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MASTER

Didactics and Applied Linguistics

**Teaching Research Methodology in EFL Classrooms:
Bridging the Gap between Design and Delivery**
**The Case Study: of Master (2) English Students at
Abdelhamid Ibn Badis University of Mostaganem
(2016-2017)**

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Abstract

Conceptual and empirical knowledge are a two sides coin of research methodology course. Previous research has revealed that most of times this course is taught through traditional teacher-centered approach which made students perceive it as boring and lacking context this is because that they were just exposed to the theoretical knowledge, and did not have the chance to communicate the empirical side of the research process. This study was conducted in order to collect information regarding the issue of teaching research methodology course with the context of EFL classrooms. The main purpose of this study is to capture the way research methods teachers' and M2 undergraduate students

at Abdelhamid Ibn Badis University of Mostaganem perceive the teaching-learning process of this course. In other words, this dissertation is intended to evaluate the effectiveness of this course through the perspectives of instructors and students. In doing so, and to achieve the already mentioned aims of the study two main tools were used. On one hand, and as part of the study a semi-structured format of interview was conducted with (03) instructors having a research methodology course teaching experience regarding the issues associated with the design and delivery of the course; the teaching product and the teaching approaches implemented. On the other hand, a self-reported questionnaire consisted of (19) items in (06) sections was administrated among (70) of M2 undergraduate students belonging to (08) different specialties. The results of the present study indicated that the research methodology course partially served for its purpose because students expressed a more negative attitude towards the teaching approach implemented by teachers at the mentioned university who are still adhering to the traditional approach of teaching.

Key words: Course Design, Course Delivery, Research Methodology Course

Dedication

I wish to give a heartfelt thanks to my parents who offered their endless support and constant prayers. This academic journey would not have been possible without their love, patience, and sacrifices along the way.

I would never forget to thank my sister Nour El Houda my brothers Mehdi and Farouk, who have been a great source of motivation and inspiration and who have encouraged me with their constant support and companionship when I felt so desperate.

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List of Abbreviations:

EFL: English as a Foreign Language

ICT: Information and Communications Technology

M2: Master 2

PBL: Problem-based learning

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3.7 Introduction:

The focus of this chapter is on the teaching of research methodology_ methods_ course rather than its learning, as an attempt to answer three important questions; what should be taught? how it should be taught? and in what context?

Beginning first by presenting a background information of research and providing terminologies of research, research methods and research methodology, and the interdisciplinary importance which gains at universities and higher education institutions. Then moving to the design of research methodology as a course, this includes a general description of what content and skills should be taught, and the challenges facing the teaching of this subject matter. Following this by an outline of the major approaches methods teachers adopted to deliver this course;by offering a comparison between recent

and traditional approaches. And finally following a brief insight of classroom assessment, the meaning of course-based assessment, the role it plays in the teaching of research methodology.

3.8 What is Research:

The word research is consisted of two syllabuses, 're' and 'search'. "Re" is a prefix – meaning again, anew or over again. "Search" is a verb – meaning to examine closely and carefully, to test and try, or to probe. Thus, research is simply the repetition of search; it is to track down information and gain knowledge about a specific topic. Plutchick.R also defines the verb 'research' as "to go around and to explore" something that you did not know beforehand, research then for him is a fact-finding journey. (cited in Khan,2008, p.22).And this corresponds to the definition posited by (Macnaughton et al.,2006, p.3); which states that "Research is about discovery. Research creates knowledge".

The Oxford Dictionary of English defines the noun 'research' as the systematic investigation into existing or new knowledge and the study of materials and sources in order to establish facts and reach new conclusions, while Merriam-Webster Dictionary provides an expanded definition to the noun 'research' ; a studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new or revised theories or laws. Therefore, research is a purposive attempt to answer unanswered questions, finding solutions to unsolved problems and creating new knowledge; through verifying, explaining and analysing the information at hand.

"Research is a scientific activity undertaken to establish something, a fact, a theory, a principle or an application" (Kumar,2008, p.1).

3.8.1 Research Methods vs Research Methodology:

Conducting a research require from the researcher to adopt research methodology along with research methods in order to thoroughly understand the research problem. Though those two terms are considered to be distinct from each other, people are often used synonymously. Thus, make a distinction become a necessity, in this sense (Deborah, 2011) says;” understanding the difference between method and methodology is of a paramount importance”.

Hence, it seems apt to define the two terms.

3.8.1.1 Research Methods:

Research methods are “...all those methods and techniques which are used by the researcher during the course of studying his research problem” (Kumar,2008, p.4). “It is all the behaviours and instruments, used at various levels of the research activity” (Suribhi,2016). Thus, research methods are simply the methods used in collecting data and of approaching in research; it comprises the tools, techniques and processes that the researcher use in conducting a research. Research methods aim at finding a solution to a research problem, and these might be surveys, questionnaires, interviews or participants’ observation, etc.

3.8.1.2 Research Methodology:

(McGregor and Murname, 2010, p.2) wrote;

the word methodology comprises two nouns: method and ology, which means a branch of knowledge; hence, methodology is a branch of knowledge that deals with general principles or axioms of the generation of new knowledge. It refers to the rationale and the philosophical assumptions that underline any natural, social or

human science study, whether articulated or not. Simply put, methodology refers to how each of logic, reality, values and what counts as knowledge inform research.(as cited by [Cram](#), 2013, para.4).

It is the manner to scientifically finding out about a solution to the research problem.It is the science which guides the researcher and paves the way for him to complete his study, it is often recognised as how the research is to be done and how knowledge to be gained (Kumar,2008, p.5).

3.8.2 The Importance of Research Methods and Research Methodology:

Kothari claimed that;

The study of research methodology gives the student the necessary training in gathering material and arranging or card-indexing them, participation in the field work when required, and also training in techniques for the collection of data appropriate to particular problems, in the use of statistics, questionnaires and controlled experimentation and in recording evidence, sorting it out and interpreting it. (2004, p.10).

Thus, the sole intention of teaching research methodology is to provide students with an overall context for each step of executing research by providing the students with the knowledge of how to perform research so as to generate knowledge, and then this helps them contextualize the use of research methods. In other words; research methodology provides students with a practical guidance.

(Rajasekar, Philominathan, &Chinnathambi,2006, p.6) indicated that the importance of research methodology is concerned with the explanation of the following:

- (1) Why is a particular research study undertaken?
- (2) How has one formulate a research problem?

- (3) What types of data are collected?
- (4) What particular method has been used?
- (5) Why was a particular technique of analysis of data used?

3.9 Research Methodology as a Course:

Since ever universities played a pivotal role in providing education and preparing students for their contribution to society. Regardless, universities have another key function; which is the production and distribution of new knowledge. These institutions work on producing a knowledge generators; through turning today's students into future researchers by undertaking the activity of research. Hence, in this regard (Elen and Verburgh 2008) say that "Research and teaching are two of the main tasks of universities. A close link between them is often considered to be at the heart of the institution" (as cited in Visser-Wijnveen, van der Rijst, & van Driel 2015, p.474). To fulfil this aim, universities all over the world offer courses in research methods and methodology.

Khan said that "After 19th century, courses in social research have come to occupy an increasingly important role in social sciences and at present every major university offers courses of research methods" (2008, p.21). It is inevitable today that any educational curriculum does not involve a research methodology course.

(Crooks, Castleden & Van Meerveld, 2010) "Research methods courses are becoming increasingly popular in degree requirements" (as cited in Braguglia & Jackson, 2012, p.348). Thus, most of the students are taking the course as a requirement for graduation.

(Harris, 2010, para.1) indicated that "knowledge and use of research methods is widely shared across a range of social science disciplines». Moreover, (Kilburn, Nind and

Wiles,2014, p. 191) say that“Social research methods are taught at all levels of higher education and across a wide range of disciplinary, institutional and national contexts”. Thus, research methods course is a common part in all curriculum and disciplines.

3.10 The Design of Research Methodology Course:

In higher education, the term of course design is broadly used; “Course design is generally considered to refer to the structure of the course (i.e., what content is covered, what activities are included, what assessments are used) in order to achieve a set of learning outcomes (Brinthaupt, Clayton, Draude, &Calahan,2014, p. 327).

3.10.1 Course Description:

After accessing a number of universities web sites which offer courses in research methodology, it has been deduced that the nature, objectives and content of this course is unified and typically the same though the divergence of discipline humanities, social sciences, business management, natural and physical sciences.

Dr. NeerpalRathi described research methodology course as:

a hands-on course designed to impart education in the foundational methods and techniques of academic research in social sciences and business management context. Research scholars would examine and be practically exposed to the main components of a research framework i.e., problem definition, research design, data collection, ethical issues in research, report writing, and presentation. Once equipped with this knowledge, participants would be well-placed to conduct disciplined research under supervision in an area of their choosing. (2013, p.1)

This course aims to provide students with basic knowledge and skills in research methods and critical thinking.

3.10.2 The Importance of Teaching Research Skills:

(Hewitt, 2001, p.371) said that “While there are some carpenters who do excellent work without ever touching a hammer, most carpenters need adequate hammering skills in order to complete their work.”(as cited in Adriaensen, Kerremans, & Sloomaeckers, 2015, p. 1); they claimed that “In conventional curricula” most of courses focus merely on knowledge transfer and it is considered to be the teachers’ first priority, while learners are in need to be acquainted with the necessarily skills “to correctly apply research methods”; and this is what actually differentiates research methods course from other courses “it revolves around the acquisition of a skill rather than knowledge”, in this sense (Kilburna et al., 2014) argue that research requires “a combination of theoretical understanding, procedural knowledge and mastery of a range of practical skills”. Though theoretical knowledge is essential for students, they also need to be equipped with practical skills to navigate a research and meet its challenges.

Amongst these skills: critical thinking skill, problem solving skill, analysis, planning, and dissemination.

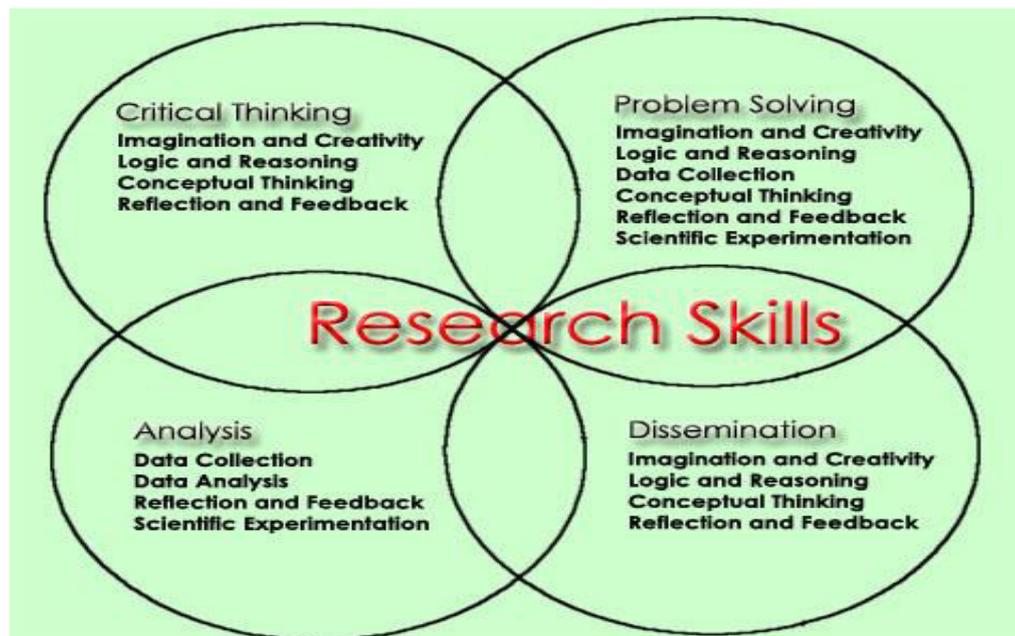


Figure 01:Research skills

Retrieved from [http:// science.uniserve.edu/projects/skills/jantrial/reaserch.htm](http://science.uniserve.edu/projects/skills/jantrial/reaserch.htm).

