectives may vary from one to another, but they all meet on common aim that is the discovery of hidden facts.

The significance of research tends to extend the borders of just finishing studies or getting higher academic degrees. Alternatively, doing research helps students enhance a significant number of skills, namely, critical, analytical thinking, and communicative skills (Retrieved from study international, 2017).

Reynolds (1977 as cited in Walliman 2001, p. 190) states that there are five common objectives of scientific research: categorization, explanation, prediction, sense of understanding, and control.

Whereas each research is gone under particular purposes. Kothari (2004, p.2) summarizes some objectives of research as following:

1. Being familiar with a phenomenon or to accomplish new perspectives into it.
2. Setting out precisely the criterions of a specific individual, situation or a group.
3. To find out the frequency with which something happens or with which it is related to Something else.
4. To test a hypothesis of a causal relationship between variables.

Consequently, research may have many objectives; it might be process of problem solving and development of knowledge, an opened door for job opportunities, or a tool for the extension of researcher's skills.

6. Types of academic research

Actually, types of research are classified depending on particular method and tools used researcher's aims for conducting research. According to Kumar (2011), the types of research are seen from three different perspectives.

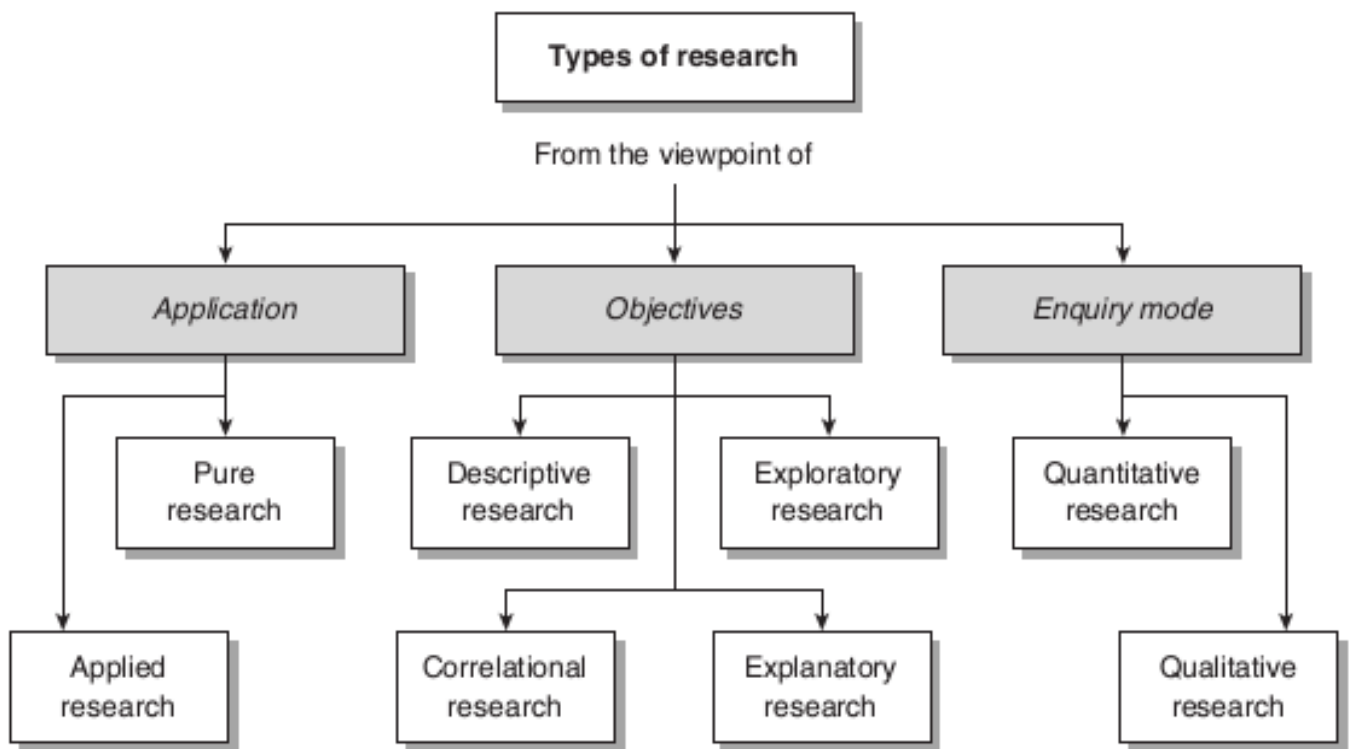


FIGURE 1.2 *Types of research*

Figure1.3. Types of Research as Suggested by Kumar (2011, p. 9).

These types of research have to be understood and recognized by the researcher. In fact, they are clarified in the following:

6.1. The Application Perspective It points out two main types, Pure and Applied research.

6.1.1. Pure research: This kind of research is academic in nature and is undertaken in order to gain knowledge about phenomena that may or may not have applications in the near future, and to develop new techniques and procedures that form the body of research methodology (Chelli 2017).

6.1.2. Applied research: Most of the research in social sciences is applied. In other words, the research techniques, procedures and methods that form the body of research methodology are applied (ibid)

6.2. The Objective Perspective

These types of research are classified relying on what aims will be accomplished through the research.

6.2.1 Descriptive Research

This method it attempts to describe systematically a problem or a phenomenon or attitudes towards an issue as it is at present (Kumar, 2011).

The methods that can be used in the descriptive research are:

- The case-study method: it involves a deep study of an individual or group of individuals.
 - The survey method: participants answer questions administered through questionnaire or interviews. In order to make survey valid and reliable.
 - The observational method: it can be naturalistic observation or laboratory observation.
- (Retrieved from Research Methodology, 2017).

6.2.2 Correlational Research

This research focus on discovering or detecting the existence of a relationship between two or more variables or more aspects of a situation. In other words. It makes use of observational, survey, and archival method this latter is defined as locating, evaluating, systematically interpreting and analyzing of sources data found in archives (Retrieved from Sage research methods, 2011). Kalla (2011) states three types of correlational study. First, positive correlation that interprets that the increase or decrease in one variable leads to the same effect on other variables. Second, negative correlation that means the increase in one variable

leads to an increase in the other and vice versa. Finally, no correlation which means that the two variables are interrelated; the change in one variable does not lead to a change in the other.

6.2.3 Explanatory Research

This kind of research tends to elucidate why and how there is a relationship between two aspects of a situation or phenomenon (Kumar, 2011). This type of research can be conducted using the Case study method, the survey method, and the observational method (Chelli, 2017).

6.2.4 Exploratory Research

Exploratory research is research conducted for a problem that has not been clearly defined. It helps to determine the best research design, data collection method and selection of subjects. In addition, it is called a feasibility study or a pilot study. It is usually carried out when a researcher wants to explore an area about which s/he has little or no knowledge. A small-scale study is undertaken to decide if it is worth carrying out a detailed study. (Chelli, 2017)

6.3 The mode of inquiry perspective

From the point of view of the mode of enquiry, perspective includes two types of research:

▪ Quantitative Research: (structured research)

kothari (2004,p.6) quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity .To clarify; quantitative research is concerned with to quantify data in order to generalize results. Aliaga & Gunderson (2000) claim that this type is about “explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).” Therefore, this kind of research focuses on the investigation of phenomena that is related to numerical data, as it highlights the importance of statistical method to analyze gathered data.

▪ **Qualitative Research : (unstructured research)**

kothari (2004,p.6) is concerned with qualitative phenomenon, phenomena relating to or involving quality or kind. To explain, qualitative research attempts to demonstrate the variety of the phenomena studied. According to Denzin and Lincoln (2005, p.3), qualitative research is an interpretive naturalistic approach to the world. this explains that qualitative study things in their real setting ,seeking to interpret some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

7. Research Paper

A research paper is defined as an expanded essay that communicates our own interpretations and evaluation of literature .It is a representation of one's own thinking backed up by other's rationale. Retrieved from (your dictionary, 2017).

In fact, Hubbuch (1996, p.3)states, “A research paper is a report that an individual presents to others about the conclusions he or she has reached after investigating a subject and carefully assessing the information he or she has gathered”.

Singh (2006, p. 259) claims, “A research paper is a presentation of the result of such a critical inquiry.” Thus, writing a research paper is not an operation of collecting information, but a systematic investigation of information through analysis and evaluation. He adds, “A research paper has to present a number of opinions as expressed by others or researcher himself. It is necessary to document those opinions of others by pin- pointing their sources so that anyone if in doubt can ‘verify any of them ’ ”. This means that when writing a research paper, it is highly important to mention real sources of information with the citation of references; otherwise, the research paper will lose its originality and will be considered as a plagiarized research.

