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**The Influence of EFL Learners' Research Methodology Knowledge on Their
Readiness for Writing a Dissertation:
A Case Study of Master One Students at Relizane University**

*Thesis submitted to the Department of English in partial fulfillment of the requirements
for the Degree of Master in Language and Communication*

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Statement of Originality

I hereby declare that the dissertation entitled The Influence of EFL Learners' Research Methodology Knowledge on Their Readiness for Writing a Dissertation: A Case Study of Master One students at Relizane University is our own work and all the sources we have used have been acknowledged by means of references. We affirm that we have neither copied nor plagiarized the work of other students or researchers, in whole or in part.

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Date: 16/ 06/2025

DEDICATION

Chahinez DIDI

To my mother, the one and only ultimate pillar of support one could ever ask for in life;
I extend my love to my father, sisters, family, and friends especially Kraloua Aida and
Fergane Asma, for their unwavering support during my ups and downs.
I also dedicate this work to all those who value knowledge, perseverance, and advance.
Your unwavering support has been my foundation.

Chaïmaâ NEGGAZ

In the name of Allah, the most gracious, the most merciful
I dedicate this piece of work
To my dear parents, for their endless love, support, and prayers.
To my brothers, Mohamed Amin and Sidahmed, for always being by my side with their
encouragement and kindness.
To my friends who supported me throughout this journey.

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Abstract

Many students find themselves overwhelmed when it is time to begin their final research projects; One key reason is the gap between understanding research methodology course theoretically and applying it in real academic work. This study investigates the extent to which EFL students' understanding of research methodology contributes to their readiness to write their dissertation and the challenges they face during this process. Despite the importance of research methodology in providing students with fundamental academic research skills, many EFL researchers struggle to apply these principles in practice which has, in fact a negative impact on their ability to conduct independent research and write a well structured dissertation. Hence, this study adopts a descriptive research design and a quantitative approach; Two questionnaires were designed for both students and teachers. The first questionnaire was administered to a sample of thirty two students in order to investigate their knowledge of research methodology, and the challenges they face in learning the concepts. The second questionnaire was emailed to six teachers to evaluate the effectiveness of research methodology course. The results revealed that while students had a good understanding of theoretical aspects of research methodology, they lacked practical experience in applying these concepts, particularly in areas such as designing some data collection instruments, conducting literature review, and structuring dissertation; that is why most students reported feeling unprepared to write their Master's dissertation. Though, the teachers acknowledged the value of research methodology courses, they stated that the dominance of theoretical instruction over practical training limited students' ability to use the concepts. Based on these findings, the study recommends incorporating more practical activities such as workshops, research projects, and the most important thing integrating digital tools and platforms into research methodology course to familiarize students with essential research technologies. It also suggests providing structured mentorship and offering additional training in literature review writing, research design, and data analysis to bridge the gap between theory and practice.

Keywords : Research Methodology, writing dissertation, students' Readiness

الملخص

يجد العديد من الطلاب أنفسهم في حالة من الارتباك عندما يحين وقت البدء في مشاريعهم البحثية النهائية. يرجع السبب الرئيسي في ذلك إلى الفجوة بين المعرفة النظرية للبحث و تطبيقها في العمل الأكاديمي الفعلي. تبحث هذه الدراسة عن كيفية تأثير فهم الطلاب لمنهجية البحث على مدى استعدادهم لكتابة مذكرة التخرج ، و التحديات التي يواجهونها خلال هذه العملية. فعلى الرغم من أهمية منهجية البحث في تزويد الطلاب بالمهارات الأساسية للبحث الأكاديمي ، إلا أن العديد من طلبة اللغة الإنجليزية كلغة أجنبية يواجهون صعوبة في تطبيق هذه المبادئ علمياً ، مما يؤثر سلباً على استعدادهم لإجراء بحوث مستقلة و كتابة مذكرة منظمة بشكل جيد. تتبنى هذه الدراسة تصميمًا وصفيًا و منهجًا كميًا. تم تصميم استبيانين ، أحدهما وزع على اثنان و ثلاثون طالباً من السنة الأولى ماستر للتعرف على مدى معرفتهم بمنهجية البحث و الصعوبات التي يواجهونها في تعلمها. أما الاستبيان الثاني، فقد أرسل إلى ستة أساتذة لتقييم فعالية وحدة منهجية البحث. أظهرت النتائج أن الطلاب ، على الرغم من فهمهم الجيد للجوانب النظرية في منهجية البحث ، إلا أنهم يفتقرون إلى الخبرة العلمية في تطبيق هذه المفاهيم ، خاصة في تصميم أدوات جمع البيانات ، و إجراء مراجعة الأدبيات، و هيكلية المذكرة. علاوة على ذلك ، أبلغ معظم الطلاب عن شعورهم بعدم الاستعداد لكتابة مذكرة الماستر الخاصة بهم. من ناحية أخرى، أكد الأساتذة على أهمية وحدة منهجية البحث ، لكنهم أشاروا إلى أن سيطرة الجانب النظري على حساب التدريب العملي يحد من جاهزية الطلاب. بناءً على هذه النتائج ، توصي الدراسة بإدراج أنشطة تطبيقية أكثر مثل الورشات ، و المشاريع البحثية ، و الأهم من ذلك دمج الأدوات و المنصات الرقمية في وحدة منهجية البحث لتعريف الطلاب بتقنيات البحث الأساسية. كما تقترح توفير تأطير منهجي و تدريبات إضافية في كتابة مراجعة الأدبيات، و تصميم البحوث ، و تحليل البيانات لسد الفجوة بين النظري و التطبيقي.

الكلمات المفتاحية: منهجية البحث ، كتابة المذكرة ، جاهزية الطلاب

Résumé

De nombreux étudiants se sentent submergés lorsqu'il est temps de commencer leurs projets de recherche finale. Une raison clé est l'écart entre la connaissance théorique de la recherche et son application dans un travail académique réel. Cette étude examine comment la compréhension de la méthodologie de recherche par les étudiants affecte leur préparation à la rédaction de thèses et les défis qu'ils rencontrent au cours de ce processus. Malgré l'importance de la méthodologie de recherche pour fournir aux étudiants des compétences fondamentales en recherche académique, de nombreux étudiants apprenant l'anglais comme langue étrangère ont du mal à appliquer ces principes en pratique, ce qui a un impact négatif sur leur préparation à mener des recherches indépendantes et à rédiger une dissertation bien structurée. Cette étude adopte une conception de recherche descriptive et une approche quantitative. Deux questionnaires ont été conçus pour les étudiants et les enseignants. Le premier questionnaire a été remis à trente-deux étudiants de Master 1 afin de connaître leurs connaissances en méthodologie de recherche et les défis qu'ils rencontrent dans l'apprentissage de celle-ci. Le deuxième questionnaire a été envoyé par email à six enseignants pour évaluer l'efficacité du cours de méthodologie de la recherche. Les résultats révèlent que, bien que les étudiants aient une bonne compréhension des aspects théoriques de la méthodologie de recherche, ils manquent d'expérience pratique dans l'application de ces concepts, notamment dans des domaines tels que la conception de certains instruments de collecte de données, la réalisation de revues de littérature et la structuration de la dissertation. De plus, la plupart des étudiants ont déclaré se sentir mal préparés pour rédiger leur mémoire de master. D'autre part, les enseignants ont reconnu la valeur du cours de méthodologie de recherche, mais ont déclaré que la dominance de l'instruction théorique sur la formation pratique limitait la préparation des étudiants. Sur la base de ces conclusions, l'étude recommande d'incorporer davantage d'activités pratiques telles que des ateliers, des projets de recherche, et surtout d'intégrer des outils et des plateformes numériques dans le cours de méthodologie de recherche afin de familiariser les étudiants avec les technologies de recherche essentielles. Il suggère également de fournir un mentorat structuré et d'offrir une formation supplémentaire en rédaction de revues de littérature, en conception de recherche et en analyse de données pour combler le fossé entre la théorie et la pratique.