3.10.3 The Challenge of Teaching and Learning Research Methodology:

There are many challenges that encounter the process of teaching and learning of research methodology course. Scholars linked these challenges firstly to the learners; the way they see and perceive this studied material. (Gel et al.,1997) said that “ for many students the study of research methodology and statistics is anxiety provoking” (as cited in [Rock](#), Coventry, Morgan,&[Loi](#), 2016, para. 1), (Burgess, 1981; Edwards & Thatcher, 2004;Schutt,Blalock, &Wagenaar, 1984)agreed on this statement and said that “Many students, graduate and undergraduate alike, enroll in research methods courses with trepidation” (as cited in Ekmekci, Hancock, A., & Swayze, 2012, p.272).(Kilburn et al.,2014) re-mention this challenge and contend “students often define the methods course as dreaded requirement” (p. 294).

(Ball &Pelco, 2006) declared“An unfortunate hallmark of research methods courses is low student interest and engagement” (as cited in Ekmekci et al.,2012, p.272). (Kilburn et al.,2014) explain the students’ attitudes towards studying this course; as they may have difficulties to comprehend its major concept, or “to meaningfully connect what they learn in these classes to what they learn in the rest of their plan of study”(Ekmekci et al.,2012,p .272); the difficulty to link between research in theory and research in practice lead students to be frustrated and hence to be dissatisfied with the course.

MacInnes (2012) argued that “undergraduates may lack the level of ‘literacy’ required to understand the results of commonly used techniques for analyzing data”(as cited in Kilburn et al.,2014, p .193).

In page (194) this later pointed out that the challenges do not concern only the learner but it goes beyond that; to the subject matter in itself and quoted what Hammersley argued:

The task of teaching research methods [...] is not the transmission of a body of knowledge, or the drilling of students in the use of techniques, but rather a matter of helping them to build up relevant knowledge and capabilities, and to develop the necessary intellectual virtues. (2012, p. 2)

3.11 The Delivery of Research Methodology Course:

(Brinhaupt et al., 2014) concluded that the “Course delivery refers to decisions about how to present the content, activities, and assessments that are designed into the course”.

(Benson & Blackman, 2003) indicated that “The conventional model of delivering research methods classes has been the lecture model—grounded in theory, rather than practice—that usually falls short of providing an engaging learning experience for students” (As cited in Ekmekci et al., 2012)

3.11.1 The Pedagogy of Teaching Research Methodology:

“There are many research methods books available (Breakwell et al, 2012; Coolican, 2009; Flanagan, 2012; Miles and Banyard, 2007) that can provide a practitioner with the knowledge to teach research methods, however this knowledge does not automatically translate into the capacity to teach it well (Garner, 2012). Even ‘the best curriculum is worthless without proper pedagogy’ (Coombs and Rybacki, 1999, p56).” (As cited in Harris, 2010).

“While there is extensive literature regarding what should be taught in a research methods course (Birbili 2002), Deem and Lucas (2006) note that there is less emphasis on doing research than on learning about how to do research” (as cited in Tonia A. Dousay, Diane Igoche and Robert Maribe Branch, 2010, p. 3)

(Wagner et al., 2011) share the same idea; even with the large number of courses teaching research methods, there is limited published research into research methods pedagogy and assessment (as cited in Hosein, & Rao, 2015)

3.11.2 Teaching Approaches:

Today there are two overlapping terminologies of teaching approaches; teacher-centered and student-centered, which are representing answers of questions about the teaching learning process, the roles played by both the teacher and the learner, and what methods should be followed instead of the previous debated philosophies of education. In this sense (de la Sablonnière, Taylor, & Sadykova) “The articulation of the most desirable philosophy of education remains a hotly debated issue often expressed in the form of a conflict between two prevailing teaching orientations: the teacher/expert approach versus the student-centered approach” (2009, p.1)

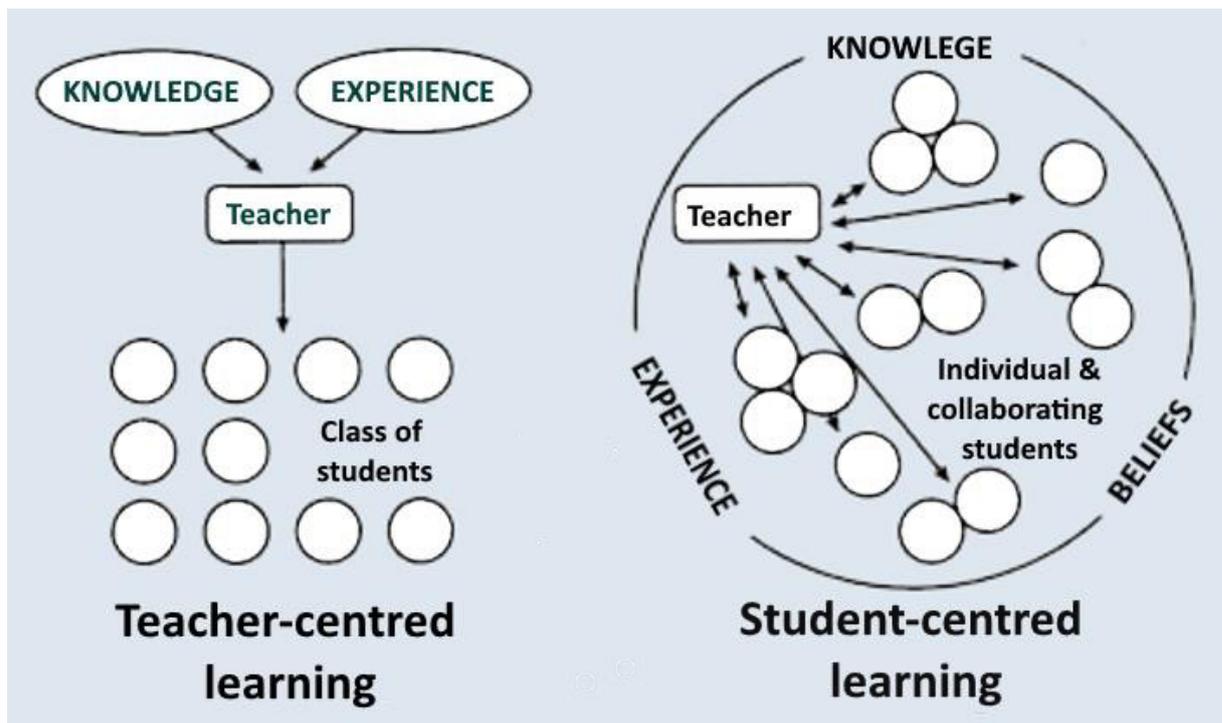


Figure 02:Teacher-Centered versus Student-Centered Approach

Retrieved from <http://lo.unisa.edu.au/mod/book/view.php?!=id610988&chapterid=102030>

(Chet et al., 1993) said that “In the student-centered approach teachers are removed from their role of standing at the front of a classroom and presenting the material, and they are converted into coaches and helpers in the process, while the students are placed in the position of teaching themselves” (as cited in Bekele, 2016, p. 789)

3.11.2.1 Teacher-Centered Approach/The Traditional Approach:

IGI Global Disseminator of knowledge dictionary defines the teacher-centered approach (TCA) as a teaching method where the teacher is involved in teaching while the learners are in a passive, receptive mode of listening as the teacher teaches.

(King, 1993, p. 30) attempt to provide a fair and an accurate description of how the teaching learning process might be like when applying this approach of teaching:

The traditional approach rests on a heavy instructor-dependent relationship. Students are conditioned to rely on the daily injection of course material dispensed from the lectern in doses carefully calibrated to fill each scheduled class period. Throughout, they race to copy notes, PowerPoint presentations, and whiteboard scribbles spoon-fed to them by the "Sage on the Stage". (as cited in Conner, n.d., Student-Centered Instruction: A Brief Description, para. 2)

(Sablonnière et al., 2009, p. 2) had expanded further on the definition of this approach, where they stated that according to this approach "Knowledge is defined as an entity that can be given or transmitted and absorbed by students", and "the professor is the essential figure", and "the main source of knowledge, while the learner is expected to follow the instruction, and the information provided by the teacher in order to learn the material" (Sablonnière et al., 2009, p. 1), thereby the learner is regarded as "an empty vessel to be filled with knowledge" (Moor, 1997, p. 124); whose primary concern is "to absorb the teacher imparted information",

(Wright, 2011) pointed out that "teacher-student relationships primarily are defined by intellectual explorations chosen by the teacher, in which the teacher is an arbiter and distributor of knowledge and students are receivers of knowledge" (as cited in Randall M. Moate, Jane A. Cox, 2015, p. 379). Therefore, this "information transfer model" (Moor, 1997, p. 124) of teaching-learning process "assume that the student's brain is like an empty container into which the professor pours knowledge" (King, 1993, p. 30)

(Sablonnière et al., 2009, p. 2) added that "The teacher/expert approach is characterized by the predominant use of traditional methods of teaching such as formal lectures, seminars and examinations".

The teacher-centered approach is considered to be as one of the “traditional boundaries governing the manner in which students have—by and large—been conditioned and expected to learn for centuries”but it has diminished by a new teaching strategy; Student-Centered Approach (Connor, n.d., Student-Centered Instruction: A Brief Description, para. 1).

3.11.2.2 Student-Centered Approach:

(Slunt&Giancario, 2004) stated that:

Learner-centered methods of content deliveryallow students the opportunity to control their learningsince they require students to take responsibility fortheir learning by being actively involved in the learningprocess rather than simply passively receivinginformation from a lecture. (as cited in Wright, 2011, p.94)

(Sablonnièreet al., 2009.p 3) pointed out that according to this approach “The learner is not a passive receiver of knowledge but, rather, an active participant. The learner has the responsibility to accommodate the learning process to his/ her own unique learning style in order to structure his/her own learning”.(Randall M. Moate, Jane A. Cox, 2015, p. 283) says that “such an approach diminishes the instructor’s role as “expert” in the classroom”; whereas the teacher had abandonedhis role of being the only distributor of knowledge, andoccupied another role which is a “facilitator of the learning process”; “a guide who assists the learner in the difficult process of constructing his/her individual system of knowledge”(Sablonnièreet al., 2009.p 1-3),“Instructors are still relied on, of course, but more as coaches working the sidelines”(Conner, n.d., Student-Centered Instruction: A Brief Description, para.3), this latter also pointed out that students would gain maximum benefit from their classes if this approach of teaching had adopted by their instructor since it“calls for student engagement, immersion and personal responsibility”.