7.1 Basic structure of research paper

Research papers may have various synonyms and distinct purposes. Deciding about the structure part is the hardest part of writing research. However, all research paper generally are divided into three main introduction ,body and conclusion ,following the hour glass form where it permits to write gradually from general to very specific than reaching conclusions .

7.1.2 Hourglass structure

According to Robinson (2008), the IMRD is an acronym for a paper format that is embodied in the hourglass structure. Actually, the term is explained in the following Introduction, Method and Material, Result, and Discussion (conclusions) Jenicek (2014).

The figure illustrates the flow of knowledge, which is a general-specific-general movement, along the four sections that have distinct purposes.

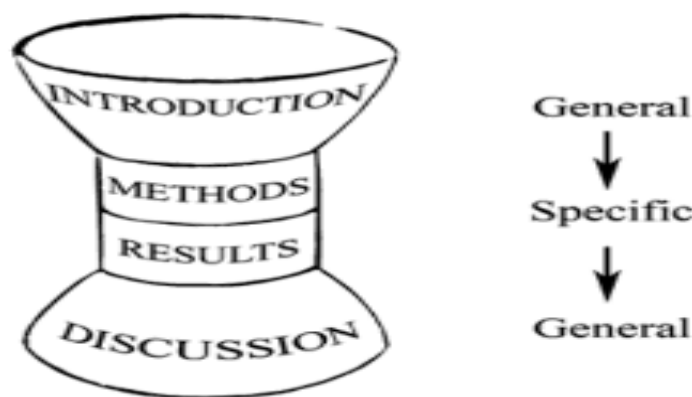


Figure1.4the Hourglass Structure Hill et al Model (1982.Cited in Robinson, 2008)

The hourglass structure provides the variety of information through different sections of a paper. First, the introduction section is broad it represents a global over view of the topic and content. Then, the researcher begins to evolve the content by highlighting details through the body.

Finally, the writer of paper return to general information in the final section, which aims to discuss the findings and results of research.

7.2 Elements of research paper

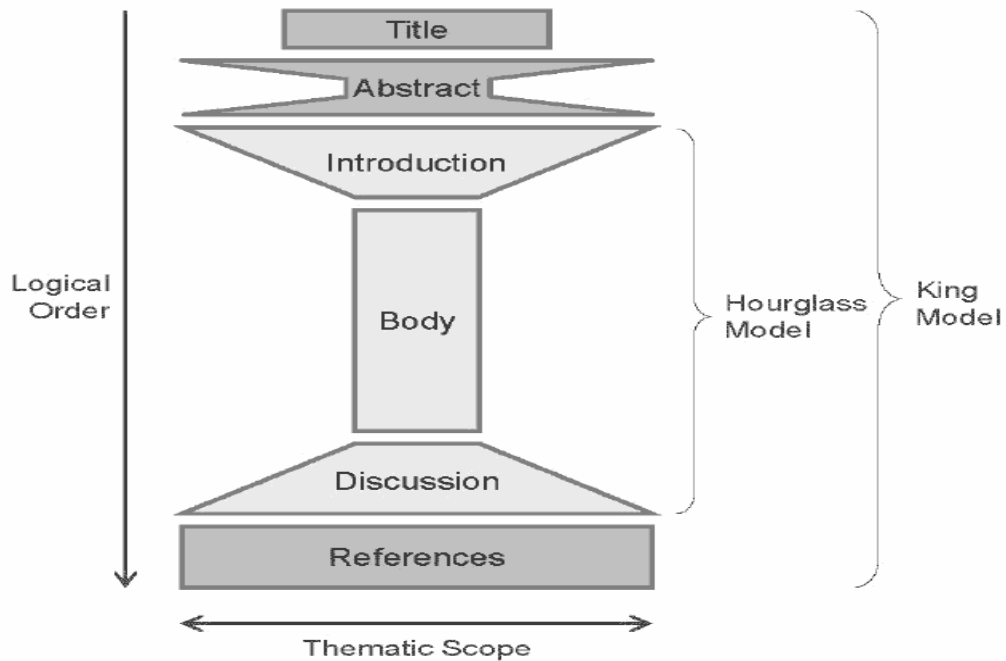


Figure 2.4 The 'Hourglass Model' (light-grey parts) and the 'King Model', which covers an extended set of parts in a typical paper's structure.

Source: Based on Swales (1993)

The structure of research paper obviously involves three parts: the introduction, body and discussion. However, there are further parts of a paper with significant importance. These are title, abstract and references. The extended Hourglass Model, which is 'King Model' of paper structure for its visual resemblance of the chess piece, it is considered as an extension of the Hourglass Model indicated by the dark-grey parts in Figure 1.

7.2.1 The title

The title is the first part of research paper that is mostly read because it catches reader's attentions. Day & Gastal (2012, p.39) define a good title as "the fewest possible words that adequately describe the content of the paper". For instance. They agree on the careful production of the title. Then, usually they should consist of simple specific short words. Moreover, badekar (2009) claims that the formulation of research title should be basically based on particular criteria to achieve the effectiveness of research title because the title is the informative part about the content of research that must include a simple accurate language in order to hold reader's attentions. Additionally, he differentiated between four types of titles namely:

- Declarative titles: which briefly state the main findings and outcomes.
- Descriptive titles: which tend to describe the general theme of the paper.
- Interrogative titles: which come in a form of questions.
- Informative titles: that inform what the paper entails.

Over all, the writer of the research paper should pay a high attention in the selection of the relevant title that involves the whole shape the whole work by regarding the numerous factors that may affect title's quality.

7.2.2 The abstract

The abstract is an important part of any research paper. It consists of a brief concise description of the work. Houghton (1975) claims "an abstract can be defined a summary of information in a document" (cited in Day & Gastal, 2016, p.55).

While, from another perspective Day (1983) distinguishes between two types of abstracts. Firstly, informative abstract quotes and extracts everything from the paper such as, objectives and methods used. Secondly, descriptive or indicative abstract which describes the content of research paper.

On the other hand, it is generally that the abstract should never provide any source information or conclusion in the paper. Literature should not be cited in an abstract.

7.2.3 The introduction

The introduction main purpose is leading the reader from a broad subject area to particular details of research. (Swales, 1993) identifies Three phases of an introduction:

- ❖ Establish a territory: bring out the importance of the subject and making general statements about the subject and present an overview on current research on the subject.
- ❖ To establish the rich: means to disagree with an existing assumption or reveal a research gape.
- ❖ Occupy the rich: is to sketch the intent of one's own work, outline important results, and give a brief synopsis on the structure of the paper.

7.2.4 The body

The body of the paper denotes what researcher has done to answer the research question or problem mentioned in the introduction. Derntl (2014) states that the body covers several sections and subsections, whereas structure, organization and content depend mostly on the type of paper, publication outlet, publisher and the creativity of the authors.

7.2.5 The Discussion

The discussion presents result's section or simply the conclusion itself. Day (1983) and swales (1993) claim that the discussion comprises the following:

- Previewing the background of information and research aims of study.
- Providing a summary of results based on discussion.
- Comparing reached results to the previous published studies
- Drawing conclusions and the sum up of evidence for each conclusion.

7.2.6 References

References is related to citing the exact sources of information to produce an organized justified work. The most commonly used referencing systems are variations of the following Day (1983):

Name and year system: their respective authors and the year of publication cite References.

Alphabet-number system: This system lists the references in alphabetical order and cites them by their respective number in parentheses or (square) brackets.

Citation order system: is similar to the alphabet-number system with one main difference: the reference list is not sorted alphabetically, but in the order of appearance (citation by number) in the text.

Different referencing systems mentioned above are used in the common style guides. for example American Psychological Association (APA) style (American Psychological Association, 2003), Chicago style (The University of Chicago, 2010), Council of Biology Editors (CBE) style and Modern Language Association (MLA) style (Gibaldi, 1995).

Overall, researchers must to take by consideration all previous stated elements as the first step for relevant research findings. The elements as have been already stated come in a form of an hourglass namely the title, the abstract, the introduction, the body, discussion and references.

8. Characteristics of Academic Research Paper:

Students consider writing a research paper as the most affrighting activity. Furthermore, the quality of research paper is related to number of standards.