Mots-clés: Méthodologie de recherche, rédaction de thèse, préparation des étudiant

List of Abbreviations

EFL: English as a Foreign Language.

TCA: Teacher Centered Approach.

LBA: Lecture-Based Approach.

LCA: Learner-Centered Approach.

PBL: Project-Based Learning.

SPSS: Statistical Package for the Social Sciences

% : Percentage.

Q : Question.

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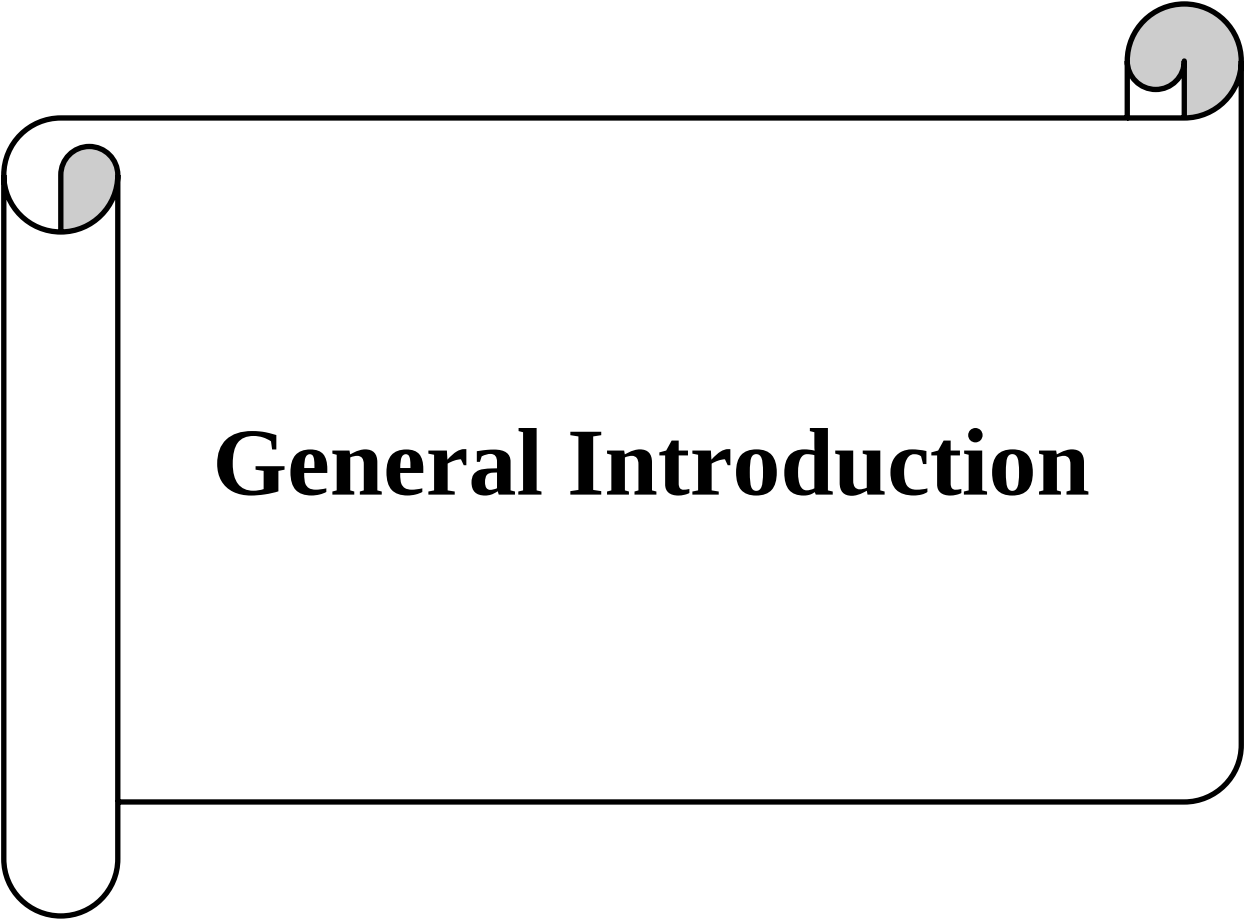
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General Introduction

General Introduction

Background of the Study

As far as English as a Foreign Language (EFL) teaching is concerned, preparing students for academic success entails more than just mastering the four language skills of listening, speaking, reading and writing. At the Master's level, the dissertation represents a critical academic milestone that extends beyond linguistic proficiency, requiring a comprehensive understanding of research methodology and the ability to engage in rigorous research -based inquiry. However, in many EFL contexts, students often experience considerable obstacles in conducting research and writing a meaningful dissertation due to insufficient methodological training and limited practical exposure to research skills throughout their academic journey.

Statement of the Problem

Research methodology course serves as the foundation for academic inquiry, equipping students with the necessary tools and frameworks required to design, conduct, and report research systematically. However, many EFL students struggle to comprehend theoretical concepts and apply them successfully in real research contexts. Since dissertation writing requires clarity, academic rigor, and methodological competence, the insufficient practice in research methodology can result in demotivation, confusion, and a lack of readiness among students. Therefore, this study explores the extent to which the knowledge of research methodology influences EFL learners' readiness for dissertation writing, focusing on Master one student at Relizane University.

Research Objectives

This study aims to:

- 1) Investigate how EFL learners' knowledge of research methodology contributes to their preparedness for dissertation writing.
- 2) Identify the specific challenges Master one students' face in applying research methodology in practice.
- 3) Explore teachers' perspectives on the effectiveness of the research methodology course in preparing Master one student for dissertation writing.

Research Questions

The study addresses three main research questions:

- 1) How does the acquired knowledge of research methodology prepare EFL learners for dissertation writing?
- 2) What specific challenges do these students encounter when applying research methodology?
- 3) How do teachers assess the effectiveness of the research methodology course in equipping students for dissertation writing?

Hypotheses

It is hypothesized that,

- 1) Research methodology course may influence students' readiness to write a dissertation.
- 2) Students may face challenges in applying research methodology due to the limited practical training.
- 3) Teachers may perceive research methodology courses as effective in providing theoretical knowledge but insufficient in equipping students with practical research skills.

Research Motivation

The motivation for this study stems from personal experience with the challenges associated with research methodology instruction, as well as observation of fellow students encountering similar issues. When students struggle to grasp research methodology concepts in class, they often find it difficult to structure their dissertations effectively.