Furthermore, (Felder & Brent) added that “when properly used, this approach enhance motivation to learn, retention of knowledge, depth of understanding, and appreciation of the subject being taught”(1996, p.43),and they provide some useful ways that may help teachers to put their centeredness into reverse. Among them; “assigning open-ended problems and those requiring critical and creative thinking, reflective writing exercises, and involving students in stimulation and role play”.

(Sablonnière et al., 2009; Froyd&Simpson,2008)indicated that there is a broad spectrum of named approaches have developed under the umbrella of student-centered approach; these include cooperative learning, student-centered instruction, collaborative learning, hands-on learning, inquiry-based learning, and problem-based learning.

3.11.2.2.1 Problem-Based Learning:

(Duch, Groh, & Allen) defined the problem-based learning (PBL) as “a powerful classroom process, which uses real world problems to motivate students to identify and apply research concepts and information, work collaboratively and communicate effectively .it is a strategy that promote life-long habits of learning”(2001.conclusion section), whileSavery defined (PBL)as “an instructional (and curricular) learner-centered approach that empowers learners toconduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” (2006, p.12).

(Ball&Pelco) said that the goals teachers have for teaching research methods to undergraduate studentshave much in common with goals of PBL, which are; “to encourage self-directed learning in the students that leads to higher motivation, better retention of material, and the development of important reasoning and problem-solving skills” (2006, p.148), and (Marek et al., 2004) indicated that “the PBL approach—especially one where

the students are asked to develop their own personal research project—has been suggested to be the most

effective way to build learning into research methods courses” (as cited in Ekmekci et al., 2012)

3.11.2.2.2 Project-Based Learning: Hands on Teaching:

(Savery, 2006, p. 16-17) noted that “projects are excellent learner-centered instructional strategies”, and that the project-based learning is a valid educational technique that “promote active learning and engage the learners in higher-order thinking such as analysis and synthesis”. Where the classroom activities are “organized around achieving a shared goal (project)”. The following is a description of the project group method of teaching provided by Ransford:

Students, working in small project groups, become actively involved in researching a topic of their interest. They plan an original study, develop an instrument, and gather data to test the hypotheses of their study. Lectures and readings continue to comprise an important part of the course, but at least 50% of class time (and 50% of the student's grade) is devoted to research projects. (1982, p.292)

This latter pointed out that the use of this teaching technique would maximize the students' comprehension, increase their motivation, and involvement in the research process. “Teachers are more likely to be instructors and coaches (rather than tutors) who provide expert guidance, feedback and suggestions for “better” ways to achieve the final product” (Savery, 2006, p. 16). Furthermore, Ransford claimed that “no lectures or laboratory assignments, no matter how well organized or skillfully presented, can give students these kinds of practical field work learning” experiences”.

3.12 Classroom Assessment:

Within higher education context the term “assessment” has placed several meanings. (Angelo & Cross) considered classroom assessment as “an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it” (1993, Classroom assessment technique, para.3). While (Stassen et al., 2005, p. 5) indicated that “the term can refer to the process faculty use to grade student course assignments..., or to any activity designed to collect information on the success of a program, course, or University curriculum”. And they defined assessment as “the systematic collection and analysis of information to improve the student learning”.

3.12.1 Why Classroom Assessment:

Classroom assessment is also considered by (Linking Classroom Assessment with Student Learning, 2003, p.1) as “among an instructor’s most essential educational tools”, that an effective instructor cannot overlook the importance of its usage in the teaching-learning process.

An effective instructor should be fully aware of the fact that “Learning occurs when there is an interplay between the teaching process and the outcome”, and might not expect that students will directly apprehend the course material once introduced to them. (Stassen et al., 2005, p. 6), but rather he should measure the students “educational attainment” relying on their performances whether using the ongoing informal or formal classroom assessment, in this sense (Linking Classroom Assessment with Student Learning, 2003, p. 1) asserted that both are “the bond that holds teaching and learning together”, and added that classroom assessment is beneficial for both; the instructor and the student “to improve their own performances” since it provides them with an overall feedback on their teaching and learning effectiveness.

Classroom assessment can aid educators “Identify students’ strengths and weaknesses, allows him to monitor teaching effectiveness and student learning, and gauge student mastery of required skills”.To sum up, it can “motivate and shape learning and instruction”.(Stassen et al.,2005, p. 6) express this idea in a different way, say that it “helps instructors become better teachers by offering specific feedback on what is working or not working in their classrooms; and provides systematic feedback to students about their own progress”. In other words, classroom assessment helps both reconsider the shortcomings of their teaching and learning strategies.

3.12.2 What is Course Assessment?

“Course-based Assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place”(Stassen et al.,2005, p. 6)

3.12.3 The Role of Assessment in Teaching Research Methodology

Course:

3.13 Conclusion:

In the light of the literature review, it is found that research methodology is of great importance in higher education. Furthermore, the task of teaching this course is not as easy as some believed; just transferring knowledge to students about how research would be like through traditional approaches. The teaching of this course is no longer dependent on the teacher-centered approach, but rather there are new approaches that have been emerged to improve the delivery of the content of this course to consolidate the most important research skills in the learner’s mind e.g. the student-centered approach which brought about several approaches; problem-based learning and project-based learning.

One of the purposes of the next chapter is to identify whether teachers of research methodology at Mostaganem university are keeping up with the new approaches of teaching or they are still adhering to the traditional one.

Chapter Two: Data Collection and Analysis

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2.1 Introduction:

This chapter displays an overview description of the study, and provides details of how data are gathered, who the participants are. It also presents data collection instruments, data collection procedures and data analysis, the research setting where the study is conducted plus a description.

2.2 Research Setting:

The present study is conducted at Abdelhamid Ibn Badis University; which is located in the city of Mostaganem, Algeria. This institution was established in 1978 and it comprises of (08) faculties amongst the faculty of Letters and Languages; and the attention is drawn towards the English department

2.3 Description of the Study:

The purpose of this study is to detect the opinion of the teachers and students about the method of teaching a “research methodology” course.

In this study, both qualitative and quantitative data are collected. For quantitative data, a self-reported questionnaire consisting of (18) items in five sections is used to collect data from the students. And as for Qualitative data, they are gathered through interviews with the instructors working at Abdelhamid ibn Badis University_ Mostaganem_.

2.4 The Research Question:

This study is guided by a particular research question and linked to sub-question; which are cited underneath:

- Are the lessons of Research Methodology course well organized to help undergraduate students execute a research and write their dissertation?
 - How can the teacher’s formative assessment in Research Methodology course help EFL students overcome difficulties when conducting a research and writing their dissertation?

2.5 Population:

This target population that the researcher aimed to gather data to accomplish the present study is comprised of teachers having a research methodology course teaching experience, and Master 2 (M2) students of English studying at the English Language teaching department of Abdelhamid Ibn Badis University_Mostaganem.

2.6 The Sample (Participants):

For the questionnaire, (70) students out of (323) took part in this study; which represents 20% of the total number. The sample is composed of students belonging to (08) different specialties, and these participants who are randomly selected; (50) girls and (20) boys constituted the sample of this study.

For the interview, out of (32) instructors, (03) instructors participated in the study. The instructors were visited in their classrooms. They were interviewed to understand more about how they are teaching research methodology course, and to detect their opinions with regard to the teaching approaches implemented.

2.7 Data Collection Instruments:

In the present study, a semi structured interview and questionnaires are used as the main instruments to collect data.

2.7.1 The Teachers' Interview: Research Methodology Course through the Perspective of Teacher

As a part of the study, an interview was conducted with teachers regarding issues associated with the design and implementation of the research methodology course; the teaching product and the teaching approaches implemented.

This instrument is used in order to gain an extra information that would not be available or missed from the use of the questionnaires, and also to address the researcher to

dig deeply into the research project and thus to provide her with a general insight into studied case.

2.7.1.1 The Description of the Teachers' Interview:

This interview sought to analyze the research methodology course teaching from the perspective of teachers, this instrument is selected because it always has been considered as the best mean to collect information about peoples' opinions and experiences.

A semi structured format of interview took place in this study. The participant teachers are interviewed personally. Therefore, it is a face to face interview. It consists of (10) questions divided into (04) sections:

Section 01 (Teaching Product): through this part the participants were asked about the content / product they attempt to provide their students with. In other words, what knowledge and skills they plan to teach. It consisted of 03 questions.

Section 02 (Teaching Approach): participants were asked to discuss their way of teaching this subject, give their opinion of the other applied teaching approaches. In other words, how they plan to deliver it to their students. this part consisted of 03 questions.

Section 03 (Assessment): Teachers were asked; whether they assess their students or not, to list some activities, and also about the role of assessment (formative) in enhancing the students learning.

Section 04 (Teaching Materials): this section consisted of an only one question, in which teachers were asked about the material they may use to teach this subject.

2.7.1.2 The Teachers' Interview Protocol:

The interview 's questions were previously developed and written by the researcher herself, and then it was previewed by the supervisor's thesis. In order to check its validity. The Interview was conducted with (03) instructors during the period of April 10th and 12th, 2017; In which they were interviewed in "3" sessions lasting around 20 minutes, and this has been after arranging an appointment.

An initial contact was made with interviewees before; to ask for their permission to participate in the study, to ensure their availability, and to schedule the interview.

Concerning the process of recording the interview's data, the researcher requested the teachers' permission to store their answers, hence they were informed that the interview would be recorded.

The audio-recorder phone application -voice memo- was used as the principal instrument to capture information from each interviewee. The use of such an instrument is very useful in the sense that information can be easily uploaded and played back.

The information gathered from the interview are transcribed to be summarized and analyzed later by the researcher.

2.7.1.3 The Data Analysis of the Teachers' Interview:

- **Question 01:** What types of knowledge and skills you attempt to provide your students with through research methodology course?

The three teachers have different answers on this question:

Instructor (A): when it comes to research methodology course I attempt to provide my students with both the practical and the theoretical side, but I mainly focus on the "what

is”; it means conceptual knowledge e.g. notions and scientific concepts, and then on “how to”, because I cannot provide them with the practical side directly without introducing to them the theoretical one.

Instructor (B): my first purpose is to make my students know “what research methodology is”, because sometimes they do not have the ability of understanding what it is about and what differentiates it from a research in its own.

instructor (C): I believe that vocabulary, writing, thinking and even speaking are implicitly and explicitly taught through research methodology course. For me, I attempt to teach thinking and to raise critical thinking in my students’ minds. And I do not focus or give any importance to definitions because I think it is personal and not general.

- **Question 02:** Do you believe that what you are providing your students with is sufficient for them when they are tackling a research and writing their dissertation?

Instructor (A): no, it is not enough due to the short amount of time.