The following characteristics as Rozakis (2007) and Boween (2010) emphasize:

Table1.4: Characteristics of Academic Research Paper

Characteristics of Academic Research Paper	
Rozakis (2007)	Boween (2010)
Successful papers stay tightly focused on their thesis, the point they are arguing;	Follow the APA (American Psychological Association style)
The paper proves the writer’s understanding of the topic and the source material used;	Free from grammar and spelling errors
It shows reflects the writers’ critical view on the works of recognized authorities in the field;	Consistent sentences
The paper includes an acknowledgement of the opposition but shows why the point being argued is more valid;	Respond systematically to the assigned tasks
Proof for the paper’s thesis is organized in a clear and logical way;	Show evidence of being well–thought out
Each point is supported by solid, persuasive facts and by examples;	It is patient unhurried writing process
The work is original, not plagiarized. Every outside source is carefully documented;	Simple and clear can be easily read by the readers,
All supporting material used in preparation of the paper can be verified	Have arguments that are easily followed.
The paper follows a specific format, including the use of correct documentation and citation.	The papers are enjoyable to read.
The paper uses standard written English. This is the level of diction and usage expected of educated people in colleges, universities even workplace.	

Overall, writing a research paper of high quality should focus on a set of standards that can be presented as follows:

- Accurate: in order to make research paper valid and generalizable.
- Clear: including the use of simple coherent words and be free from any sort of ambiguity.
- Concise: throughout presenting concise details in research paper.
- precise: provides detailed investigation of research topic
- coherent: every part of research paper must be related to each other in order to make it as one unit.

5. Skills and qualities of a good researcher:

Any researcher should follow some qualities in order to achieve a successful work

Sesay (2011, p. 27) points out some characteristics of a good researcher:

- **Curiosity and Love for Science:** when tackling an inquiry the researcher should have sense of curiosity and reflective thinking that determines knowledge about the investigated problem.
- **Imagination and critical thinking:** imagination and critical skills are the pillar of success for investigators. In other words critical thinking provides the researcher with the ability to transact profoundly with the information and sources, also imagination enables researcher to originate new and useful ideas.
- **Patience and Perseverance:** During the conduction of the research, No matter what obstacles will be faced the researcher, he must be patient in order to achieve better his aims.

- **A Commitment to Objectivity in Recording and Analysis of Data:** Objectivity and honesty are very necessary in research when gathering and analyzing data. Thus, to avert personal point of view and avoid any kind of subjectivity.
- **Cooperation with other researchers:** to produce research of high quality it is very essential to cite other researchers' works under the objective of excluding any sort of plagiarism.

In other hand, qualities and skills for a good competent researcher are provided in the following figure:

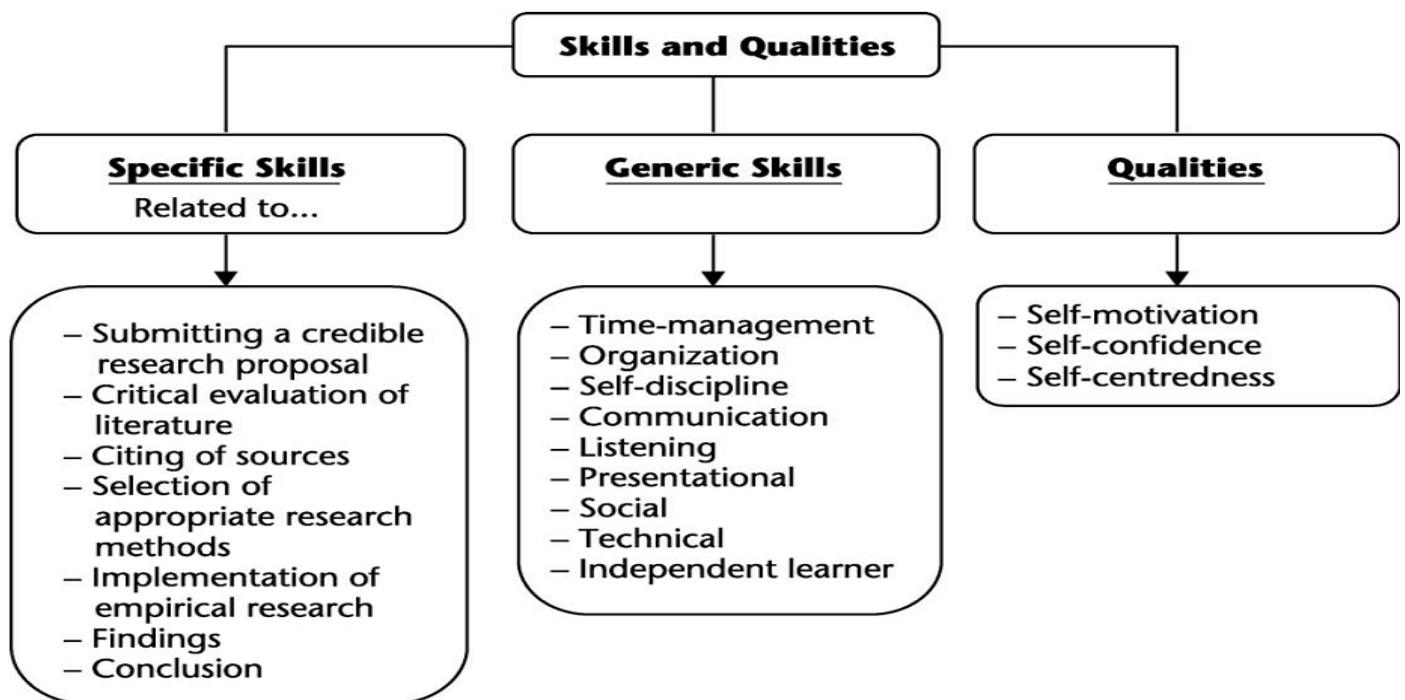


Figure 1.5. Skills and Qualities of an academic Researcher Biggam(2008,p.10)
As is shown in figure, Biggam (2008, p.10) demonstrates a set of researchers skills

To begin, the researcher in specific skills credible research proposal. Then, read critically measure and integrate source tools, and analyze the gathered data. Therefore, the generic skills is related to time management. Also, verbal and oral communicative and presentation skills ,since students are going to present their final work in front of examiner(s); additionally , technical and internet, library searching, e-mail and word processing skills that have an indispensable role in communicating data in recent years . Skills should to be attended with set of personnel qualities mainly, motivation, confidence, self-centeredness which allows to the researcher to produce a good research.

Conclusion

Overall, Research is very necessary beneficial process in education because it give students opportunity to extend their knowledge and gain distinct academic skills. Also being involved in research, in this chapter we aimed to give a general overview about research in relation to education, containing educational research, research quality, and research paper. After that, and shed light on the different objectives of conducting research. We clarified the nature of research as we demonstrated a comparison between its various types. Additionally, we provided the reader with a notion about the qualities of a good researcher. ‘Research is hard work; it’s always a bit suffering. Therefore, on the other side, research should be fun’ (Strauss, in Strauss et al., 2004).

Nevertheless, ‘research’ in its forms is part of many professional careers, both in the acquisition of qualifications and more routinely as part of ‘projects’, ‘presentations’ and ‘keeping up to date’.

To conclude, the research conduction process have be done fussily which requires the mastery of a set of skills and putting them into practice. Although, students should be taught to do good quality research works. Hence, they should be have a reflective awareness and knowledge about strategies and skills such as critical thinking skill that can enhance the quality of their research.

CHAPTER TWO :Research challenges faced by EFL researchers

Introduction

In the present day, the classification of societies is measured on the use of knowledge and research and abilities of creative people as a main criterion for the prosperity and development of the nation and this what made the developed countries occupy the status of the world's power and leading. As research is one of the most important factors in the progress and development of human civilization. Thus, Algeria seeks to build a clear national strategy and scientific solutions in order to support research process and development in order to catch up with the scientific progress and technology.

This chapter is devoted to shed light on conducting research. At first, it investigates the chronological development of research in Algeria. It arises distinct challenges faced by EFL researchers in Algeria. In addition, this chapter displays characteristics of research besides characteristics of an academic research.

1. An over view on research in Algeria

The most powerful investments which affects the human capital development .That is why in many nations government policy and scholarly work have identified the growing role of Higher Education (HE) and scientific research (SR) in the world-wide knowledge economy. The role of HE is not limited to fostering the economic development of nations and providing opportunities for individuals, it extends to the promotion of cultural diversity, political democracy and trade (Marginson, 2007).