Methodology

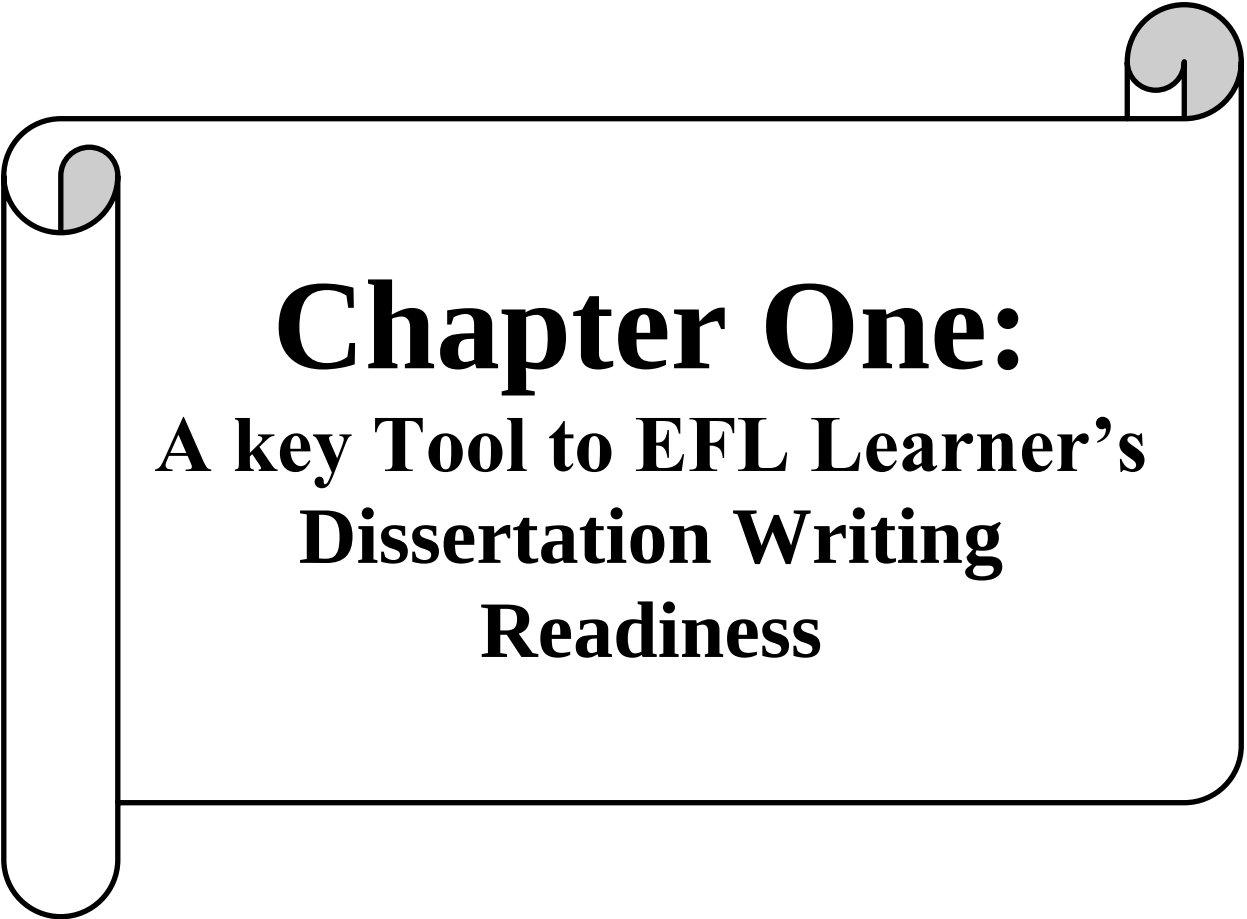
This study adopts a quantitative approach through using two questionnaires, one administered to 32 master one students and another to 6 teachers in the Department of English at Relizane University to ensure a comprehensive understanding of both students and teachers

perspectives, facilitating an in-depth analysis of the challenges EFL students face and the overall effectiveness of research methodology course.

Chapter Division

This dissertation is divided into two chapters, the first chapter provides the theoretical framework and it is divided into two sections. The first section explores research methodology, its definition, significance, key components, and the challenges in its instruction. The second section examines dissertation writing readiness, by defining the dissertation structure and highlighting the difficulties students encounter in the writing process.

The second chapter presents the practical part of the study, detailing the research design, methodology, and data collection methods. It also includes the analysis and discussion of the findings from students' and teachers' questionnaires, along with study' limitations, pedagogical recommendations, and suggestions for future research.



Chapter One:

**A key Tool to EFL Learner's
Dissertation Writing
Readiness**

1.1. Introduction

This chapter is devoted to the theoretical part of this research paper, which is divided into two sections. The first section deals with the different concepts related to research such as the definition of research, research process, the distinction between research methodology and research methods, the key components and skills of research methodology, the significance of research methodology as a subject as well as the main approaches used in teaching research methodology and the challenges that EFL learners face when learning this subject. The second section provides an in-depth discussion in dissertation, including its definition, its distinction from thesis and its structure. Moreover, it explores students' readiness for writing a dissertation, emphasizing the skills and knowledge required for successful completion of a dissertation as well as the challenges encountered by students when writing a dissertation.

Section One: Research Methodology

1.1 Definition of Research

The concept research, has been defined in various ways by scholars. Khothari (2004) states that "research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation" (P.1). Similarly, Redman and Mory (1923, as cited in Kothari, 2004) define research as a "systematized effort to gain new knowledge" (p.1).

Beyond these definitions, Hoadjli (2016) describes research as a systematic and methodical process of investigating various topics to acquire new knowledge or validate existing information. This process includes defining problems, collecting and analysing data, and formulating conclusions that contribute to academic and scientific understanding.

In summary, all these definitions agree that research is a systematic and structured process of investigating topics to gain new knowledge or validate existing information. It involves

Chapter One : A Key to EFL Learner's Dissertation Writing Readiness

scientific methods, data collection, and analysis to enhance understanding in academic and scientific fields.

1.3 Research Process

The research process has been defined by various scholars, and while their viewpoints differ, all emphasize its methodical and ordered nature.

Arthur and Hancock (2009) state that "research can be thought of as a process of systematic and focused investigation for the purpose of adding to the body of knowledge about a particular subject area"(p.5).Furthermore, Pandey and Pandey (2015) state that the research process consists of several steps such as identifying the research problem, reviewing existing literature, formulating the hypotheses, planning the research design, determining the methodology, gathering and organizing data, implementing the project, analyzing the data, testing the hypothesis, interpreting findings, and reporting or presenting the findings.

Similarly, Kothari (2004) defines the research process as a structured series of actions that help researchers execute their investigations efficiently. Thus, it is obvious that the research process is commonly acknowledged as a systematic set of acts designed to uncover new information. While Arthur and Hancock stress the investigation's methodical structure, Pandey and Pandey focus on the precise processes needed in doing research. Kothari on the other hand emphasizes the action-oriented nature of research. Collectively, these definitions imply that research is not just a structured activity, but rather an intentional and strategic pursuit with careful stages that all contribute to the final result.

Kothari (2004) further elaborates in the research process by breaking it down into specific steps : formulating the research problem, conducting an extensive literature survey, developing working hypotheses, preparing the research design, determining sample design, data collection and execution, analysis and interpretation and report writing.

A. Formulating the Research Problem:

Kothari(2004) points out that the initial stage of the research process is identifying the research problem. The researcher must select a broad area of interest and then narrow it to a particular problem. This is achieved through discussions on the topic with experts or peers to clearly define the problem and the extent of the problem. The problem is initially presented in broad terms and then defined to the level of clarity and practicability for subsequent studies (Kothari, 2004).

B. Extensive Literature Survey:

Once the problem is defined, the researcher ought to conduct an extensive review of the literature in order to gain insights into previous studies and methodologies (Kothari,2004). This process aids in identifying gaps in knowledge and provides a foundation for formulating hypotheses or refining the research question. As noted by Kothari 2004, conceptual and empirical review of the literature is crucial in comprehending the study context and scope.

C. Development of Working Hypotheses :

According to Kothari (2004), Hypotheses development forms an important part of the research process. Hypotheses are initial ideas that guide the study and affect the methods adopted for data collection and analysis. He suggests that consultation with experts, review of available data, and studying similar research can help in developing hypotheses that are useful and relevant.