Instructor (B): yes, it is sufficient because this course is not about only one year, but rather there were some kinds of gradation during the schooling process in which students were following a whole program.

instructor (C): refused to answer this question because she thinks that it would be better to ask students this kind of question.

- **Question 03:** Do you agree that almost if not all teachers focus more on conceptual knowledge and ignore to teach students how to implement it?

Instructor (A): yes, of course and this is intended because the pedagogical setting at the university is not well equipped for workshops that is why we focus on giving them just the theoretical part.

Instructor (B): no, I do not think so.

instructor (C): yes, I do agree unfortunately. And she added, when we teach students grammar or writing, we never tell them that grammar for instance is useful when writing a dissertation.

- **Question 04:** What methods of teaching do you follow when teaching the research methodology module?

Instructor (A): it depends on my students, most of times giving lectures.

Instructor (B): sometimes, I try to be very classical e.g. giving lectures, and in other times I try to focus on the students; obtain feedback because they might be lost in lectures.

instructor (C): I try to give my students the opportunity to express themselves, interfere, react, say yes or no. In other words, it is to have a discussion and a debate.

- **Question 05:** Do not you agree that almost if not all teachers are following the content-based approach?

Instructor (A): yes, of course. And he added: “sometimes, the problem is not in the method itself but is in the competencies of the teacher”.

Instructor (B): / refuse to answer.

instructor (C): / refuse to answer.

- **Question 06:** What do you think of adopting the activity-based approach?

Instructor (A):yes, this approach is a good way to sustain what students have seen in the class, but I think it is not yet effective simply because of plagiarism; students may access the net, take a sample and bring it.

Instructor (B):yes, perfectly.

instructor (C):yes, I encourage that because several skills could be developed e.g. critical and communication skills.

- **Question 07:** Do you assign tasks /activities to your students after each session?

Instructor (A): sometimes.

Instructor (B):not always, when I feel like they need some activities.

instructor (C):no, I do not believe in assessment. I do not like assessing students, correcting their papers which are most of time plagiarized, but rather I focus more on classwork; debates, interaction, etc.

- **Question 08:** If yes, what kind of activities you ask students to do?

Instructor (A):maybe I ask them to summarize a chapter, write a small abstract or a literature review in which I am not concerned with the content but the form; to see whether they have understood, respect implement those methods in writing.

Instructor (B):maybe I give them a short passage and ask them to work on it, and may be to turn it to a piece of research.

instructor (C):/refused to answer

- **Question 09:** Do you use material? If yes, what are the materials employed when the teaching research methodology module?

Instructor (A):I sustain my lectures with videos, e-books, and sometimes I provide my students with web sites in which they may visit.

Instructor (B):sometimes,I use powerpointpresentation because I think it is the best way to teach and explain important points.

instructor (C):I merely use the overhead projector.

- **Question 10:**Students are learning more through doing, and there is no formative assessment in a research methodology in our EFL classrooms. To what extent do you aboutthis statement?

Instructor (A): I partially agree. And he added: “the credibility of assessment or evaluation has gone the same as the credibility between the teacher and the learner who has lost faith in each other”.

Instructor (B):it is not only about assessment. Doing things and assess them sometimes it is better to leave them do things alone without assessment. It is about giving them a chance to assess and evaluate themselves because self-assessment is going to help them better.

instructor (C):yes, I totally agree.

2.7.2 The Students’Questionnaire: Students’ Opinion regarding the Pedagogy used in Teaching Research Methodology

The use of questionnaires became an indispensable part of any research. (Menter, Elliot, Hulme, Lewin, & Lowden, 2011, p.105) considered that the questionnairesareaneffective and a valuable instrument that can be used to collecta wide range ofinformation fromrespondents, andto study their attitude, values,beliefs, and past

behaviors. Thus, it is preferable to use such a means to collect information from the chosen respondents in the selected department.

The questionnaires used in this study are developed by the researcher herself, and then it is reviewed by the thesis's supervisor in terms of scaling, ordering, and appropriateness, in other words; validity and reliability.

2.7.2.1 Description of the Students' Questionnaires:

It consisted of a list of (19) items which belonged to (06) different sections, and each one served for a specific objective; which sought to answer the research question.

Section01 (Students' Characteristics):The purpose of this part of the questionnaire, is to extract the respondents' demographic profile. It consisted of three items and the participants are required to provide the researcher with their demographic information; age, gender and the studied specialty.

Section 02 (Students' Perception of the Research Methodology Course):The purpose of this part is to assimilate the students' perception of the course. The researcher aims to set forth the students attitude in some details; this section is focused towards quantifying the students' attendance, feelings, and perception on the content.

Section 03(Delivery of Research Methodology Course):Students' perception of the delivery of research methodology course is elicited through this part of questionnaire. Respondents are asked to show their agreement or disagreement on (05) items; Teaching Approach adopted, Assessment, Engagement, Evaluation, and the last item concerned with the course context as a whole, by providing (02) alternative responses; Agree and Disagree.

Section 04 (Overall Learning Experience): Through this part of the questionnaire, the researcher aims to investigate the research learning experience the students had acquire after almost 05 years of studying the research methodology subject within the classroom. Section (04) composed of (03) items with (03) alternative responses; not at all, once and a few times.

Section 05 (Learning Outcome):The purpose behind the design of this part of the questionnaire is to find out whether the outcome abilities and skills are being exhibit or not by respondents. In other words; to investigate whether the expected research knowledge and competencies are acquired. Along with this tow items, this part served for the purpose to find out to what extent students are satisfied with that learning outcome.

Section 06 (Students' General Impression of the Course):This section of the questionnaire is designed to extract information from respondents regardingthe studied course_research methodology. Respondentsare encouraged to freely express their views and to provide a written feedback. Section (06) composed of (02) items; an open-ended question with (05) alternative responses: Poor, Adequate, Good, Excellent, Need Improvements. And an open question which permitted therespondents to unleash their thoughts. Thus, this section offered the researcher with the opportunity to dig deeper in the students mind and collect information that might be missed from the questionnaire.

2.7.2.2 Data Collection Procedure:

To administrate the questionnaires, a personal on-sit survey approach is followed by the researcher; whereby the questionnaires were handed out to respondents in the college setting.

2.7.2.3 The Data Analysis of the Questionnaire:

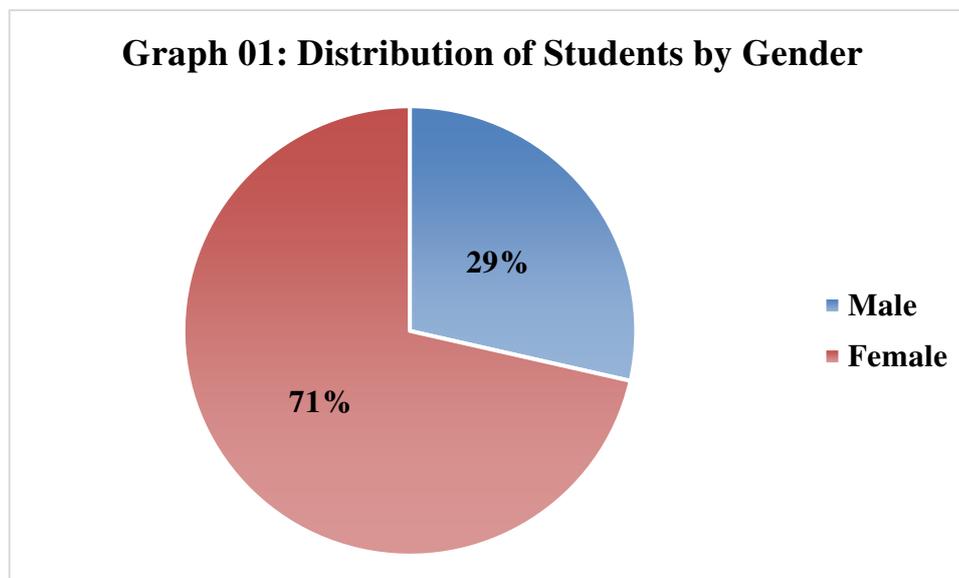
2.7.2.3.1 Section(01) :Students' Characteristics

Item (1):Distribution of Students by Gender

Through the questionnaire,(70) students participated in the study; 50 (71%) are girls and 20 (29%) are boys. The frequencies and percentage of the students that took part of the study are illustrated in the table (1).

Table 1: Distribution of Students by Gender

Gender	Students' Number	%
Female	50	71%
Male	20	29%
Total	70	100%

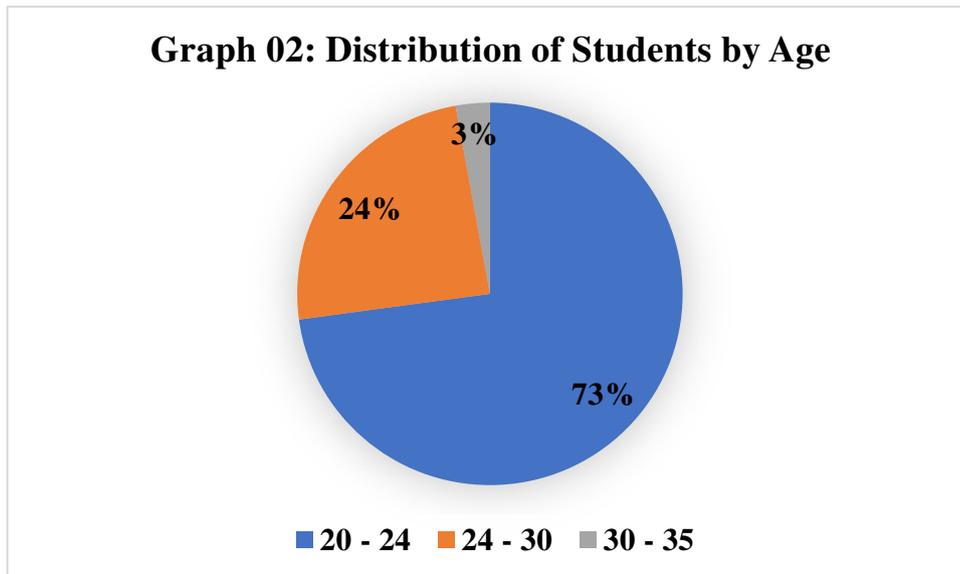


Item (2): Distribution of Students by Age

It is clear from the table below that the majority of the M2 undergraduate students who participated in the study (73%) belonged to age group of (20-24), while almost a quarter of students (24%) their age ranged from (24 to 30) and (3%) students are above 30 years of age.

Table 2: Distribution of Students by Age

Age (years)	Students' Number	%
20 - 24	51	73%
24 -30	17	24%
30 -35	02	03%



Item (3):Distribution of Students by Specialty

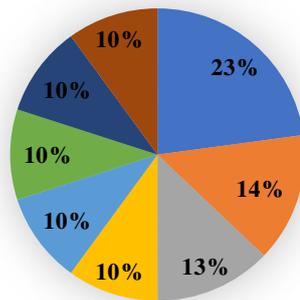
Throughout this item, the participants were asked to provide information about their specialties. Students from different specialties/ branches participate in the study, the percentages seemed very likely to be equal, and the participation rates gives a close approximation. Table (3) reports the number and percentage of students in terms of their specialized field.