The years after the independence of Algeria, it was still suffering from the weak colonial legacy; only a few research projects were initiated and conducted by French institutions.

Unfortunately there was not any research policy and research remained limited the French program established in Algeria. After that, the first attempting of Algeria is to organize research

date in 1970 with the creation of the ministry higher education and scientific research (MESRS) followed by the Provisional Council for Scientific Research (CPRS) 1971.

In addition to (UNHCR), the office of higher commissioner for research contributed in the recruitment of researchers in several fields, it has been successful in implementing nearly 400 research projects in natural, exact and social sciences. Moreover, a five-year program was launched from 1980 to 1984, it provided for coming up with minimum number of scientists and researchers who aimed at building a system that supports and finance the activities which are related to scientific research.

Table1.1 The institutional research evolution in Algeria after 1962 . Source: Science in Algeria, khelfaoui h (2001)

Time	Creation date	Guardianship	Date of dissolution
Scientific research Council	1963	Algeria- French	1971
Organization of scientific cooperation	1968	Algeria- French	1973
Provisional council of scientific research	1971	Algeria- French	1983
National organization for scientific research	1973	MES	1986
Renewable energy commissioner	1982	Presidency	1986
National council for scientific and technical research	1984	First Ministry	1986
High commission of research	1986	Presidency	1990
Delegated ministry for research and technology	1990	First Ministry	1991
Delegated ministry for research technology and environment	1991	First Ministry	1991
Secretariat of state to research	1991	Ministry of universities	1992
Secretariat of state	1992	Ministry of education	1993
Intersectional commission for the promotion programming and evaluation of research	1992	First Ministry	
National council of Scientific research	1992	First Ministry	
Delegate Ministry for universities and research	1993	Ministry of education	1994
Direction of coordination of research	1995	MESRS	
Ministry of high education and scientific research	1994	MESRS	
Deputy ministry of scientific research	1998	MESRS	

Today the Algerian research potential is considered as the least developed in Africa and the ratio of researchers continues to decrease also the level of supervision deteriorates from year to another. Certainly, Algeria still has a paramount infrastructure but there is an obvious neglecting of human's abilities .the number of institutions has increase from 35 institutions to 106 institutions in 2018. Likewise, the rate of researchers has developed gradually until it reaches 29183 researcher in 2014.

Table 1.2: Number of researchers and research projects during (2008-2012)

Source: Law n° 08-05 Statistics of the Ministry of Higher Education and Scientific Research

Indicators	2003-2004	2008-2009	2012-2013	2013-2014
Professor of higher education	6%	7%	9%	10%
Teacher lecturer	10%	12%	19%	21%
Assistant professor	78%	78%	71%	69%
Total summation	20769	31703	48398	51299

Relying of what was mentioned we do not neglect that Algeria is striving to improve the status of the **HE** and **SR**. According to **DGRSDT**(General Direction of Scientific Research and Technologic Development), we can elucidate patents number of national Algerian researchers and Algerian researchers living abroad in the period (2011 to 2013) as follows:

Table1.3 Comparison between national Algerian researchers and Algerian researchers residing abroad in terms of patents in (2010 – 2013).

Source: Higher Education and Scientific Research Sector in Algeria established by the author based on the data of: collection of patent of invention Second third edition, Alger, 2012-2013

N	Institutions & Research Entities	Patents number of national Algerian Researchers					Patents Number of Algerian researchers residing abroad		
		2010	2011	2012	2013	%	2011	2012	2013
01	Universities	-	-	66	69	41	-	-	-
02	Public centers	-	-	52	81	48	-	-	-
03	Other centers	-	-	16	18	11	-	-	-
Total of patents		96	116	134	168	100%	2744	2833	3036

Algeria has more than 500 Algerian inventors residing abroad they represent less than 1% of total Algerian researchers. Although, these researchers are source of production almost twenty times more than all the national researchers. This fact is a consequence of two different phenomena: the most creative researchers are attracted by upper international research centers and national researchers are not continually well trained, reinforced and encouraged to yield patents. (Souleh, 2015).

Table 4.1 Number of patent that has been requested to patent office in United States of America during (2013-2010).

Nation	2010	2011	2012	2013	Sum
Algeria	1	-	-	2	3
Bahrain	5	1	5	6	17
Egypt	55	58	59	72	244
Iraq	-	-	3	1	4
Jordan	5	16	16	26	63
Kuwait	49	71	98	132	350
Lebanon	8	28	23	21	80
Morocco	4	6	3	3	16
Amman	7	5	5	5	22
Qatar	2	20	17	20	59
Saudi	267	337	397	648	1649
Syria	-	3	3	-	6
Tunisia	5	6	10	15	36
Emirate	45	58	91	122	316
Palestine	-	1	-	1	2
Israel	5119	5666	6414	7320	27519
Germany	28157	29157	30250	21531	119095
South Korea	26648	28474	30618	34795	120535
Great Britain	11852	12149	130511	13680	50732
Japan	84842	88861	90240	87369	351309
Sum of Arab nations	453	610	730	1074	2867

Source: United States Patent and Trade Mark Office, Fiscal Year 2014, Washington D.C, PP.

Furthermore, from this table it is obvious that the Arab countries in particular Algeria has a very low patent potential. Thus, it did not reach a powerful policy of research also there are many fluctuations and obstacles that hinder the path of research and researchers in various fields. Therefore, Algeria is still one of the developing countries that has not extended the level of prosperity in research.

2. Research Challenges Faced by EFL Researchers

The current study has focused on pointing out major challenges and difficulties faced by every researcher and examining the reality of HE and SR segment in Algeria centered on the experiences of researchers in Algeria, the study provides interpretations on: The core challenges facing the HE and SR sector in Algeria? The main reasons why the HE and SR sector are not fulfilling its potential? What are the changes that are required to make the HE and SR system work enriched?

2.1 Definition of Research Challenges

Research challenges are the set of hindrances or obstacles that delay the progress of research and build barriers that impeded the researcher's abilities while conducting his research,

2.2 EFL Researcher -Related Challenges

2.2.1 Challenge of Selecting Topic

Some researchers suffer from a lack of self-reliance to engage in a novel study research by picking a new research question. Thus, the problem must be innovative and researchable and should carry significance but it causes density, as it is not something easy to point out the problem looks new as well as substantial to the population. The initial phase in research study to select a new topic is difficult as researchers are unconscious of how to select a topic on the base of what conditions they should choose it. In addition, the process of selecting begins from opting for an area of interest-within that specific area, a problem is selected and narrowed down.

However, due to absence of satisfactory knowledge concerning the chosen problem, the researcher wastes an excessive deal of time in picking fruitless and insignificant research topics.

2.2.2 Lack of Commitment and Motivation to Do the Research

The proficiencies that researchers acquired and all skills that are mastered in writing are worthless except they rely on researcher's self-confidence and motivation toward the work that is going to be done. Murray (200, p.22) states, "academics might find useful to reflect on their motivation in an effort to gain more control over why they do (why they don't)"

Furthermore, the psychological aspect is fundamental while conducting research but nowadays, many researchers are not aware enough that their consciousness plays a vital role in helping them knowing how to deal with distinct conditions that may affect their motivation.

2.2.3. Lack of Time

Time factor is one of the most highlighted challenge while piloting a research. Thus, many EFL researchers still face the obstacle of the investigation's duration due to the variety of their works. Therefore, time would be a very firm resource to get if one is involved on a full time occupation and management researchers' main challenge is the time spent on research process.

2.2.4 Financial Challenges

The most important criterion that contributes the development of the research is spending special budget for it as the expenditure on research amounted to 1.9% from the gross national income. So this resulting in the lack of necessary research infrastructure. Although, researchers often face financial barriers that hinder their research process there is an absolute absence for a satisfactory financial support from government, For instance, publishing it in journals, in thesis or in the form of articles in international journals is highly expensive. This factor discourages most of the researchers and obstructs them from tackling research work.

2.2.5 Challenges in accessibility and availability of data

Researchers are facing a potential problem, which is the lack of sufficient reference materials and the lack of accessibility into the needed resources. Moreover, most of them revealed that their institutions have certain limited updated library for existing journals and books and the lack of internet connection for online. Likewise, searches the libraries are not managed systematically. In addition, sometimes if they find the needed information it will be published non-free books. Therefore, researchers still spend too much time in looking for books, reports, newspapers relevant to their research. Then, those challenges that hinder their work from improving and making them lose concentration on the main theme of research.