D. Preparing the Research Design:

Strong research design is crucial since it ensures that the research is effective and relevant (Kothari, 2004). It specifies what information is needed, how and where data is to be collected and analyzed, and the funds and time required. It may vary based on the nature of the study whether exploratory, descriptive, diagnostic, or hypothesis-testing. For instance, exploratory research demands flexible design, whereas descriptive research demands more rigid frameworks to prevent bias and enhance reliability (Kothari, 2004).

Chapter One : A Key to EFL Learner's Dissertation Writing Readiness

E. Determining Sample Design:

Sampling is a crucial part of the research process, particularly when working with a large population size. According to Kothari(2004), choosing a representative sample entails taking into account several variables, including the universe type, sampling units, source lists, sample size, and the parameters of interest. He adds, that non-probability methods such as purposive or quote sampling may be used in certain situations, but probability techniques like simple random sampling and stratified sampling guarantee little bias.

F. Data Collection and Execution:

A critical step in the research process is data collection, where information is acquired through techniques like schedules, questionnaires, interviews, observation. Researchers must carefully evaluate the adequacy, relevance and reliability of secondary data before using it. Furthermore, carrying out data collection correctly guarantees that it follows a set of standards, which improves the overall quality of the research (Kothari, 2004).

G. Analysis and Interpretation:

Processing and analyzing the data is the next step after collecting the data by using proper statistical tools. Preliminary steps that get raw data ready for analysis include editing, coding, classification, and tabulation. Once the data is processed, the data is subjected to various analyses such as measures of central tendency, skewness, correlation, regression, dispersion, and sophisticated multivariate techniques. Last but not least, interpretation turns examined data into significant conclusions and implications, often leading to new questions or further research (Kothari, 2004).

H. Report Writing:

Writing the report, which is the last stage of the research process, allows the researchers to clearly and methodically present their findings. With a focus on sections like the introduction, statement of the findings, detailed results, implication, summary, appendices, bibliography, and index (Kothari, 2004). He claims that effective report writing requires attention to detail, avoidance of technical jargon, and use of visual aids to improve clarity and engagement.

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In summary, the research process outlined by Kothari(2004) provides a systematic framework for researchers to handle complex investigation systematically. By following this steps, researchers can produce valid, reliable and insightful results. The chart shown in Figure 1.1 illustrates the research process.

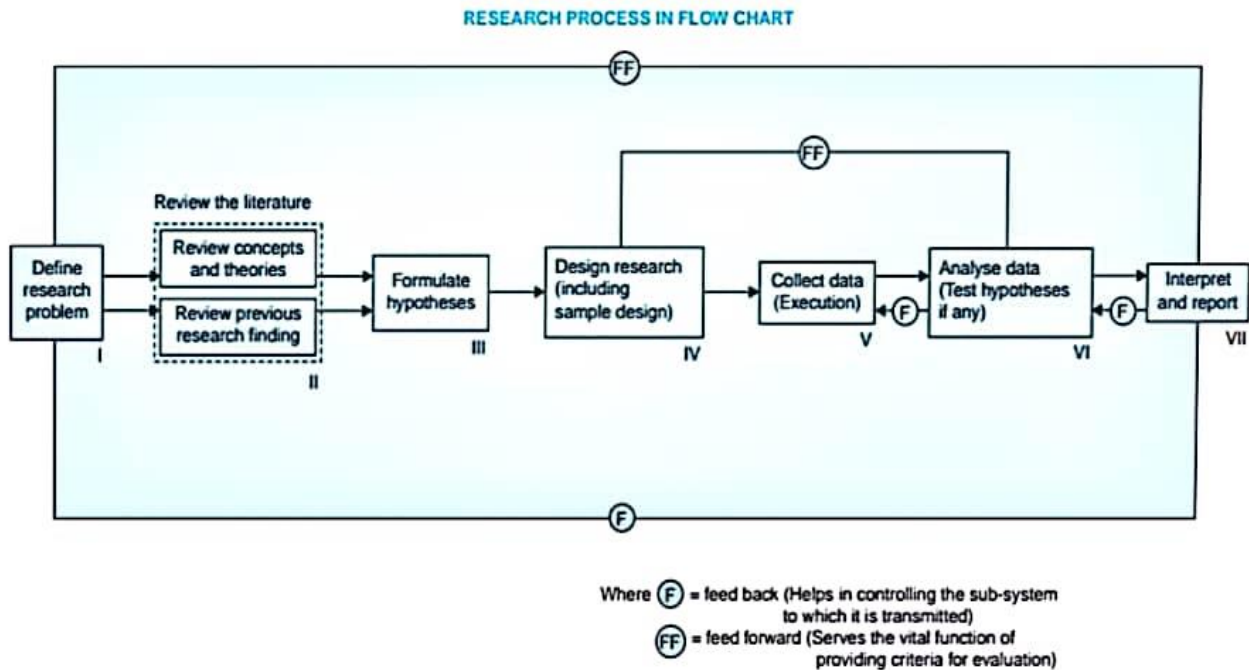


Figure 1.1 : Research process (Kothari, 2004)

1.4 Research Methods VS Research Methodology

In academic research, it is critical to distinguish between research methods and research methodology since they influence how the study is organized, carried out, and validated. Unfortunately, many students use these terms interchangeably, which may be confusing, especially for novice researchers. As Aguiar (2024) points out, this misconception can affect the coherence of the research study, ultimately impacting its credibility.

1.4.1 Research Methods

Chapter One : A Key to EFL Learner's Dissertation Writing Readiness

Kothari (2004) defines research methods as the specific procedures and techniques that researchers use in the collection, analysis, and interpretation of data. He adds that such methods can vary depending on the type of research problem, discipline and available resources. For instance, Kothari lists several methods, including surveys, interviews, questionnaires and experiments, which are each usable for a specific type of research objective.

In a similar vein, Walliman (2022) defines research methods as " the tools and techniques for doing research"(p.1). Similarly, Pandey and Pandey (2015) clarify that research methods are instruments utilized for collecting either qualitative or quantitative data, with method selection depending on the specific research question and setting.

Thus, research methods are systematic ways researchers employ to study, examine, and comprehend various phenomena. Kothari(2004) brings out the different approaches that exist and how they are aligned with various research aims, while Walliman(2022) provides a concise definition with a focus on methods as fundamental tools for carrying out research. Furthermore, Pandey and Pandey(2015) clarify that the choice of method depends on whether the required data is numerical (quantitative) or descriptive (qualitative). So, research methods are the practical techniques that help researchers collect, analyze, and interpret data to effectively address their research questions.

1.4.2 Research Methodology

Kothari (2004) states that "research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically"(p.8). This is aligned with the definition provided by MacDonald and Headlam (2006) who define research methodology as a framework that guides the appropriate use of the research methods, thus ensuring reliability and validity of the findings.

Likewise, Swarooprani(2022) defines research methodology "as an approach to methodically explain the research problem"(p.537). This definition reinforces the idea that research methodology is not merely the process of choosing and implementing research methods

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but also entails the systematic comprehension of the rationale for using these methods in a scientific and structured way. Additionally, Kothari(2004) states, research methods are a subset of research methodology, further distinguishing between the two terms. However, this distinction is not always used consistently, though, as some researchers only focus on techniques without considering the broader methodological framework.