(16) undergraduate students from Didactics and Applied Linguistics specialty took the big part in the study by (23%), and (10) students from Applied Linguistics come after by (14%). While for the remaining specialties, the students' contributions are the same by (10%).

Table 3: Distribution of Students by Specialty

Specialty	Students' Number	%
Didactics and Applied Linguistics	16	23 %
Applied Linguistics	10	14 %
English Language and Linguistics (ELL)	09	13 %
Psycholinguistics	07	10 %
British Civilization	07	10 %
Sociolinguistics and Gender Studies	07	10 %
British Literature	07	10 %
Linguistics	07	10%

Graph 03: Distribution of Students by Specialty



- Didactics and Applied Linguistics
- Applied Linguistics
- English Language and Linguistics (ELL)
- Psycholinguistics
- British Civilization
- Sociolinguistics and Gender Studies
- British Literature
- Linguistics

2.7.2.3.2 Section (02): Students' Perception of Research Methodology

Course

Item (01): Students' Course Attendance

Q4: I attend Research Methodology sessions:

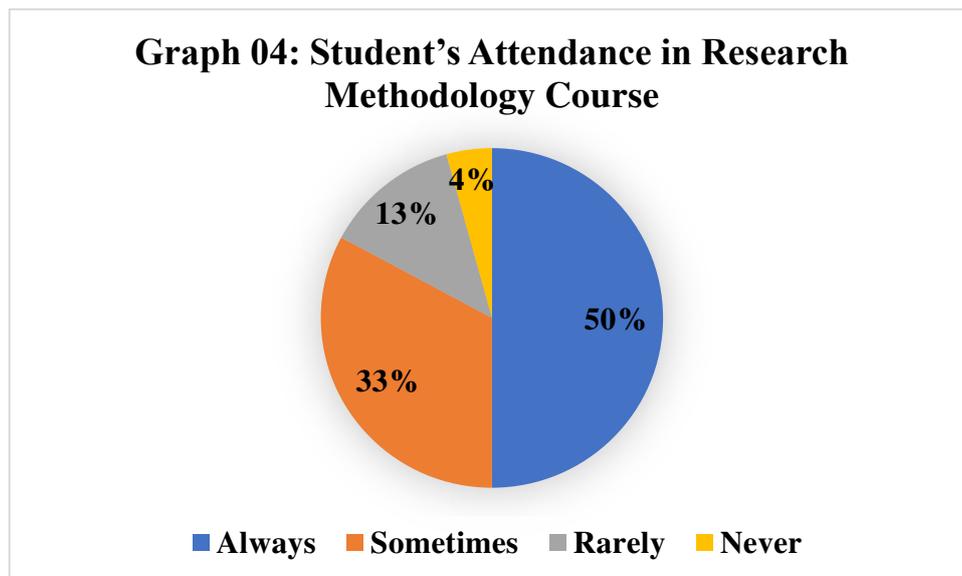
- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Through / Via this item the researcher aims to track down information about the students' research methodology course attendance.

About the half of the surveyed students indicated that they are always attending the research methodology lectures, while (03) students indicated that they skipped the classes and never attended with (04%).

Table 4: Student's Course Attendance

The answer	Student's Number	%
Always	35	50%
Sometimes	23	33%
Rarely	09	13%
Never	03	04%



Item (02): Students' Feelingstowards Research Methodology Course

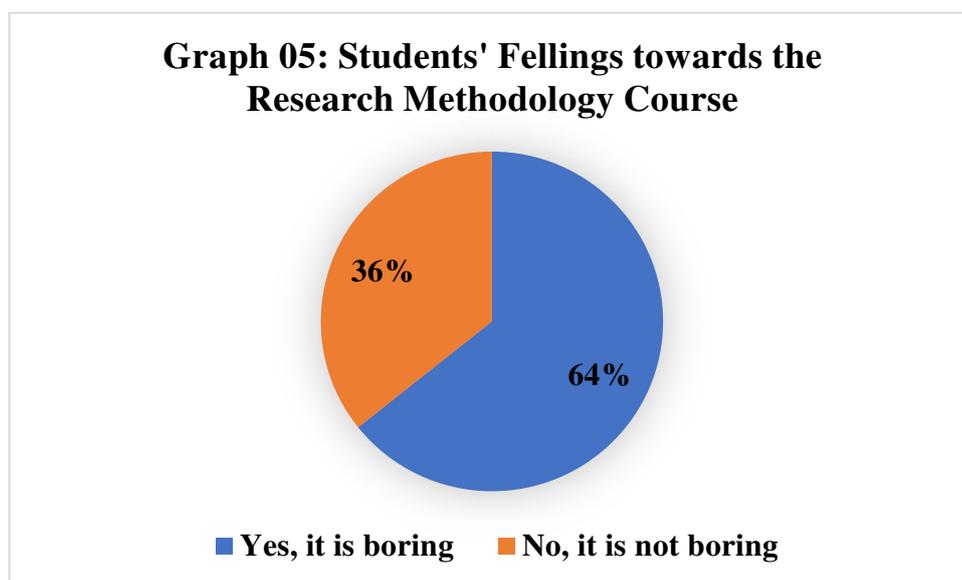
Q5:Research Methodology course is boring:

- a. Yes
- b. No

Table 05: Students' Feelingstowards Research Methodology Course

The Answer	Student's Number	% of students
Yes, it is boring	45	64%
No, it is not boring	25	36%

From the table (05) above that represent the students feeling towards the research methodology, it is noticed that more than (60%) of students felt that the subject matter was not interesting and bored while attending the session. As for the remaining number of students (25), say the opposite with 36%.



Item (03):Course Aspect

Q6:Research Methodology course is absolutely theoretical:

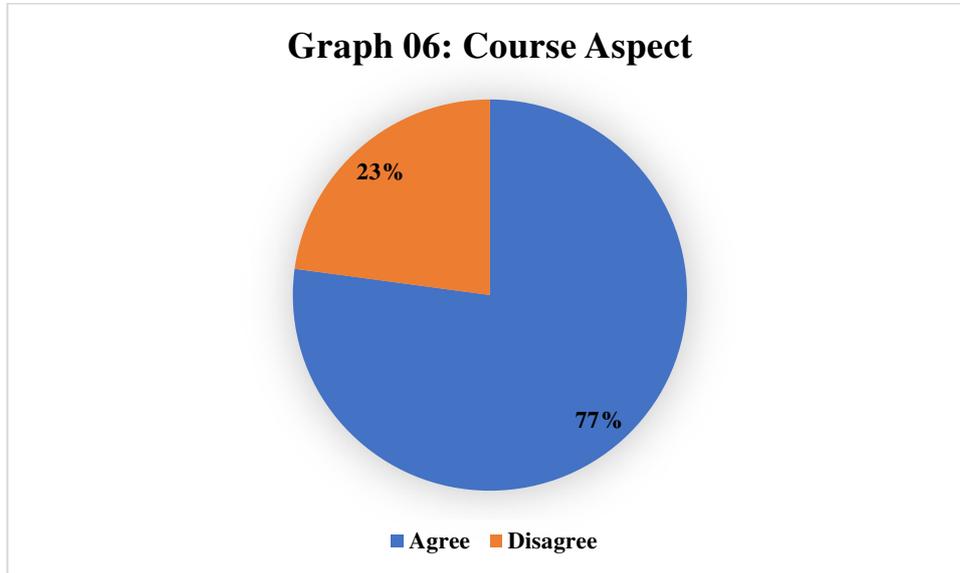
- a. Agree
- b. Disagree

Table (06) shows that (77%) of undergraduate students agree with the statement that the research methodology course is absolutely theoretical, while (23%) disagree with it.

Table 06: Course Aspect

Answer	Students Number	% of Students
--------	-----------------	---------------

Agree that research methodology course is absolutely theoretical	54	77%
Disagree that research methodology course is absolutely theoretical	16	23%



Item (04): Students' Opinion About the Content of Research Methodology Course

Q7: The content of Research Methodology course is non-renewable and non-sequenced since it is repeated all years

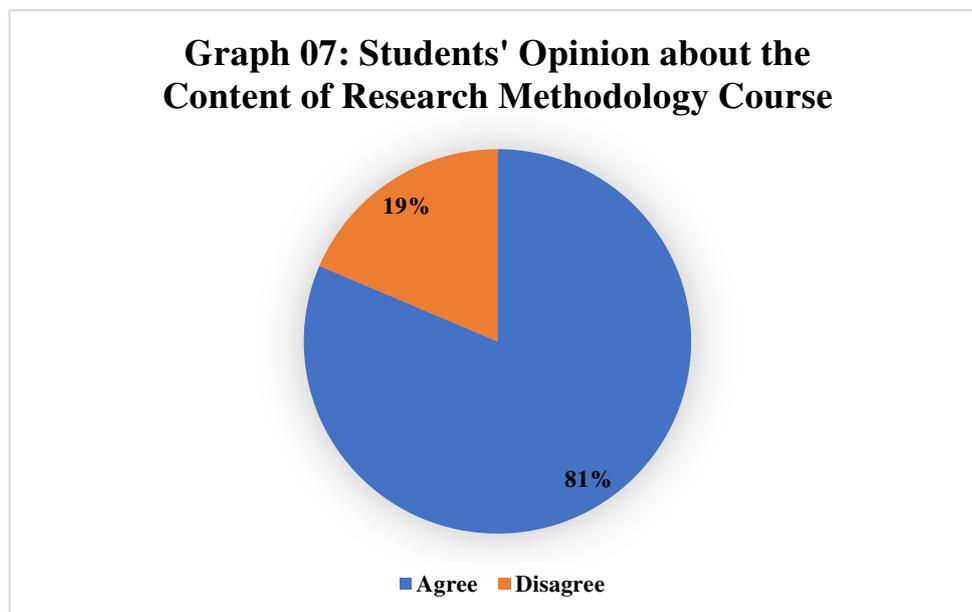
- a. Agree
- b. Disagree

The obtained results from students about their opinion of research methodology course content indicated that about (80%) of students agree that the course content is neither renewable nor sequenced.