2.2.6 Data Collection Challenge

The data collection is one of essential and indispensable component of an inquiry. Thus, researchers cannot depend on just one or two sources of data; they have to collect data from various sources. Henceforth, there is an absence of databases for research and development, noted by the researchers while searching and no credible access to the sources for data.

2.2.7 Inadequate Assistance

Investigators must handle with the obtainable resources as no or leadership is given to them. No researcher is born with innate central research skills, but they acquire those skills typically from their supervisors or seniors who have gone over the same procedures while undergoing their own research. Despite, this there is no real and abstract monitoring for researchers especially novice researchers. Unfortunately, most of the time they are doing their work without any suitable supervision or proper assistance and guidance to researchers. Thus, supervisors need to create a warm environment to encourage students discuss their research topics and allow students to share their problems with more skilled supervisors who would simplify things for them and guide them in the accurate track to success.

2.2.8 Inappropriate Data Analysis Technique

At the end of research, the data collected will be analyzed and to make this step successful it necessitates attentiveness and time. Nevertheless, researchers are unconscious of data analysis techniques. Typically data is examined through the usage of SPSS in Social Sciences quantitative research but researchers, even most of the supervisors, do not know the usage of it. For the given purpose, researchers strive for help from other people who paid analyses of data. Therefore, data analysis in this way cannot provide satisfactory results.

2.2.9 Challenge of Sample Choosing

According to (chelli, 2016) “The sample is the group of participants whom the researcher actually examines in an empirical investigation”

Sampling as is recognized as the procedure of opting for the individuals from population for the study so, researchers may denote the population from which they have selected but representative samples are not generally available, which affects results and generalization. In other words, a good study requires appropriate sample and sampling techniques but many researchers fail in choosing the right sample.

2.2.10 Plagiarism

The most important problem in research occurs in the form of plagiarism with its different types such as, global plagiarism; it is about stealing someone’s global ideas and without referring to the genuine sources. Partial plagiarism; it is the most ridiculous type because it is very difficult to be detected. Plagiarism through translation; it deals with the translation of genuine materials to the language of research study.

Research should be pure but most of students consider research as a cut and paste job without referring to gathered tools and sources from data being gathered. In addition, some holders of research guides are themselves not exhaustive with the various methodologies. They lead the researcher/students to duplicate methodology of similar works.

To sum up, assuming from the mentioned EFL researcher challenges, it can be safely concluded that research becomes challenging when certain complications impede the path of researcher's investigation. Additionally, cited difficulties were nearly common to all researchers.

2.3 Institutions-Related Challenges

Researchers' capabilities to tackle research are somehow constrained by intuitions challenges. For example, the absence of both the acquaintance of tutors to research skills and the internet accessibility, deficiency of experience to exposure to computers and lack of research materials. In addition, there is another institution related challenge by the imposition of research themes on researchers it highly affects investigators' work from reaching success.

Furthermore, researchers can be challenged with an absence of admission to research infrastructure and an unsatisfactory incorporation in present networks at the establishment they work in. hence , the inequality of opportunities for males and females is still a real fact in most research and HE institutions.

3. The Main Challenges Facing the HE and SR Sector

3.1 The Knowledge Based Economy Challenges

University research is a vital knowledge source and improvement partner for industry. Conversely, the main importance of universities has still to be seen in the traditional roles of providing highly qualified graduates, doing excellent scientific work, providing basic science.

3.2 Competitiveness and Innovation

The competitiveness in the knowledge-based economy is based on the intellectual capital management.

HE sector in Algeria has a good human capital that can accomplish competitiveness, innovation and it can compromise new research based on the right organization of their acquaintance and abilities, hence it will permit the HE sector to adjust to the requirements of Algerian economic enterprises.

3.3 After the Hydrocarbon Economy

From the major challenges faced in universities and research establishments is developing research (products, programs inventions, patents, methods and procedures) in the renewable energy and agriculture field to help the Algerian economy now and after the hydrocarbon expanse.

Finally, the previous stated challenges seem to be similar faced across the entire EFL researchers while conducting their research study in developing countries specifically in Algeria. Thus, these obstacles entirely influence the quality of their research projects and discourage talented researchers to follow a research career.

4. The Central Causes Why the HE and SR Sector have Low Potential in Algeria

4.1 Centralized education system

The state is seen as an indispensable organizer of higher education sector. Nonetheless, this organization rigid because it takes time, money and lack of credibility that may affect HR productivity. Hence, the centralization of decisions come from the top of the structure lead to the appearance of imbalances with regard to the actuality, which frequently varies from the decision maker's point of view.

4.2 Informal management

The centralized education system has its negative points, due to sector's manager behaviors that is rarely justified. Similarly, the existence of a lot of bureaucracy and corruption in the system. For example, some professors and even students exploit their high status to benefit from perfect jobs and positions in higher education.

4.3 Matter of reforms

Since the Algerian independence in 1962, the nation has fought a lot to build a resilient educational system. For instance, it has been presented a lot of reforms and directions in terms of some aspects but it is followed up with non-application of them, besides the absence of new actual rules and applications in the sector's management.

4.4 Instability of researcher

The feebleness and instability are associated with the situation of researchers in terms of reward and social performance. Moreover, the researcher's managing strategy is not homogeneous with the individual inventiveness development. Some investigators witnessed a descent in their inspiration and motivation because they work for others.

5. Research facilities to enhance EFL researchers' studies

5.1 The library

5.1.1 The Public Library

It is an institution that aids in borrowing many different books and information in many diverse fields freely without for all people without discrimination.

5.1.2. The Academic Library

It means an essential part of specific institutions it comprises particular types of books and information and it is more specific to students, pupils, and teachers.

5.1.3 The Special Library

Special library is more specific established, supported and administered by a business private corporation, association, government agency to meet the information needs of its members or staff in pursuing the goals of the organization. Such as National Science Library, National Library for Blind, Parliament Library, library of Ministry of Law.(Douda 2015)

5.1.4 The National Library

A library covers all nation's documents under some legal provision and thus represents publications of and about the whole nation (Gupta, n.d, p.58).

5.2The Internet Laboratories

Internet provides the chance to get diverse varieties of digital materials. It facilitates the access to the information. Internet comprises another category of libraries (Digital Library).

5.2.1 The Digital Library

This type arose as the consequence of the improvements that happens with the recent information technology such as the computer and the internet. It is focused collection of digital objects that can include text, visual material, audio and video material, stored as electronic media formats along with means for organizing, storing, and retrieving the files and media contained in the library collection. (Wikipedia, 2015, Para.1).

In addition, different people very broadly use the digital library. It is easy fast and mostly available everywhere.

Conclusion

This chapter was yielded to shed light on research challenges confronted EFL researchers in doing a research at Biskra University.

Proceeding from what has been discussed we have come to general results that research impediments are hindering the involvement of research successfully in achieving the progress of developing nations compared to developed ones . Hence, research in the Arab centers and institutions suffer from a major deficiency in its basic requirements, which led to a decrease in the productivity of research and researchers compared to developed countries.

In addition to low rate of research expenditure resulting. Despite all the efforts to develop research process it still suffering from these constrains because the improvement of research lead to the development of the nation in all it fields.

To conclude, it is high time that the Algerian government and higher education sector should rise attention to the great importance of research in the growth of the country and support researchers with providing a specific budget to the process of investigation. In addition, to the most important criteria with is creating a strong strict policy of research in order to convoy the developed nations and contribute the prosperity of our nation.

Chapter 3: Analysis and Discussion of the Findings

Introduction

The eventual purpose of this study is to discover the research challenges faced by EFL researchers while conducting their investigations at University of Biskra. This chapter is an endeavor to explore barriers that impede researchers' paths. It also aims to present and analyze the different findings, which were collected by means of a questionnaire administered to teachers who have been already researchers. Furthermore, this chapter tends to suggest some propositions in order to help researchers to overcome research hindrances and reduce them through the used methodology, analysis and interpretation of the results.

3.1 Review of Research Methodology

3.1.1 Research Method

In order to carry out this inquiry, a qualitative research approach has been undertaken. A descriptive method is the most suitable regarding the nature of this study.

Singh and Bajpai (2008, p. 203) state, "A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist". Harmoniously, we selected a descriptive method that serves our chief purpose that is making description for the gained results about the importance of identifying the challenges while doing research.