Overall, research methodology serves as a strategic road map for conducting research. It helps researchers understand the reasoning behind their choice and choose the best methodologies. While research methods are the instruments used to collect and analyze data, research methodology is the overall plan for using these tools efficiently and scientifically. By following a clear methodology, researchers ensure their studies are coherent, well-structured, and produce reliable results. The difference between research methods and research methodology is illustrated in the following table (table1.1)

Chapter One : A Key to EFL Learner's Dissertation Writing Readiness

Table 1.1 The Difference between Research Methods and Research Methodology

Research Methods	Research Methodology
Research methods are the methods used by researchers to collect data to conduct research on a particular research topic	A Research methodology is systematic approach to solve the research problem and to reach a new conclusion
The objective of the research method is to find the solution	The objective of the research methodology is to determine the solution by applying correct procedures of research
Research methods are useful to apply during the latter stage of the research process.	Research methodologies are applied in the initial stage of the research being conducted
Research methods are small part of research methodology	A Research methodology is a multi-dimensional concept
Research methods consist of various techniques where various studies and experiments are used to conduct research and reach an appropriate conclusion	Methodologies are used applied during the initial stage of the research to explain the purpose of Research chosen methods and how they will serve its function
Research methods consist of different investigation techniques	Research methodologies is a systematic strategy to achieve the decided objective
Research method encompasses of carrying out an experiment, survey, test and so on	Research methodology encompasses different techniques which are used during the performance of the experiment, surveys, and test, etc

Note. From *Research methods vs research methodology*, by FatimaBegum5, 2021, SlideShare.

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1.5. Research Components

Research methodology consists of numerous fundamental components that guide a study from its beginning to its conclusion. These components include research design, sample and sampling techniques, data collection methods, data collection procedures, data analysis, and ethical considerations. Each of these elements contributes significantly to the research's organization, validity, and reliability. A well-defined methodology enables other researchers to replicate and validate the findings (Tabuena et al, 2021).

1.5.1 Research Design

Research design refers to the framework and tactics used to perform research. It describes the procedure for gathering, evaluating, and interpreting data (Creswell, 2009). There are three main types of research designs: qualitative, quantitative, and mixed methods. A qualitative design seeks to understand human feelings and actions using non-numerical data. Examples include case studies, ethnographic research, historical research, and phenomenological studies. A case study explores a specific instance in detail, whereas ethnography investigates cultural behaviour through immersion (Tabuena et al, 2021).

In contrast, a quantitative design uses numerical data and statistical analysis. It can be either experimental like testing cause- and-effect or non-experimental such as descriptive and correlational research. True experimental research manipulates variables and randomly assigns participants, whereas correlational studies examine relationships between variables without intervention (Tabuena et al, 2021). Mixed methods design combines qualitative and quantitative approaches to create a more comprehensive understanding. This includes sequential designs, in which one method comes after another, and concurrent designs, where both procedures occur at the same time (Tabuena et al, 2021). Choosing an appropriate research design allows researchers to successfully address their research questions and assures the validity of their findings (Dacanay, 2020, as cited in Tabuena et al., 2021).

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1.5.2. Sample and Sampling Techniques

Sampling is the process of picking a sample of the population to represent the complete group. Researchers must specify the sample size and procedure for selecting participants (Jerusalem et al, 2017, as cited in Tabuena et al., 2021). Sampling techniques are classified into two types: probability and non-probability sampling. Probability sampling assures that each individual in the population has an equal chance of being selected. Examples include simple random sampling, systematic sampling, stratified sampling, and cluster sampling. Stratified sampling, for instance, divides the population into subgroups and picks samples from each group in proportion.

In contrast, non-probability sampling does not provide every member of the population an equal chance of being chosen. This category includes convenience sampling, quota sampling, and purposive sampling. Purposive sampling selects participants based on certain study criteria (Tabuena et al, 2021). Slovin's formula can be used to calculate sample size, which takes into account the entire population and the required margin of error (Sevilla, 1984, as cited in Tabuena et al., 2021).

1.5.3. Data collection methods

Data collection methods are important in research because they allow for the acquisition of pertinent information for analyzing and interpreting a specific phenomenon. One of the most common techniques is the use of questionnaires, which consists of structured or semi-structured collections of questions designed to collect data from respondents. This method is advantageous because of its ease of use, cost-effectiveness, and ability to efficiently collect vast amounts of data (Hoadjli, 2015).

Interviews are another popular strategy since they allow the researcher and participants to communicate directly. Interviews can be structured, semi-structured, or unstructured, which allows for more in-depth insights and personal perspectives (Kvale, 1996; Rapley, 2004, as cited in Hoadjli, 2015).

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Another useful strategy is focus groups where a small group of participants engage in discussions guided by a researcher. This method is useful for investigating shared attitudes and behaviours in social setting (Dörnyei, 2007; Cohen et al, 2005, as cited in Hoadjli, 2015). Furthermore, observation enables researchers to obtain live data by directly watching and documenting events or actions as they occur. This method is useful since it reduces reliance on self-reported data while increasing the validity of findings (Cohen et al, 2005; Denscombe, 2010, as cited in Hoadjli, 2015). Overall, choosing an appropriate data collection method is determined by the research objectives, the type of data sought, and the available resources.

1.5.4. Data collection procedures

The data collection procedure technique describes how researchers collect the necessary information for their investigation. This process starts with getting permissions and ethical approvals before administering instruments like surveys, interviews, or observations. In a sequential mixed -method study, for example, researchers may perform a survey first (quantitative phase), followed by interviews for a more in-depth understanding (qualitative phase) (Tabuena et al, 2021). Ensuring the validity and reliability of research instruments before data collection is crucial to maintaining the accuracy of findings. Further, ethical considerations such as obtaining informed consent, maintaining anonymity, and preserving participant data are critical components of data gathering (Tabuena et al, 2021). By following systematic data collection techniques, researchers can gather high -quality data that efficiently answers their study objectives.

1.5.5. Data analysis

Data analysis entails processing and interpreting collected data to generate meaningful insights. According to the research design, data analysis can be qualitative or quantitative. Qualitative data analysis focuses on identifying themes, patterns, and meaning within textual or observational data. Common methods include content analysis, narrative analysis, and discourse analysis (Tabuena et al., 2021). For example, phenomenological analysis attempts to comprehend lived experiences by identifying recurring themes (Daly, 2005, as cited in Tabuena et al., 2021).

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In contrast, quantitative data analysis uses statistical tools to summarize numerical data. This can be characterized as univariate, bivariate, or multivariate analysis. Univariate analysis examines a single variable (e.g., mean scores), bivariate analysis investigates relationships between two variables (e.g, Pearson's correlation), and multivariate analysis uses techniques such as ANOVA to assess the relationship between three or more variables. Statistical software, such as Microsoft Excel or SPSS, is frequently used to simplify data analysis and ensure accuracy.

1.5.6 Ethical considerations

Ethical considerations in research insure that studies are conducted responsibly and protect the rights of participants. Researchers must acquire informed consent, keep participants anonymous, and avoid potential harm (Philippine Normal University, 2019, as cited in Tabuena et al., 2021). The key ethical principle includes voluntary participation, which means that individuals participate in the study willingly and without compulsion. Informed consent requires that participants fully understand the study's purpose, procedures, and potential risks before agreeing to take part. Confidentiality protects personal data, and the principle of non-maleficence obliges researchers to avoid causing harm (Tabuena et al, 2021). For example, in a study on teaching practices, researchers ensured anonymity by coding responses and storing data securely in password -protected files (Tabuena, 2019). Adhering to ethical guidelines strengthens the credibility of the research and safeguards participants' rights.