Table 07: Students Opinion about the Research Methodology Course Content

Non-Renewable and Non-Sequenced Since	Students number	% of Students
Agree	57	81%

Disagree	13	19%
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2.7.2.3.3 Section (03): Delivery of Research Methodology Course

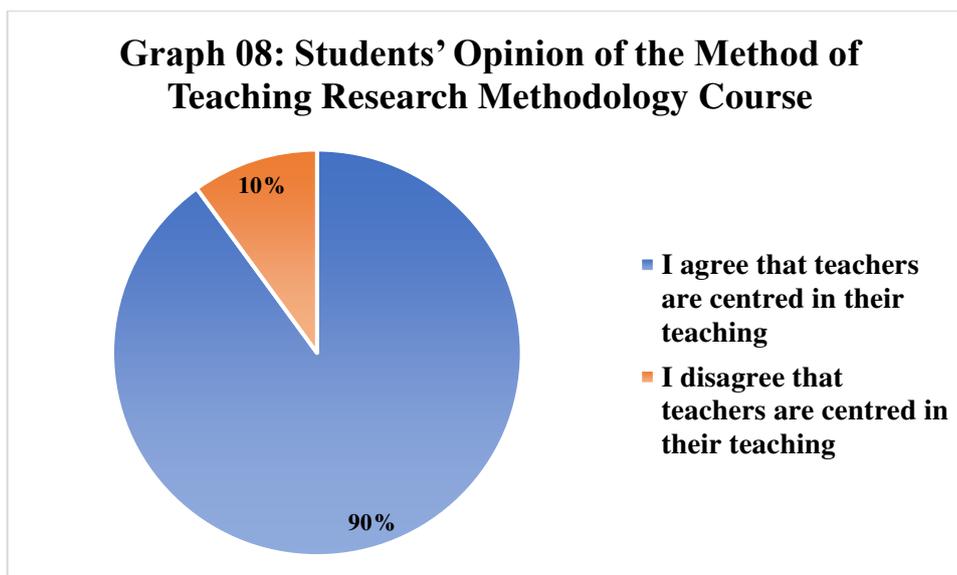
Item (01): Students' Opinion about Research Methodology Teaching Method

It can be seen from the table (09) that (90%) of students agree with the statement that “Most of methods teachers are (teacher-centered) and delivering/ teaching research methodology course using the traditional approach e.g. lecture-based format”.

Table 08: Students' Opinion of Method of Teaching Research Methodology Course

The answer	Students' Number	% of Students
I agree that teachers are centred in their teaching	63	90%
I disagree that teachers are centred in their teaching	07	10%

Graph 08: Students' Opinion of the Method of Teaching Research Methodology Course



Item (02):Classroom Assessment

Q9:The teacher provided assignments that helped me understand the course content

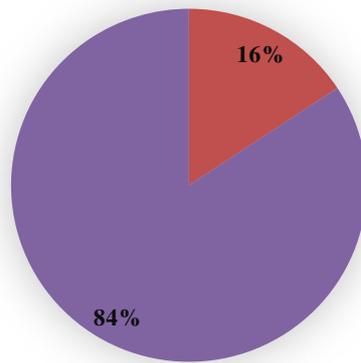
- a. Yes
- b. No

Table (09) shows that (84%) of respondents reported that there is not any assessment by research methodology teachers.

Table 09: ClassroomAssessment

The answer	Students Number	% of Students
Yes, the teacher provided some in-term assignments	11	16%
No, the teacher does not provide some in-term assignments	59	84%

Graph 09: Classroom Assessment



■ Yes, the teacher provided some in-term assignments
■ No, the teacher does not provide some in-term assignments

Item (03): Students Engagement in the Course

Q10: There is a little engagement by teachers of Research Methodology:

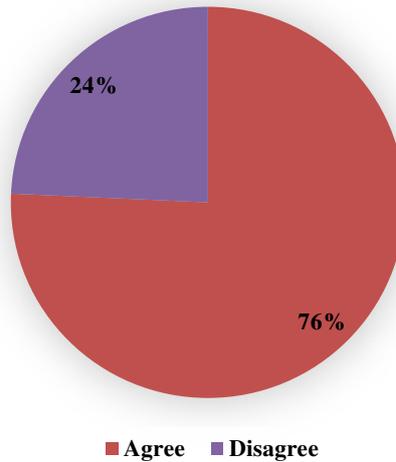
- a. Agree
- b. Disagree

As shown in the table (11) below, three quarter of the sample agree that there is a little engagement by teachers in research methodology course.

Table 10: Instructor's Engagement

The answer	Students' Number	% of Students
Agree	53	76%
Disagree	17	24%

Graph 10: Students' Instructional Engagement



Item (04): Students opinion about their Research Methodology Examinations

Q11: In exams, the methods teachers evaluate students according to their memorization skills

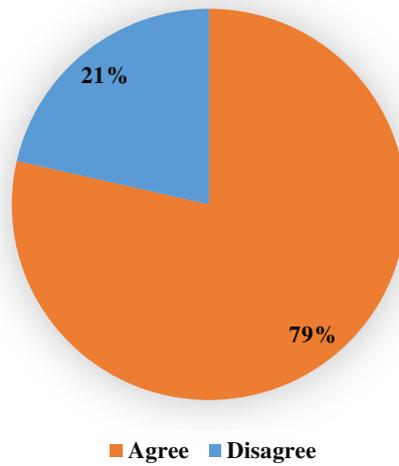
- a. Agree
- b. Disagree

Table (11) reports the frequencies and percentages of the respondents in terms of evaluation. (79%) of respondents thought/ believed that most of teachers evaluate them according to their memorization skills, while (21) is the percent of respondents who disagree with this belief.

Table 11: Teacher's Evaluation Method

The evaluation method is according to memorization skills	Students' Number	%
Agree	55	79%
Disagree	15	21%

Graph 11: Teacher's Evaluation Method



Item (05):Students' Opinion About the Learning Environment

Q12:Research Methodology course is lacking context:

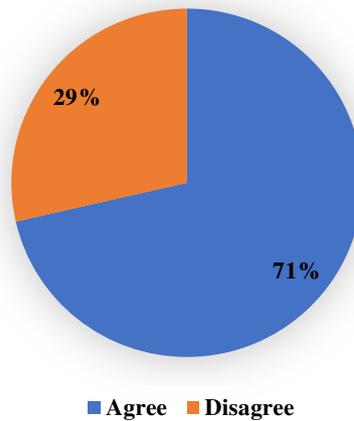
- a. Agree
- b. Disagree

The table above shows the students versus research methodology course context, (71%) agree that the course lacking context despite (29%) disagreed.

Table 12: Students versus Research Methodology Course Context

Research Methodology is	Student's Number	% of Students
Lacking Context		
Agree	50	71%
Disagree	20	29%

Graph 12: Student's versus Research Methodology Course Context



2.7.2.3.4 Section (04): The Overall Learning Experience

Item (01): The Practical Side of Research Methodology in the Classroom

The table below summarizes the undergraduate students' learning experience in research methodology classes:

Table 13: The Overall Learning Experience

The answer	Not at all	Once	A few times
a. Working with a group of students to produce a joint report or a project for research methodology subject.	54 77%	10 14%	06 09%
b. Collecting an original data for research project in class.	53 76%	13 18%	04 06%
c. Studying how to use statistical software in a research methodology class e.g. Excel, and how to analyze data.	67 96%	03 04%	00 00%

a. Working with a group of students to produce a joint report or a project for research methodology subject:

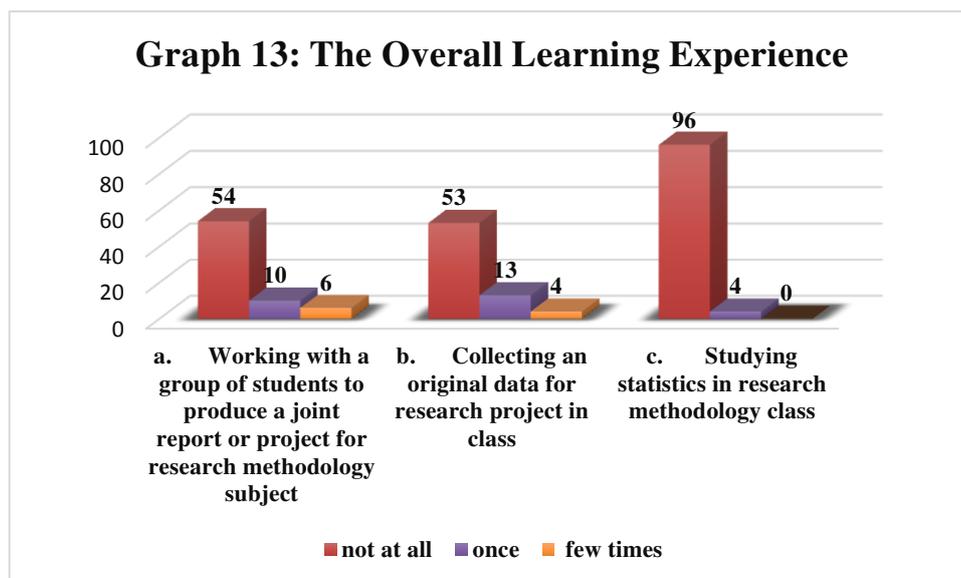
(77%) of undergraduate students reported that they had never experienced a group working activities in research methodology classes, while (14%) of them said once, and only (9%) said few times.

b. Collecting an original data for research project in class.

Only (6%) of the chosen sample reported that they had collected an original data for a research project in research methodology classes, while (76%) of them reported that they never did such an activity, and (18%) answered with “once”.

c. Studying how to use statistical software in a research methodology class e.g. Excel, and how to analyze data:

(94%) of undergraduate students reported that they had never studied how to use statistical software in research methodology classes or how to analyze data, while only (6%) of them answered with “once”.



2.7.2.3.5 Section (05): The Learning Outcomes

Item (01): Outcome Abilities

The table below summarizes some of the outcome abilities:

Table 14: Outcome Abilities

The Answer	Yes	No
a. I am able to assess and criticize a published journal article.	10 14%	60 86%
b. I am able to construct an effective research proposal.	33 47%	37 53%
c. I am able to construct an effective questionnaire.	31 44%	39 56%

a. I am able to assess and criticize a published journal article:

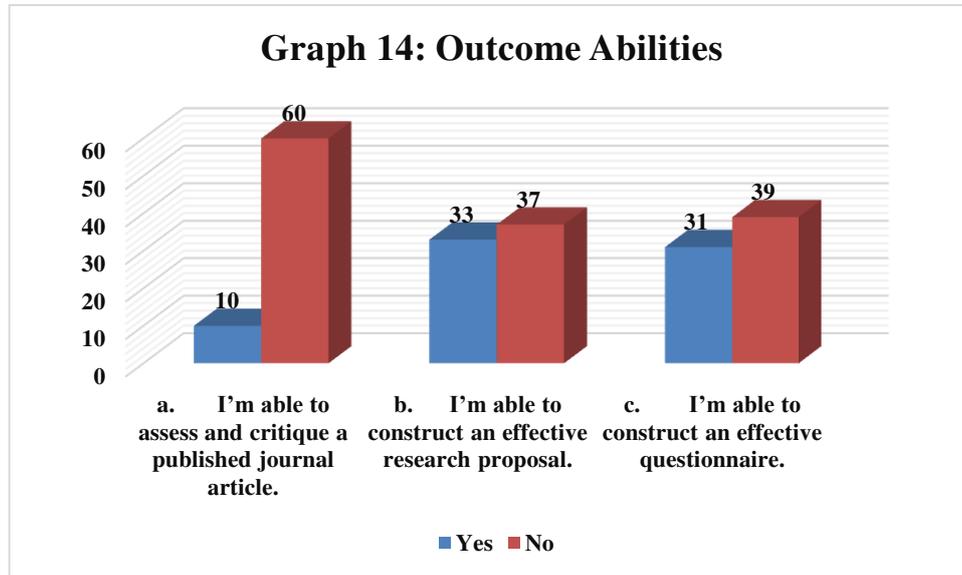
(86%) of undergraduate students reported that they are not able to assess and criticize a published journal article.

b. I am able to construct an effective research proposal:

More than the half of the chosen sample (53%) reported that they are not able to construct an effective research proposal.

c. I am able to construct an effective questionnaire:

(44%) of respondents reported that they are able to construct/ design an effective questionnaire, while more than two thirds of the sample their answer is negative.