3.1.2. Data collection and Sampling

The research tool used in this study is a questionnaire. It has been handed to 25 teachers of different courses at Mohamed Kheider Biskra University in order to collect their opinions, attitudes, and experience about the topic.

3.2 The Teachers' Questionnaire

The questionnaire is required to collect different teachers' views and perceptions on researchers' common obstacles in addition to their suggestions about dealing, overcoming and reducing the various barriers while conducting a research.

3.2.1 The Aim of Teachers' Questionnaire

This questionnaire has been designed for teachers who have already undertaken a research inquiry it is an attempt to recognize the researchers' common deficiencies when tackling an investigation a research and the causes behind them.

3.2.2. Administration of the teachers' questionnaire

A total of 25 questionnaires were distributed to twenty-five (25) teachers of different modules of both branches, science of the language and civilization and literature in the English Language division at Biskra University during the academic year 2019. Teachers were available at university; some of them answered the questionnaire instantly while others took a few days.

3.2.3. Description and Analysis of the Teachers' Questionnaire

3.2.3.1. Description

The questionnaire comprises 18 items. They are either closed-ended questions requiring from subjects to pick up the suitable answer(s) from a number of choices or open-ended questions that require full answers and justifications for their choices. It is divided into three sections. Namely, section one consists of five (5) questions that aim to provide background information about the teachers' degree and years of experience. The second section consists of five (5) questions that tend to explore teachers' attitudes toward research in education. The third section contains eight (8) questions related to teachers' attitudes towards researchers' common challenges barriers that impede researcher's path and the obvious causes behind them as well as their suggestion concerning the elimination from those challenges.

3.2.3.2. Teachers' Questionnaire Results

Section 01: Background Information (Q1 →Q5)

Item 01. Teachers' Educational Qualification

Choice	Number	Percentage
Master	0	0%
Magister	10	40%
PhD (doctorate)	15	60%
Total	25	100%

Table 1. Teachers' Educational Qualification

The results illustrate that (60%) 15 of the teachers have PHD (Doctorate degree), and (40%) 10 of them have Magister degree.

Item 02. Teachers' Experience in Teaching English

Choice	Number	Percentage
From 1 to 5 years	3	8%
From 5 to 10 years	8	32%
More than 10 years	15	60%
Total	25	100%

Table 12. Teachers' Experience in Teaching English

The results point out that (60%) of the teachers have been teaching English from more than ten (10) years. Other teachers (32%) had a teaching experience of English language from five to fifteen (5-15), and the rest (8%) have been teaching English from one to five (1-5) years. Consequently, the results show that teachers in Biskra University are experienced.

Item03: Teachers' Experience as Supervisors

Choice	Number	Percentage
From 1 to 5 years	3	12%
From 5 to 10 years	18	72%
More than 10 years	4	16%
Total	25	100%

Table 3. Teachers' Experience as Supervisors

The table (19) shows that (72%) of the teachers have been supervisors from five to ten (5-10) years. Other teachers (16%) have been supervising from more than 10 years, while a low rate of teachers (12%) have being supervisors from one to five (1-5) years. The results reveal that there is a significant rate of expert supervisors who are experienced in the supervision process. They are presumed to provide guidance, original topics and theses content and methodology with their students and motivate them to be involved in an affective writing by providing rich feedback.

Item 04: Teachers' Experience in Teaching Master Students

Years of teaching master students	Number of teachers	Percentage
Have not experienced yet	4	16%
2 years	5	20%
3 years	2	8%
5 years	8	32%
7 years	2	8%
10 years	4	16%
Total	25	100%

Table 4. Teachers' Experience in Teaching Master Students.

Item 05: the modules have been taught.

- ❖ Research methodology
- ❖ Pragmatics
- ❖ ESP and SLA
- ❖ Learning theories
- ❖ Syllabus design
- ❖ Discourse analysis
- ❖ Ethics and deontology
- ❖ Mastery of language
- ❖ Academic writing
- ❖ psycholinguistics
- ❖ Communication
- ❖ Literature
- ❖ Applied linguistics

Section 02: research (Q1 →Q5).

Item 6: Teachers' Attitude towards Features of Academic Research.

- a. Is systematic (broken up into clear steps)
- b. Is logical (guided by the rules of logical reasoning)
- c. Is workable
- d. Is evidence-based
- e. All of them.
- f. Others

Choice	Number	Percentage
a-b-d	3	12%
C	0	0%
F	0	0%
e(all of them)	22	88%
Total	25	100%

Table 5. Teachers' Attitude towards Features of Academic Research.

The results point out that the above-mentioned points are what characterizes academic research. Most of teachers (88%) agreed that academic research is systematic, logical, workable and evidence-based. Nevertheless, (12%) declare that academic research is systematic (clear), realistic and supported argumentatively.

Item 7: Teachers' Perception of Research.

- a. An attempt to find solutions to certain problems.
- b. A tool to improve knowledge.
- c. A way to read, analyze, and share valuable information.
- d. All of them.

Choice	Number	Percentage
A	2	8%
a-b	3	12%
B	0	0%
D	20	80%
Total	25	100%

Table 6. Teachers' Perception of Research

The table above shows various definitions of research. Teachers' responses indicate that (80%) of them define research as an attempt to find solutions to certain problems and it aims to improve knowledge and a way to read, analyze, and share valuable information.

while (12%) teachers selected the definitions (a-b). the rest (8%) teachers define research as an endeavor to problem solving.

Item 08: Teachers' Assignment of Research Papers

- a. Very often
- b. Sometimes
- c. Never

Choice	Number	Percentage
A	4	16%
B	21	84%
C	0	0%
Total	25	100%

Table 7. Teachers' Assignment of Research Paper

In this question, teachers were requested how often they assign research works to their students. The findings represent that (84%) of teachers assign sometimes; they give research assignments when it is needed. However, (16%) of teachers assign research very often. Thus, No teacher (0%) said that they never assign research because Research assignment it is the fundamental tool in education in order to improve learners' level.

Item 9: Teachers' objectives behind Assigning Research Works:

This question aims at collecting teachers' visions concerning the objective behind assigning research works to their students. They provided us with the following answers:

- ❖ Train learners for conducting future research in their future studies.
- ❖ Allows researchers to look for relevant and significant information and develop skills.
- ❖ Improving learners' writing skill.
- ❖ Familiarize learners with steps of doing research process (collecting /analyzing data and discussing its findings and draw conclusions) and train them how to be good researchers.
- ❖ Improving learners' logical thinking and self-motivation.
- ❖ Make students self-reliant and scientific.
- ❖ Improving writing skills, research methods and general knowledge.
- ❖ Increase students' repertoire of knowledge as well to improve the ability to analyze information correctly.
- ❖ Make students use sources /references and provide them with the opportunity to develop their expertise in given topic of interest to them.
- ❖ To find a solution to a problem and to put theory into practice to advance
- ❖ Involve students in the process of planning and executing an important project
- ❖ Give students the opportunity to develop themselves as researchers (autonomous learning).

Item 10: Teachers' Satisfaction about Students' Research Quality

Choice	Number	Percentage
Yes	7	28%
No	12	48%
In between	6	24
Total	25	100%

Table 8. Teachers' Satisfaction about Students' Research Quality

The table above interprets teacher satisfaction and not satisfaction with researchers' papers. As well as (48%) of teachers are disappointed from research papers' quality. In other hand (28) of teachers are satisfied with the quality of research works. Thus. (24%) of teachers are not satisfied enough (in between) with research papers quality.

For those who are not fulfilled with researchers' works they provide us with arguments about researcher deficiencies as follows:

- ❖ Lack of training and skills.
- ❖ Lack of experience and practice.
- ❖ Grammar vocabulary misuse.
- ❖ Absence of personal involvement.
- ❖ Poor proficiency in the use of material evaluation.
- ❖ Learners' do not paraphrase summarize as it should be.
- ❖ Problems with methodology non-application of its rules.
- ❖ Lack of coherence and unity in research papers.
- ❖ Plagiarism (copy /paste phenomena).
- ❖ Poor organization of ideas.
- ❖ Lack of linguistic competence.
- ❖ Inability to select and master methodological tools.
- ❖ The absence of academic honesty.
- ❖ Poor methodological skills.
- ❖ Demotivation of learner's lack of clarity objectivity and superficiality in dealing with research.

Section 3: research challenges (Q1-Q9)

Item 11: Teachers' Attitude towards the Impact of Research's Type on Quality of Research.