In conclusion, the research methodology is an important part of any study because it explains how the research was done. Each component from the research design to ethical considerations, helps make sure the study is accurate. Knowing these components helps students improve their skills so they can conduct proper studies and share useful knowledge in their field.

1.6 Research Methodological Skills

Research methodology skills are important for academic success and intellectual growth in higher education. According to Sakker (2023), " Research plays a pivotal role in higher education, serving as a cornerstone for academic advancement and knowledge dissemination"(p.56).

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The Arts and Humanities Research Board (AHRB) of the United Kingdom (2002, as cited in Sakkeer, 2023) identifies seven core research skills : problem identification and validation, formulating and testing hypotheses, critical thinking, knowledge of advances in the field, understanding methodologies, analytical and evaluative capabilities, and the ability to document and reflect on progress. These skills are required to navigate the complexities of the research process. Sakkeer (2023) further explains that research skills are more than just conceptual understanding. As one's skills grow, tasks including formulating problem statements, seeking peer feedback, referencing academic sources, and writing detailed research reports become vital. These tasks help students improve their ability to collect data, analyse it, and synthesise the results to handle complicated problems.

Furthermore, an understanding of research design and methodology is an important component of these skills. Sakkeer (2023), emphasises the significance of choosing relevant methodologies such as surveys, interviews, or case studies based on the research questions and objectives. Also, gathering data from diverse and reliable sources contributes to the development of comprehensive research insights.

Sakkeer (2023) divides research skills into five major categories they are as follows: **A. Information Literacy-** is the capacity to access, assess, and use information from a variety of sources ; **B. Critical Thinking-** is the ability to critically examine information and create rational, evidence based judgements ; **C. Data Analysis-** is the ability to understand data using statistical or qualitative methodologies ; **D. Problem-Solving-** is the capacity to identify research gaps, formulate questions, and use relevant research methodologies; **E. Communication-** is the ability to clearly explain study findings in written, oral, and visual modes. In addition, supporting skills such as analytical thinking, technical competency with research tools, academic writing, and good presentation are emphasised as necessary components of the research process.

To sum up, research methodological skills are useful not only for academic work, but also for increasing productivity, making informed judgements, and promoting creative thinking. These skills help postgraduate students develop academically and prepare for future employment. When universities incorporate research activities such as group projects, problem-solving tasks, and digital resources into their curriculum, students have the opportunity to practice research in real-world circumstances rather than merely learning it in theory.

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1.7 Significance of Research Methodology as a Subject

Research methodology is a very important course in higher education, especially for EFL students pursuing undergraduate and graduate degrees because it provides them with the necessary skills for conducting proper research such as critical thinking, problem-solving, and analytical reasoning (Boudersa, 2018). Despite its importance, many students struggle with the subject because due to its abstract and theoretical which often leaves them unprepared for practical research tasks (Boudersa, 2018). Booth and Harrington (2003, as cited in Boudersa, 2018) argue that traditional lectures do not interest and engage students sufficiently. Instead, they suggest making the course more interactive by incorporating hands-on activities that connect research concepts to real-world situations.

In the same context, Kothari (2004) states, "Research inculcates scientific and inductive thinking and promotes the development of logical habits of thinking and organization"(p.5). He adds that research methodology helps students gain crucial skills such as data collection, conducting fieldwork, and analyzing data using statistics. Boudersa (2018) similarly emphasizes the importance of research methodology in providing students with a structured approach to developing research questions, conducting studies, collecting data, and analyzing results. Without a thorough understanding of research methodology, students may struggle to produce high-quality academic work, particularly at the Master's and doctorate levels (Garner et al. 2009, as cited in Boudersa, 2018).

Furthermore, research methodology plays a critical role in enhancing the credibility of research outcomes. Kothari(2004) notes that "the role of research in various fields of applied economics, whether related to business or the economy as a whole, has greatly increased in modern times"(p.5). By using systematic methods, researchers ensure their findings are both accurate and applicable, advancing collective knowledge. For example, using probability sampling and randomized design ensures that the results are representative and free from systematic bias (Kothari, 2004).

Research methodology also fosters academic integrity by teaching students how to properly cite sources, avoid plagiarism, and maintain ethical research standards (Boudersa, 2018). These skills are not only essential for academic writing but also for professional research in various field.

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To sum up, research methodology serves three main purposes in higher education. First, it fosters fundamental academic skills such as critical thinking, problem-solving, and careful analysis. Second, it provides practical research skills such as study design, data collection, and proper analysis techniques. Third, it ensures research quality through valid methods and ethical standards. However, while research methodology is an essential subject, its effectiveness is determined by how it is taught. A good course should not only teach students the theory of research but also provide them with practical experience.

1.8 Teaching Approaches

The field of education has always been dynamic, changing to meet the needs of both society and students. One of the most significant changes in recent years has been the transition from a teacher-centered approach to a student-centered one. Alam (2023) states that traditionally, teachers served as the primary source of knowledge, while students played a passive role, primarily listening and memorising information. Today, education is more centered on students, encouraging them to ask questions, explore concepts and ideas, and actively engage in the learning process. This shift promotes critical thinking and helps students adapt to rapidly-changing world. In this context, Garrett (2008) and Lightweis (2013) state that undergraduate classrooms are often divided into two main pedagogical approaches: the teacher-centered approach and the student-centered approach.

1.8.1 Teacher-Centered Approach

The teacher-centered approach (henceforth, TCA) is one of the oldest approaches in education. Zohrabi et al., (2012, as cited in Emaliana, 2017) states that in a teacher-centered approach, the instructor plays a dominant role as the primary source of knowledge, while students passively receive information. This method often emphasizes grammar-oriented textbooks and focuses on performance in standardized tests.

Similarly, Ahmed et al (2022) state, that the teacher-centered approach is a traditional educational model in which the teacher is the dominant authority, conveying information through organized lectures, direct teaching, and controlled classroom settings. They add that research indicates that this approach is especially beneficial for teaching structured subjects such as

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research methodology, which require clarity and discipline. Rutten et al. (2012) further support this by showing that students benefit from clear explanation and systematic instruction, particularly when learning complex quantitative techniques, such as data analysis using tools like SPSS, where structured teaching improves understanding and performance.

Furthermore, Garret(2008) explicitly defines teacher-centered activities as those in which students work independently and are dependent on the teacher's input or output (e.g. lecture). The teacher provides the required information and students passively receive it. Students have fewer opportunities for interaction or active participation because the teacher controls the learning process.

Despite its benefits, focusing primarily on TCA in research methodology courses may limit students' ability to apply theoretical knowledge in real-world research settings. To address this scholars recommend a mixed approach that combines a teacher-centered fundamental ideas approach with student-centered activities like collaborative projects and peer discussions, to increase engagement and deep learning (Mascolo, 2009). This combination ensures that students obtain a solid theoretical foundation while also learning important research skills through guided practice. Thus, a balanced strategy that combines a teacher-centered approach with experiential learning might help EFL students get a deeper knowledge and improve their research skills.

1.8.1.1 Lecture-based Approach

The lecture-based approach (henceforth, LBA) remains one of the most commonly used teaching methods in higher education. Obeidat (2020) states that LBA refers to the explanation and clarification of the subject matter to students by using gestures, techniques, and facial expressions (p.1173). In the same vein, Paris (2020, as cited in Obeidat, 2020) argues that LBA is a traditional and widely used teaching approach in higher education, characterized by an instructor delivering content orally to a passive audience. Despite its prevalence, this method has faced criticism for its teacher-centered nature, which often limits student engagement and active participation (Sharma, 2020, as cited in Obeidat, 2020).