Item (02): Research skills

Table 15: Research skills

The answer	Agree	Disagree
a. The course shaped my analytical skill	25 36%	45 64%
b. The course developed my problem-solving skills	13 19%	57 81%
c. The course helped me to develop my planning skills	36 45%	44 55%
d. The course helped me to improve my critical reading and writing	22 31%	48 69%

a. The course shaped my analytical skill:

(36%) of respondents agree that research methodology course shaped their analytical skill, while(64%) of them disagree.

b. The course developed my problem-solving skills:

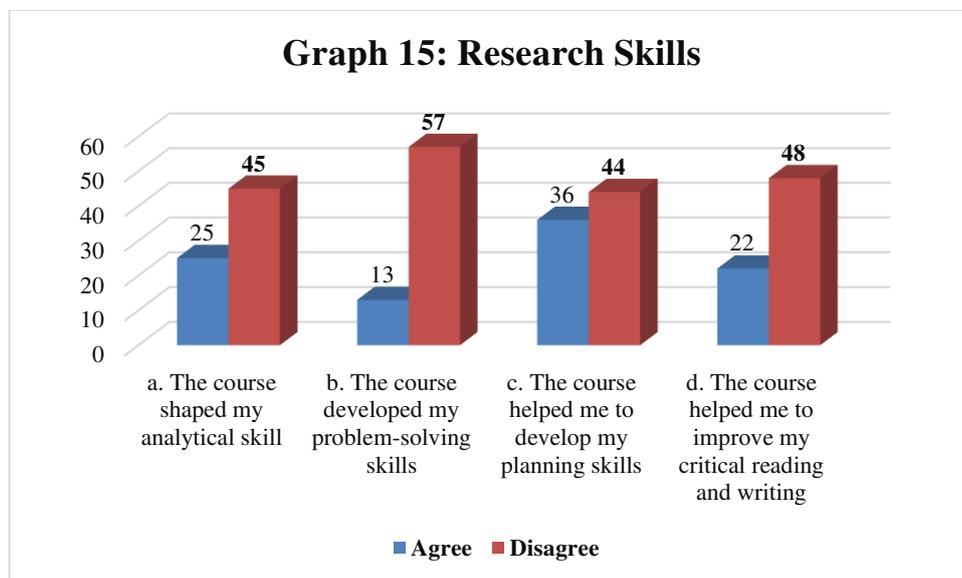
(81%) of respondents disagree that research methodology course help them to develop such a skill.

c. The course helped me to develop my planning skills:

Almost two thirds of the chosen sample disagreed with the above statement.

d. The course helped me to improve my critical reading and writing:

(31%)of the respondents agree with the above statement and(69%) disagree.



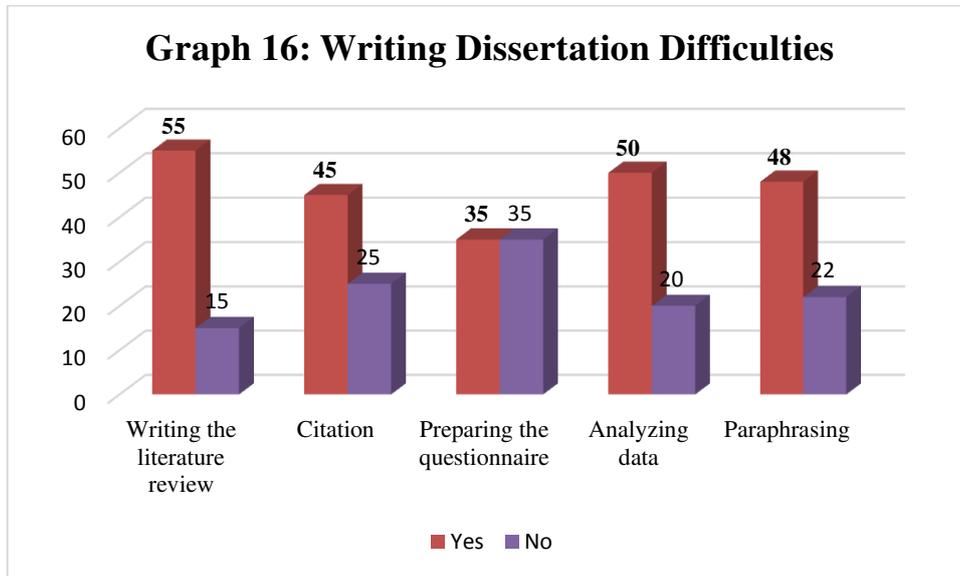
Item (03): Writing Dissertation Difficulties

Q 16: What are the main difficulties you encountered when writing your dissertation?

Table 16: Writing Dissertation Difficulties

The answer	Yes / %	No / %
Writing the literature review	55 / (79%)	15 / (21%)
Citation	45 / (64%)	25 / (36%)
Preparing the questionnaire	35 / (50%)	35 / (50%)
Analyzing data	50 / (71%)	20 / (29%)
Paraphrasing	48 / (69%)	22 / (31%)

These results give us the impression that M2 undergraduate students find difficulties in the process of writing their dissertation.



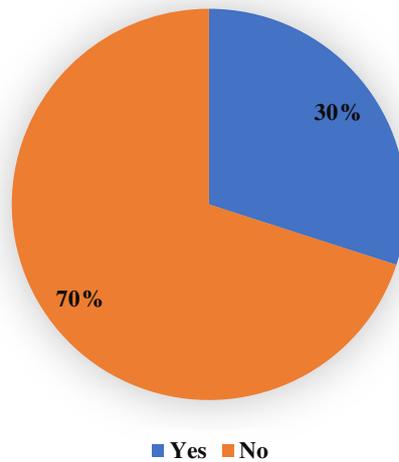
Item (04): Overall Satisfaction with the Quality of Teaching

When students are asked whether they are satisfied with their research abilities that they had acquired through research methodology course, (70%) had negative answers and only (30%) of them had positive answers. The frequencies and percentages of students are illustrated in table (16).

Table 17: Satisfaction with the Course

The answer	Students' Number	%
Yes	21	30%
No	49	70%

Graph 17: Satisfaction with the Course



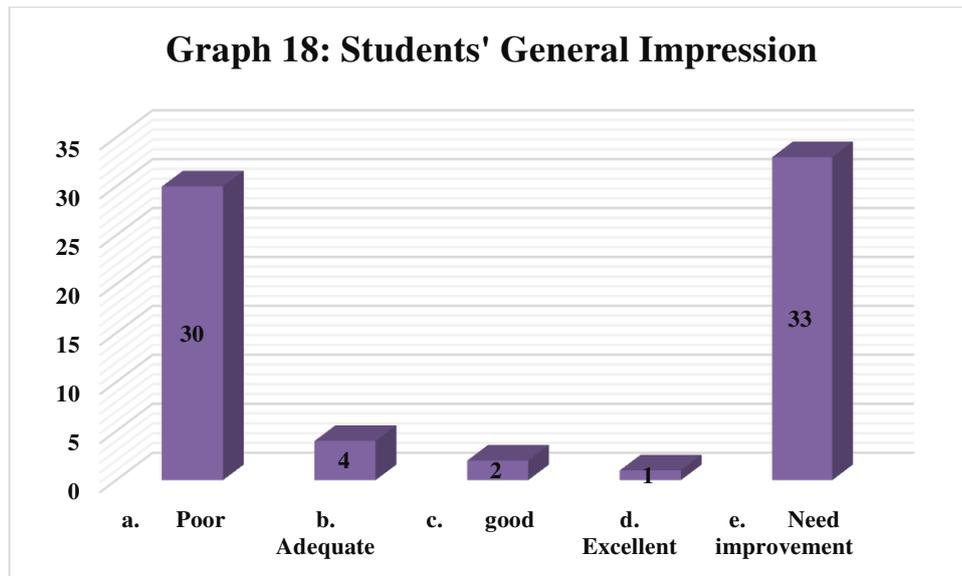
2.7.2.3.6 Section (06): Students' General Impression of the Course

Item 01: Students' opinion about the method of teaching research methodology course

Almost if not all respondents share the same opinion that the method of teaching research methodology course is poor by (43%), and there who think it needs improvement by (47%).

Table 18: Students' General Impression

Suggestions	Students' Number	%
a. Poor	30	43%
b. Adequate	04	06%
c. good	02	03%
d. Excellent	01	01%
e. Need Improvements	33	47%



Item 02: Students Comments and Recommendations

Q18:What changes would you recommend to improve this course?

.....

Out of (70) respondents,(45)give answers to this question. These answers fell into (05) main categories:

The first category comprised of (29) students who have urged research methodology teachers tofocus on the practical part of the course along with the theoretical one.

The second category comprised of (06) respondents who recommended research methodology teachers to provide students with more activities to check their understanding and to have a chance to practice what they learn; ask them to work in pairs or groups e.g. to prepare for a project.

The third category composed of (04)students who recommended using information and communications technology-ICT-in research methodology classes because it is an effective mean.

The forth category comprised of (04) respondents who recommended research methodology teachers to create a communication environment in which they can be involved in their learning process.

The fifth category composed of (02) respondents who recommended forreviewing as well as changing the existed method of teaching.

2.8 Conclusion:

This chapter describes the research methodology used in the study, the selected population sample, the data collection instrument, and it covers also the data analysis of the results.The latter are presented in the form of tables and graphs.

Chapter Three: The Findings and Discussion

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3.1 Introduction:

This final chapter represents the summary of the findings, discusses these findings, draws conclusions, and offers recommendation.

3.2 The Summary of the Findings:

This piece of dissertation is dedicated to feed the readers with fruits of the study.it works as a back reference to remind them with what the researcher discovered, it highlights the main points and essential information, it gives some sort of interpretations so as to provide a better understanding of the research message as a whole.

This study is in somehow an evaluation study of research methodology course with regard to its design (content) and its delivery as perceived by teachers and M2 students. To achieve the aims of this research, two data collection instruments are used.

The following represents the salient findings which are drawn from the data analysis of the questionnaires and the interview. To mention the results were displayed according to the previous division in chapter two.

- The results of the first section of the questionnaires; the students' perception of research methodology course revealed that there is a widespread desire to learn the subject but one cannot overlook the empty half of the glass because nearly (20%) of the sample show a tendency of abstention from studying this subject.
- The responses further revealed that most if not all the chosen sample showed boredom with the course during their attendances and thought that the course aspect is absolutely theoretical, and also for the content which is perceived as neither renewable nor sequenced all along four years.
- Section one of the interview (The Teaching Product), which is issued to elicit information about the scientific good the research methodology teachers attempt to deliver to their students, also supported the M2 students' opinion, whereas two teachers argued that the students first need is the conceptual knowledge, e.g. definition and concepts in other words the theoretical part while the practical part comes in the last place. Except for one teacher who showed a different point of view; she gave a great importance to the critical thinking skill.
- The second section of the questionnaires; the delivery of research methodology course showed that the M2 students clearly observe that their teachers are centered in their teaching and do not make any effort to engage them in their learning process or to create a healthy learning environment. The interview results also proved these results whereas all the participant teachers accept /confess that they had been teaching this course through the teacher/ expert approach e.g. lecturing.