Choice	Number	Percentage
Yes	15	60%
No	10	40%
Total	25	100%

Table 9. Teachers' Attitude towards the Impact of Research's Type on Quality of Research.

The table displays that (60%) of teachers highlight that generally the quality of research is affected by its type. However, (40%) of teachers claim that the type of research does not affect its quality. Teachers' argument of whose claim that research is highly effected by its type:

- ❖ Any type of research needs a given amount of references if those references are not found correctly or not available this may affect the quality of research
- ❖ Regarding its newness or field availability
- ❖ Each research is conducted differently he classification of type of research has great impact on its quality
- ❖ It depends on the research background and acquaintance of the topic.
- ❖ If researcher choose the experimental method and s/he does not know the tips to be successful at the end the research will be not satisfactory.
- ❖ The more the type of research is accessible the more researchers find it easy to write

Item12: Teachers' Opinion about the Ideal Period for Conducting a Research

Choice	Number	Percentage
Long period	3	12%
Average period	19	76%
Short period	2	8%
Total	25	100%

Table 10. Teachers' Opinion about the Ideal Period for Conducting a Research.

The table represents teachers' different perspectives towards the necessary period for conducting an investigation. (79%) of teachers' respondents were the average period. Other teachers (13%) claim that the workable time to undertake research is long period time. However, a low number of teachers (8%) see that short time as the good period for conducting an investigation.

Item 13: Teachers' Perspectives towards the Role of Research.

- a. A tool for building knowledge and for facilitating learning.
- b. Means to understand various issues and increase public awareness.
- c. An aid to business success
- d. Nourishment and exercise for the mind.
- e. all of them .

Choice	Number	Percentage
(a-b)	2	8%
B	2	8%
(a-c)	2	8%
D	0	0%
E	19	76%
Total	25	100%

Table 11. Teachers' Perspectives towards the Role of Research

In this question, respondents were asked to indicate the most vital role of research. What is surprising is that the majority (76%) of teachers believe that all writing aspects namely, cohesion, coherence, vocabulary, mechanics, and even paper formatting are considered of greater importance because all these are needed and ignoring one aspect may create a gap in ones' piece of writing. In addition, only 30% had other opinions and aspects that range from coherence, cohesion and vocabulary as main writing aspects.

Item 14: Teachers' Relation with Administration and Other Colleagues

Choice	Number	Percentage
Excellent	9	36%
Good	12	48%
Average	4	16%
Low	0	0%
Total	25	100%

Table 12. Teachers' Relation with Administration and Other Colleagues.

In this statement, teachers were requested about their relations with administration and their colleagues. The answers shows that (48%) teachers have good relations with administration and their colleagues, while (36%) teachers described them as excellent relations, thus only (16%) teachers described it as average relations No teacher (0%) said that it is a low relation. From this point, it is noticed that teachers and administration are working in harmony.

Item15: Teachers' Attitudes towards Causes of Research Challenges.

- a. Documents availability
- b. Financials constrains
- c. Time constrains
- d. Materials (technology devices)
- e. All of them

Choice	Number	Percentage
Documents availability	4	16%
Financials constrains	1	4%
Time constrains	3	12%
All of them	12	68%
Total	25	100%

Table 13. Teachers' Attitudes towards Causes of Research Challenge

Table (15) lists a number of reasons behind students' weaknesses and challenges while conducting research. A significant number of respondents (68%) believe that these weaknesses are due to lack of document availability and materials, financial constraints and time constraints. (16%) teachers consider that the lack of documents availability is the main factor that hinders researcher paths'. While (12%) teachers claim that time constrains present is the ,central obstacle that researcher's face. Only (4%) teachers answer that the financial constrains can lead to build research challenges.

Item 16: Teachers Suggestion in Managing Research Challenges

- ❖ Selecting a topic that meets with circumstances and with sources.
- ❖ Researcher must know how to cope with different urgencies
- ❖ Guiding students to gain more knowledge in the field of research.
- ❖ Researcher should be patient and creative in solving problems.
- ❖ Formative supervision of the research (guiding, advising and helping the student researcher) this help to overcome these challenges.
- ❖ -For students being focused, motivated and build relationships with experienced people.
-For teachers: they have to assist guide researchers with updating their knowledge and skills.
- ❖ Time management program, organization and practice more.
- ❖ Improving collaborative work.

Item 17: Teachers' opinions towards factors of research problems

Choice	Number	Percentage
Specialty factors	8	32%
Administrative factors	17	68%
Both of them	0	0%
Total	25	100%

Table 14. Teachers' Opinions towards Factors of Research Problems

The table demonstrates the teacher outlook towards the main factors that lead to face research problems (68%) of teacher claim that the crucial cause is mainly related to administrative factors that hinder the researchers' path while doing a research. However, other teachers (32%) state that some research problems is due to the specialty of researcher.

Subsequently, it has been concluded that administrative factors often present research obstacles that hamper the research investigation.

Item 18: other challenges:

- ❖ Training courses for research skills
- ❖ Student lack of experience in classroom
- ❖ Lack of self-confidence and involvement
- ❖ Failure to manage one's time
- ❖ Problems of research limitation
- ❖ Lack of equipment
- ❖ Overcrowded number of researchers needs supervision
- ❖ To Finding theoretical basis to support their topics
- ❖ Lack of collaboration
- ❖ Inaccessibility of the sample.
- ❖ Lack of training courses

❖ Separating pedagogical tasks and research duty

3.2.3.3 Discussion of result

After the description and the interpretation of teachers' questionnaire we have noted some facts related to teachers attitudes and perspectives towards challenges faced by EFL researchers and what the main factors of them and what are the proposed solution

Moreover, throughout the analysis of teachers' questionnaire we have recognized that teachers of English at Biskra University are experienced and highly qualified. Teachers highlighted the most deficiencies encountered by researchers are proximately similar to all of them. Such as, lack of training and skills, non-application of methodological tools, inaccessibility of the sample, the lack of linguistic competence and the lack of techniques of integrating source material in their research documents including summarizing, paraphrasing and quoting. Therefore, the challenges involve linguistic as well as stylistic aspects that are highly required for an academic paper. Likewise, teachers' perceptions towards the main causes of researchers' challenges that are due to the lack of document availability and lack of materials, financial constraints and time constraints that impede researchers' paths while doing their investigations, the reviewed theses show that researchers fail to cite appropriately source materials that leads them to unintentionally fall into plagiarism. This later is a serious issue that could have serious consequences.

Henceforth, teachers claim that the vital factors that hamper the researchers' investigations are concerned with administrative factors that obstruct the improvement of research. In addition, under the purpose of reducing from research challenges teachers provide us with various solutions that could help in managing research challenges. For example, research should select a topic that meets with circumstances and with sources. Researchers must be patient creative and motivated. In addition, the time management is seen as a vital process to reach the level of academic research.

Furthermore, after analyzing the results of teachers' questionnaire we dare to conclude that research challenges seems to be similar among the majority of EFL researchers. In order to condense from those challenges teachers gave some resolution to help researcher to overcome them and improve themselves with the improvement of their work

Conclusion

The submitted questionnaire is useful in terms of collecting data regarding the teachers' attitudes towards the current research. This latter aims to represent the various challenges faced by EFL researchers while undertaking their inquiries. In addition to the provided suggestions that would help researchers in enhancing research quality and reduce research challenges. Hence, all the collected data was described and interpreted methodically.

According to the results, we can conclude that researchers are familiar with the concept of academic research; however, most of them still face research hindrances that obstruct their investigations. Additionally, students have a shortage in research skills. This is due to the few number of the assigned research works. Besides, it was agreed that major researchers' challenges are related to the lack of time, the lack of motivation and the non-availability of the needed data.

Suggestions and recommendations

Based on the different theoretical and empirical findings that emphasize the indispensable role of research we will suggest some recommendations that will be future solutions to some problems facing EFL researchers in the Division of English at the University of Mohamed Kheider, Biskra.

- ✚ Algerian government have to construct the necessary social environment that encourages scholarship, also it provide an equitable percentage of researchers to promote quality higher education and capacity building in research.