Paleenud et al (2024) define the LBA as a teaching strategy in which the teacher uses handouts or slides to present all of the knowledge, and students are then tested via quizzes. Even

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though lectures allow for face-to-face interaction, they are generally involve one-way communication, with students simply listening rather than actively engaging. They claim that lectures frequently result in surface-level learning, in which students remember the content but do not fully comprehend it.

Similarly, Biggs (1989, as cited in Paleenud et al, 2024) criticises lectures for prioritising surface learning, where students concentrate on memorisation rather than critical analysis. He says that deep learning occurs when students actively connect with, analyze and apply the content in meaningful ways. Since lectures rarely allow students to participate or ask questions, they often hinder the development of deeper understanding.

To sum up, although the lecture-based approach is still commonly used, scholars argue that it often encourages passive learning, limits student engagement, and hinders deeper understanding. Thus, while lectures are still a popular teaching method, they are most effective when combined with interactive activities that encourage students to think critically and engage deeply with the topic.

1.8.2 Student-Centered Approach

The student-centered approach (henceforth, SCA) is recognized as a successful educational approach that shifts the emphasis away from the teacher-centered approach and towards student participation and autonomy. Guzman(2016) defines the student-centered approach as "an instructional approach in which students influence content, activities, materials, and pace of learning. This learning model places the student in the center of the learning process"(p.40-41).

According to Senanayake et al (2015), the student-centered approach is a teaching strategy that emphasizes group projects, self-study, and active learning over traditional lectures. This strategy gives students responsibility for their education, transforming them into lifelong learners rather than passive recipients of knowledge. They emphasize how this approach helps students achieve academic success while also developing critical thinking, problem-solving, and adaptation skills. By moving away from "spoon-feeding" knowledge teachers help students develop the motivation and resilience required to face problems in the real world.

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Moreover, Tang (2023) indicates that a student-centered approach shifts the focus from the teacher to the student. In this approach, teachers act as facilitators and students are responsible for gathering and analysing information.

Simply put, a student-centered approach places the student at the center of the learning process, and teachers help them learn by guiding and supporting them rather than just giving out facts. SCA encourages students to take charge of their education, collaborate with others, and think independently.

1.8.2.1 Project-Based Learning

Project-based learning (henceforth, PBL) is a popular teaching method that focuses on active participation, teamwork, and practical application of knowledge. In this context, Zhou (2023) states that Project-Based Learning (PBL) is a student-centered teaching method where learning is structured around authentic projects, allowing students to develop active thinking, hands-on experience, and teamwork cooperative skills. Unlike traditional education, which relies on teacher-centered instruction and passive memorization, PBL encourages students to solve real-world problems, integrate knowledge across subjects, and collaborate with peers.

Studies have shown that PBL increases students' confidence in applying research skills. For instance, Tiwari et al. (2017) found that students who participated in PBL reported feeling more confident in their research abilities, with many believing the skills they learned would be useful in their careers. According to Blumenfeld et al. (1991), This supports the idea that PBL boosts motivation and engagement by involving students in constructing knowledge. Additionally, PBL fosters critical skills such as teamwork and communication, which are essential for both academic and professional research (Helle et al, 2006).

Despite its benefits, PBL has drawbacks, such as the significant time commitment required to complete projects. Tiwari et al(2017) observed that students typically struggled with time management, especially when dealing with complex research topics. However, these challenges can be reduced with regular aid from teachers who can give teaching and feedback.

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Overall, PBL is a successful approach to teaching research methodology, as it allows students to develop critical research skills in a meaningful, real world context. Zhou(2023) highlights PBL's contribution to fostering active learning, student autonomy, and problem-solving skills. The work of Helle et al. (2006) and Blumenfeld et al. (1991) further emphasizes the importance of communication, collaboration, and motivation. Nevertheless, the concerns raised by Tiwari et al. (2017) regarding time management suggest that for PBL to be truly effective, it must be carefully implemented. Teachers play a key role in guiding students through challenges by providing structure, regular feedback, and clear expectations. In this way, PBL can successfully bridge the gap between theory and practice.

1.8.2.2 Experiential Learning

Experiential learning has been recognized as an effective approach for increasing student comprehension and application of research methodology. According to Boudersa (2018), the traditional method of teaching research methodology in Algerian EFL classrooms is mostly lecture-based making the subject appear abstract and challenging to students. She argues that adapting experiential learning can help bridge the gap between theory and practice, ensuring that students acquire both knowledge and hands-on research skills.

Furthermore, experiential learning is defined as a process that converts meaningful experiences into knowledge (Beard and Wilson, 2002 as cited in Boudersa, 2018). They stress that students learn best when they connect their experiences to broader concepts, making it easier to understand and retain information. Similarly, Stein (2011, as cited in Boudersa, 2018) highlights that experiential learning is particularly beneficial for comprehending human behavior, as it encourages students to reflect on real-world situations rather than simply memorizing academic content.

Silberman (2007) provides a more detailed definition, stating that experiential learning consists of two fundamental components: active participation in real-life or simulated experiences and reflection on those experiences. He argues that just reading about research methods is insufficient; students must engage in actual activities such as conducting small research projects

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or analyzing real data. This supports Boudersa's (2018) argument that Algerian EFL students would benefit from more hands-on activities, such as designing research proposals and working on collaborative projects.

Additionally, Barraket (2005) suggests that shifting research methodology course toward student-centered approach can improve engagement and understanding of the material. Through problem-solving, research and active participation in discussions, this method empowers students to take charge of their education. Such methods not only make learning more interactive but also equip students with essential skills for their master's research.

From this perspective, it is clear that experiential learning is a successful approach to teaching research methodology since it allows students to relate theoretical concepts to practical applications. Experiential learning's primary principle is that students learn most when they « do » rather than merely read or listen to. They should participate in actual research activities, write research proposals, analyze data, and present their findings. Thus, integrating experiential learning into research methodology instruction can enhance students' engagement, deepen understanding, improve research competencies, and prepare them for independent work in their master's dissertation.

1.9. Challenges in Learning Research Methodology

Research methods courses are vital for EFL students in higher education because they provide them with the skills required to undertake systematic investigations. However, students face numerous challenges when learning research methodology, which has a substantial impact on their capacity to conduct academic research and complete their dissertations.

One of the key challenges is students' weak prior knowledge and statistical background. According to Khan et al. (2023), students in humanities and social sciences commonly struggle with statistical analysis due to a lack of mathematical foundation. The technical nature of research methodology makes it more difficult for students who are unfamiliar with statistical procedures, causing uncertainty while designing research studies and analyzing data.

Additionally, psychological factors, such as research anxiety, contribute to students' difficulties. Papanastasiou et al. (2008) state that students experience significant anxiety in

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research methods courses due to the perceived complexity of concepts, fear of failure, and uncertainty about applying research in real-world contexts. They add that addressing anxiety is not just about making courses easier but it is about restructuring how research is taught in order to build confidence and relevance.

Similarly, Ball and Pelco (2006, as cited in Ekemekci et al, 2012) discovered that students who struggle with research tend to develop a negative attitude toward the subject, reducing their motivation and involvement.

Furthermore, inadequate supervision and a lack of structured mentorship further hinder students' capacity to conduct research efficiently. Tiwari (2019) found that students who receive insufficient direction from their instructors frequently struggle with critical research activities such as literature review synthesis and methodological selection.

Another significant challenge is the dominance of theoretical instruction over practical application .A study conducted at University of Bisha discovered that many students were disengaged since their courses lacked practical exercises such as research projects, data collection, and analysis (Qasem and Zayid ,2019).