- As for the formative assessment, M2 students reported that there is not any kind of assessment in research methodology classes, and these findings actually corresponded to the results of the interview; in which research methodology teachers showed some kind of underestimate of the role of assessment not only in research methodology course but even in other courses. The teacher's responses unfolded that they were not any more believe in classroom assessment, in other words they had lost their faith in assessment. And in the course of discussion, it was concluded that the teachers' reaction was a response to the issue of plagiarism.
- And as for the evaluation _summative assessment, the students agreed that research methodology exams were almost entirely based on memorization skills in other words what they committed in their minds.
- As for the teaching materials, research methodology teachers indicated that they support and deliver their lectures using the following resources; overhead projector, videos, power point presentations, and e-books.
- In the fifth section, the overall learning experience was analyzed through the students perceived abilities in writing (constructing an effective research proposal, constructing an effective questionnaire, ability to assess and critique a published journal), and research skills (analytical skill, problem-solving skill, planning skill, and critical reading and writing). it can be inferred from the results that the M2 students perceived themselves as less competent, and have not acquired enough skills and knowledge to a satisfactory standard.
- The absence of the statistical knowledge is one of the main findings whereas the overwhelming majority of the undergraduate students reported that they never studied how to use statistical software in research methodology classes. Moreover,

they mentioned that they were having difficulties to interpret and analyze the statistical data.

3.3 Discussion of the Findings:

This study is a window opened on the teaching–learning process of research methodology course. It is an attempt to have a close look at the pedagogy used and the teaching approaches implemented to deliver this subject from the perspectives of both instructors and students. It aims to improve our understanding of the way in which undergraduate students perceive and experience the research methodology course teaching.

Two methodological tools were developed and used; the students' questionnaires and the teachers' interview to measure their perception and to develop illustrative case study. The use of these tools has enabled the researcher to collect a considerable amount of data concerning the issue of teaching research methodology course in EFL classroom in the case under study; M2 undergraduate students.

The basic question of this dissertation is; “Are the lessons of research methodology course well-designed to help undergraduate students execute a research and write a dissertation?”.

The above question has two parts, the first part deals with the undergraduate students' potential to execute a research; whether they have acquired the necessary research skills to perform a research on the ground. As for the second part is related to the writing of thesis, whether these students have acquired the necessary writing skills.

It was assumed that the students' learning is limited and research methodology courses failed to equip the undergraduate EFL students with the necessary research methods' skills.

Regarding the answer to the first part of the question, the review of literature of this paper has highlighted a range of research skills that enable the learners to undertake a research and which research methodology course enable them to acquire. Whereas these research skills are one of the main educational objectives that research methodology teachers seek to deliver, and embed in their students' minds.

Chan (2010, p.01) says that "students' perception of learning experience in class, is sometimes the most direct way to weight how effective a teacher deliver his teaching", for this reason, it was necessary to involve students in this study to detect their opinion with regard to the pedagogy used to deliver this course; to know more about how they perceive the lessons, and whether research methods teachers were effective in their teaching. So, when they were asked about these skills students have refuted that they acquire any kind of these skills. And this can be explained by the prevailing theoretical aspect of the course being taught.

This confirms the first hypothesis that was put forward in the beginning of the research; that is the research methodology lesson were not presented to students in the right manner that suit their needs.

(Ransford & Buttler) said "the course in social research methods are often taught by the way of the lecture – discussion format- with perhaps a research proposal a few exercises included" (1982, p.308); and this is the predominant feature of the lessons offered to M2 undergraduate students, not only for one year but along the course of study that lasted for nearly five years.

Additionally, both of student and instructors have confirmed that the delivery of this course is merely restricted on giving lecture depending on the classical methods of

teaching and "...in the worst scenarios, professors labors through lectures on abstracts concepts and the tedious details of research techniques"(Ransford & Buttler, 1982, p.308).

Bekele says that "the traditional teaching approach is one of the major problems in achieving student's academic performance or the globalized world." (2016, p.786). Thus, the majorities of teachers are delivering this course through the traditional instruction and strategies

As for the second part of the question which is concerned with the writing of the dissertation. The M2 undergraduate students have mentioned that they encountered several problems when writing their dissertation amongst; writing the literature review, citation, paraphrasing. though research methodology teachers put a great emphasis on the theoretical part; which they think that it would provide students with the requirement of thesis writing.

What is also noted, is that there is a short amount of time devoted to such lessons in the program compared to the lessons that have been repeated. This shows that there is a gap in the design of syllabus.

Through this research, the researcher also tried to have an idea about the types of exercises that were offered to M2 students along their educational course as an attempt to further penetrate the teaching-learning process of this course; to figure out whether these students have the chance to communicate the research process in their classrooms or not but it was deduced that these students were not encouraged "to partake in the rewards of conducting their research" (Aguado, 2009, p.251)

The analysis of the gathered data gives a clear idea about the process of teaching-learning of the research methodology course, and therefore allows the researcher to answer

the research question asked at the beginning; that the research methodology course did not support the M2 students in their thesis writing, especially the fundamental element such as the research proposal and the literature review.

3.4 Limitations of the Study:

As every research face limitation, this research study is not the exception. It is necessary to point out that the research at hand encountered certain challenges.

The first challenge /limitation lies on the theoretical part whereas only the main teaching approaches used to deliver research methodology were presented, yet there are plenty of current teaching approaches and techniques that can be displayed and discussed but it will need a wider theoretical review.

The second, is that the results of this research cannot be generalized to other contexts because these results are only true for the sample under study.

Another limitation is the issue of teachers' criticism because it is considered inappropriate to inquire the teacher' conduct.

Lastly, it might be much better to use the observation tool along with the students' questionnaires and the teacher' interview.

3.5 Recommendations for Future Implication:

Based on the research findings and discussion, it was found that the delivery of the research methodology course needed some revision by teachers to maximize the students learning. The present study offers some recommendations and pedagogical implications for research methodology teachers that might contribute to the improvement of course content, teaching methods, and assessment.

To quote from (“Project-Based Learning: Hands-on Teaching”,2012), teachers can help their students by:

- “Understanding that learning is more than lecture and books”; pan, paper, and conceptual knowledge instead learning is about empirical knowledge.
- Adopting a project-based learning which “has the advantage of gaining the students a realistic field of experience and an in-depth appreciation for the research process” (Ransford& Bulter, 1982, p. 309-310), and which give the students an opportunity to live the research experience through one year from the initial planning stages and gathering data (in methods) to multivariate analysis of results (in statistics).
- Providing more hands-on approaches that will encourage and engage their students in the learning process.

(Chung &Chow,2004) said that it important to adopt PBL which aims to “align the content and assessment with the students’ learning needs (as cited in Wright, 2004, p.94)

The results of the students’ questioners revealed that they have problems in analyzing the data of research and in using the statistical software. In order to overcome this, “joining the statistics into research methodology classes” (Ransford&Bulter, 1982, p.310) and encouraging the use of ICT would add some excellent results and maximize students learning.

Additionally, teachers should track their students’ attendance because it is considered as a sign which may help them to detect the success or failure of their teaching.

This research study also calls for:

- changing the pedagogical setting, holding workshops and abandoning lectures and seminars.
- The pedagogical shift from teacher-centered approach to student-centered approach

3.6 Conclusion:

This chapter was conducted to validate both the research question and the research hypothesis which focus on the effectiveness of research methodology course from both teachers' and students' perspectives. To measure the effectiveness of this course a teachers' interview and a students' questionnaires were administrated to collect more information about the research study. The obtained results from the study revealed that the research methodology course did not help the M2 undergraduate students to develop neither research skills to conduct a research study nor writing skills to write their dissertation. Furthermore, the M2 students gain only the theoretical knowledge of how research is done not the empirical one because of the great emphasis that was placed on the theoretical _conceptual_ knowledge by research methods teachers who did not exercise the role that was dedicated to them.

General Conclusion:

In fact, the overriding purpose of this study is to evaluate the effectiveness of research methodology course from both teachers' and students' perspectives and to investigate the implemented approaches of teaching.

This research sought to answer the following questions:

1. Are the lessons of research methodology course well-designed to help undergraduate students execute a research and write a dissertation?
2. How can the teacher's formative assessment in research methodology course help EFL students overcome difficulties when conducting a research and writing their dissertation?

These questions led to the formulation of the following hypotheses:

1. it is hypothesized that students learning are limited and research methodology courses failed to equip the undergraduate EFL students with the necessary research methods' skills.
2. It is supposed that assessment in the classroom will be a great benefit to the students; it may facilitate the research journey for the future researchers because this latter would be able to experience almost all the research difficulties in the classroom.
3. Moreover, the course is regarded by many students as being restricted only on the theoretical part and it is needed to be more practical.
4. the content of this module is empty and non-renewable and non-sequenced, since it is repeated in all the years-from L1 to L3.

In the light of this dissertation, the researcher was interested to divide the dissertation into three basic chapters; the first chapter gives an overview of research

methodology course description; its design and delivery. In other words, the content and the teaching approaches implemented to deliver this content. The second chapter displays an overview of the study, displays the data collected, and analyzes it carefully. Whereas the third chapter reports the findings and provides an in-depth discussion of these findings.

The obtained results show a kind of dissatisfaction of the quality of teaching among the M2 undergraduate students. This is because they did not acquire the necessary research and writing skills to conduct a research and to write their dissertation. They perceive themselves as passive learner and their learning is limited in class. In other words, they feel like they are excluded from their learning process. This is the opposite of what is agreed (Baltet et al., 2001, p.3) on about learning is that learning is not restricted only on the acquisition of knowledge but rather it goes beyond that, “it is about being able to use knowledge, developing skills, and understanding” (Willman & Bukler, 2008, p.19). The M2 students gain only the theoretical knowledge of how research is done not the empirical one because of the delivery of courses is based on the traditional teaching approach.

It would be particularly interesting if other researchers could make some studies relating to the importance of assessment in research methodology classes because the researcher did not give this matter the attention that deserve during this research.

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Appendix I

Teachers' Interview: Research Methodology Module Through the Perspective of Teachers

1. What types of knowledge and skills you attempt to provide your students with through research methodology course?
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.....
2. Do you believe that what you are providing your students with is sufficient for them when they are tackling a research and writing their dissertation?
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3. Do you agree that almost all teachers focus more on conceptual knowledge and ignore to teach students how to implement it?
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4. What method of teaching you follow when teaching research methodology module?
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5. Don't you agree that almost if not all teachers are following the content-based approach?

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6. What do think of adopting the activity-based approach?

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7. Do you assign tasks /activities to your students after each session?

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8. If yes, what kind of activities you ask students to do?

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9. Do you use material, what are the material you use when teaching research methodology module?

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10. Students are learning more through doing, and there is no formative assessment in research methodology in our EFL classrooms. To what extent do you agree at this statement.

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