- ✚ Raising researchers' consciousness about the seriousness of plagiarism on their research reliability is crucial.
- ✚ Revealing researchers to extensive reading and research to make them familiar with the updated literature.
- ✚ EFL researchers are suggested to attend workshops and seminars that are the source of inspiration about advanced topics and common subjects. This will support them develop new ideas.
- ✚ International organizations and researchers must help to breakdown the challenges often experienced by researchers through such methods as creation of centers of excellence associating and the evacuation post-graduate programs.
- ✚ Improve individual assessment methods and encourage collective work between managers, teams, researchers, universities to support the links with industry
- ✚ Higher educational institutions should guarantee that the education of the researcher includes training in both the natural and social sciences. Also diagnosing the reality of research and identifying its various problems that hinder the path of research thorough developing procedures to promote research.
- ✚ The integration of international resources to develop the level of education in Algeria and reach the ranks of the developed world.
- ✚ Create Special scientific research institutions that are autonomous and provide special privileges to reduce the administrative routine faced by the Arab researchers when they participate in international conferences or in the request of the research grant.
- ✚ Building an inclusive national policy for scientific and technological research and encouraging innovation and creativity as important factors for the development of scientific research to be developed in consultation between the government and scientific research institutions.
- ✚ Settle for good, the principle of Quality education for universities and the Productivity of research institutions.

- ✚ Construct a strategy that should include how to limit and to reduce the migration of Algerian competent minds by providing them with needed criterions that encourage them to involved and improve in their country
- ✚ Make sure that further research being holdout a national scale or regional level on a comparative basis in the same area. This will give rise to tried and tested ideas on how to deal with tutor and researcher-related challenges in the supervision and writing of research projects.
- ✚ Researchers need to be supported with suitable equipment, mentorship and Guidance from supervisors to develop their ideas.
- ✚ Governments must continue to fund basic research to levels which will enable the University fulfil better its role as a major agent of economic growth.
- ✚ Algerian government have to construct the needed social environment that encourages scholarship; it should also provide an equitable percentage of researchers to promote quality higher education and capacity building in research.
- ✚ International establishments and researchers must help to breakdown the challenges often experienced by researchers through such techniques as creation of centers of excellence associating and the evacuation post-graduate programs.
- ✚ Novice researchers, they need motivation and reinforcement to carry out a research. For this reason, supervisors are extremely suggested to provide the needed helpful feedback concerning other phases than grammatical issues because it can be fixed.

General conclusion

It is worth noting that research is a complex process; it is not an easy task for even postgraduate students who are supposed to be efficiently skilled on how to undertake an academic research. However, a master thesis is still a challenging area for even native undergraduates.

This descriptive study yielded consists of three chapters; two chapters consist of the literature review while the third one is devoted to the fieldwork. In this research, the theoretical part is reviewing the two variables: An over view about research and the challenges faced by EFL researchers while conducting their research. We studied these two theatrical parts. The first part includes the features that personify research in academic context mainly: the description of research as a process.in addition to the characteristics of research and researchers. On the other hand, the second part has shown the challenges that researchers may encounter during the process of carrying out a research. Hence, in this part we have dealt with this challenges in terms of psychological aspect, the skills needed to tackle a research with the various requirements to satisfy the academic conventions .In order to analyze these difficulties

In this study, we adopted a qualitative research approach and we have conducted the research with a case study investigation at Biskra University. We have investigated challenges faced by EFL researchers and different factors that may affect the quality of research In order to explore these challenges; a questionnaire has been used as a data-gathering tool for teachers of English at Biskra University. As a final point, our work provided some suggestions and recommendations for the future.

Based on the analysis of findings achieved through this study, some points deserve to be mentioned and require more attention and focus. Thus, teachers are relatively qualified and experienced to supervise research projects. The results confirmed existing results in connection

with tutor-related challenges such as; absence from work by supervisors and too few meetings with students; student-related challenges-lack of time, lack of money and family problems; and institution-related challenges-lack of internet facilities, lack of library resources and lack of computer literacy. Hence, we discovered that researchers still encounter some difficulties in research. So, in order to overcome this problem, students should continually be asked to conduct research works to develop their research skills. At the same time, almost all researchers were agreed to the fact that the above-mentioned difficulties were common to all researchers.

Finally, the current work has mainly investigated the importance of the research process and what are the challenges faced by EFL researchers. Henceforth, according to the findings, we can conclude that research becomes difficult when certain difficulties are encountered and there was an extreme need to sort out those issues so that researchers could focus on research work instead of solving these inconveniences.

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Appendices

Teachers' Questionnaire

Dear teachers,

We are currently conducting an investigation on research challenges encountered by EFL researchers. This questionnaire aims at gathering information needed for the accomplishment of a Master dissertation. We would be very grateful if you take part in this questionnaire in order to provide us with your perceptions about this topic.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary, and justify your answer whenever needed.

Section One: Background Information

1. Would you like to specify your educational qualification?

- a. Master
- b. Magister
- c. Doctorate (PHD)

2. How many years have you been teaching English?

- a. 1-5 years
- b. 5-15 years
- c. More than 15 years

3. How long have you been supervising master's thesis ?

- a. 1-5 years
- b. 5-10 years
- c. More

4. How many years have you been teaching Master students?

.....

5. Which modules have you been teaching?

.....
.....

Section two: Academic Research

6. In your opinion, academic research...

- a. Is systematic (broken up into clear steps)
- b. Is logical (guided by the rules of logical reasoning)
- c. Is workable
- d. Is evidence-based
- e. All of them.

f. Others.....
.....

7. How do you define research?

- a. An attempt to find solutions to certain problems.
- b. A tool to improve knowledge.
- c. A way to read, analyze, and share valuable information.
- d. All of them

8. How often do you assign research papers to your students?

- a. Very often
- b. Sometimes
- c. Never

9. What is your objective behind assigning a research paper?

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

10. Are you satisfied with your students' research papers quality?

- a. Yes
- b. No

-If you are not satisfied, what are their deficiencies?

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

Section three : Research challenges

11. Do you think that the type of research has an impact on the quality of research?

a. Yes

b. No

-If yes, how?

.....

.....

.....

12. What is the ideal period for conducting a successful research?

a. long period

b. average period

c. short period

13. From your own perspective, the research's role is related to:

a. A tool for building knowledge and for facilitating learning.

b. Means to understand various issues and increase public awareness

c. An aid to business success.

d. Nourishment and exercise for the mind.

e. All of them.

14. How do you consider your relation with administration and other colleagues?

a. excellent

b. good

c. average

15. In your opinion, relying on your experiences the technical research challenges and problems are in terms of:

- a. Documents availability
- b. Means of transport
- c. Financials constrains
- d. Time constrains
- e. Materials (technology devices)
- f. All of them

16. How could you manage these research challenges?

.....

.....

.....

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.....

.....

17. In your point of view, these research problems are due to:

- a. specialty factors
- b. administrative factors
- c. both of them

We would appreciate to mention any more challenges or problems, please do not hesitate.

.....

.....

.....

.....

Thank you for your time and collaboration.

Résumé

Le processus de recherche est une étape essentielle pour une réalisation éducative. Cependant, la tâche est difficile à accomplir, car les chercheurs débutants se heurtent à de nombreux obstacles en raison de la complexité de la recherche qui crée un mélange entre deux compétences, compétences de rédaction académique et compétences de méthodologie. La présente étude porte sur les difficultés rencontrées par les chercheurs de langues étrangères de l'Université de Biskra qui retardent leurs progrès réguliers dans la recherche. L'intention était également de faire des suggestions sur la façon d'aider les chercheurs à surmonter ces défis. Dans cette enquête descriptive, les outils de collecte de données étaient un questionnaire attribué à un échantillon de 25 professeurs d'anglais du Département de langues étrangères de l'Université de Biskra.

Les résultats obtenus ont révélé qu'un grand nombre de chercheurs d'anglais comme une langue étrangère (EFL) rencontraient des problèmes en termes d'évaluation et d'analyse d'informations, tels que le manque de motivation à entreprendre une recherche, l'incapacité d'identifier un thème de recherche réalisable, la non-existence de collaboration entre chercheurs pour examiner leurs écrits et l'évaluation insuffisante des superviseurs. Ces barrières ont différentes causes, notamment les faiblesses des chercheurs ils sont novice dans la recherche, le travail individuel et le manque d'harmonie entre les chercheurs et leurs superviseurs. L'étude a également recommandé que les chercheurs se voient attribuer des travaux de recherche afin de les impliquer dans les processus de recherche écrits et indépendants. En outre, les cours théoriques et méthodologiques de recherche doivent être ajustés en termes de temps, de contenu, d'outils et d'évaluation. En outre, sensibiliser les chercheurs à l'importance indispensable du processus de recherche joue un grand rôle dans le développement des nations.