In conclusion, learning research techniques poses several challenges for EFL students. These include insufficient prior knowledge of statistics, psychological challenges such as anxiety, and inadequate supervision. Furthermore, there is little guidance and a focus on theoretical instruction rather than practical implementation. These restrictions make it difficult for students to do research and finish their dissertations. To address these issues, more hands-on activities, quicker access to information, and more assistance from instructors could significantly improve students' learning experiences and research preparation.

Section Two : Readiness for Dissertation Writing

1.10 Definition of Dissertation

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A dissertation is widely recognized as significant academic research project required at the end of a degree program. Its definition may vary slightly, but all underscore its role in demonstrating students' ability to conduct independent research. For instance, Cambridge Dictionary defines the term "dissertation" as a long piece of writing on a particular subject, especially one that is done in order to receive a degree at college or university.

Caulfield (2022) expands on this by emphasizing that it is "a large research project undertaken at the end of a degree" (para. 1). He adds that it involves an in-depth examination of a specific issue or question chosen by the student.

McMillan and Weyers (2007) state that the meaning of the term dissertation can differ depending on the context. They explain that it generally refers to a structured written research project on a specific topic, submitted as a part of university degree evaluation.

Overall, a dissertation is long and detailed research project completed at the end of a degree. While the Cambridge Dictionary highlights its length and academic purpose, Caulfield focuses on its depth and the student's responsibility in selecting specific issue to explore, McMillan and Weyers give a broader view, pointing out that the meaning of "dissertation" can depend on the context. Thus, a dissertation is not only a final academic requirement but also an opportunity for students to demonstrate independence, research skills, and subject expertise.

1.11 Dissertation VS Thesis

The distinction between the terms thesis and dissertation has been a subject of academic debate, with meanings varying between educational systems and disciplines. Although they are often used interchangeably, scholars point to substantial disparities in scope, length, and purpose.

Felix and Smith(2019) note that the terms "thesis" and "dissertation" are frequently used interchangeably, but their meanings differ depending on the country, academic system, and institutional guidelines. They argue that a dissertation refers to doctoral-level research projects, whereas a thesis is associated with a master's degree. However, in other systems, the opposite applies. In the British and German tradition, a thesis is usually more lengthy, incorporating a

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deeper theoretical analysis and larger research implications. This requires candidates to demonstrate a more comprehensive understanding of their field, apply theories rigorously, and in some cases conduct multiple empirical studies to test hypotheses. In contrast, the dissertation particularly in the American system, often integrates coursework with research, leading to a more structured approach.

Similarly, Murray and Hughes (2008) argue that a dissertation is typically associated with a Master's degree and is shorter and less detailed, but a thesis is more comprehensive and required for a PhD. Biggam(2011) further emphasizes this distinction, stating that a Master's dissertation is typically approximately 15,000 words, but a doctorate thesis demands a much greater word count and an original addition to the field.

Thus, while the distinction between "thesis" and "dissertation" varies globally, the primary differences is in their scope and academic criteria. A Master's dissertation often relies on applying existing knowledge, but a doctorate thesis needs an original contribution to research. Understanding these differences is crucial for students navigating academic writing in different systems.

1.12. Significance of Dissertation in Higher Education

The dissertation is an important part of higher education because it represents the completion of students' academic careers. According to Brown (n.d, as cited in Mehiri, 2020), effectively completing a dissertation demonstrates the student's ability to identify a research topic, investigate underlying causes, and analyze data to reach significant findings.

Furthermore, writing a dissertation is not only an academic requirement, but also a step toward future academic and professional objectives. It helps students improve their critical thinking and research skills, making them more capable of problem solving in their particular fields. The process involves extensive literature review, data collection, and analysis which enhances students' expertise in their fields (Mehiri, 2020).

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Barkley (2016, as cited in Mehiri, 2020) emphasizes that a dissertation significantly impacts a student's academic success, affecting their final grades and degree completion. It takes substantial investigation and time to obtain relevant data, which ensures that arguments are well-supported. This emphasizes the necessity of effective research planning and execution in achieving academic achievement.

Additionally, completing a dissertation is influenced by both internal and external factors. Internal aspects include goal planning, writing strategies, confidence, adaptability, and discipline. While external factors include time management, institutional support, and guidance from academic supervisors (Dominguez, 2006, as cited in Mehiri, 2020). These components play a crucial role in determining the overall success of students' dissertation process.

In conclusion, dissertation is valuable in higher education since it fosters research, critical thinking, and problem-solving skills. It affects academic progress and necessitates thorough planning and data analysis. Success is based on personal efforts, such as discipline and confidence, as well as external support from teachers and institutions.

1.13 Readiness for Dissertation Writing:

Readiness for dissertation writing has a significant influence on graduate students' achievement, particularly those studying English as a Foreign Language (EFL). It has several characteristics, such as linguistic competency, academic writing ability, methodological comprehension and research skills (Mujiono et al, 2023). Lack of preparedness in these areas often results in dissertation delays or failure. Pangket et al (2023) define research readiness as students' ability to develop research problems, conduct literature review, use suitable research designs and interpret data effectively. Developing these abilities is crucial for successfully completing academic research projects.

To begin, Academic writing skills are often regarded as a crucial aspect in dissertation readiness. Students must understand academic language, grammar, organization, formatting and time management (Mujiono et al, 2023). They add that evaluating and enhancing EFL learners' readiness for academic writing is an important area of study and pedagogical development. Strong academic writing skills are necessary for expressing complex ideas clearly, which is

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essential for successful dissertation. However, students' writing abilities may not be sufficient to succeed in dissertation writing.

In addition, research skills is equally important. Students must be able to design research questions, use statistical tools and conduct a thorough literature review. For example, studies by Pangket et al (2023) show that many students struggle with research aspects such as defining research questions and integrating relevant literature they found that graduate students in the Philippines showed moderate research readiness but struggled to apply past research to their own work. This difference implies that, while students may be skilled in writing, they may lack the research competence needed to complete a dissertation which highlights the need for better support in research preparation.

Furthermore, self-efficacy is another important factor. Aghayani and Janfeshan (2020) argue that self-belief plays a crucial role for academic success. Students who are confident and feel secure in their research abilities are more likely to engage actively in the writing process. This demonstrates that confidence in research abilities can be just as important as writing and research skills. In contrast, Pangket et al(2023) emphasize the importance of universities providing structured support beyond assessments, such as research-oriented seminars, workshops and writing programs to help students develop their research skills and approach their dissertation with greater confidence.

Nevertheless, gaps remain in how to evaluate students' preparedness. While Mujiono et al(2023) developed a scale to assess writing readiness, Pangket et al(2023) believe that research readiness require a more comprehensive approach which includes evaluating students' ability to conduct literature reviews and understand research methods. Thus, future research should focus on developing more comprehensive assessment tools that consider both writing and research competencies.

Overall, academic writing, research competency and self-efficacy all influence students' ability to write a dissertation. While writing and research skills are important, confidence is essential for students' success. Universities can help students by providing mentorship, workshops and digital tools. However, there are still gaps especially in areas like literature review and research methodology. A more integrated approach to support will help students navigate the dissertation process and increase their chances of success.

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1.14. Structure of Dissertation

A dissertation is a formal academic document required for obtaining an advanced degree. It follows a clear and logical framework that often includes the following important sections: introduction, literature review, methodology, results, discussion, conclusion, recommendations, and references.

1.14.1. Introduction

The introduction provides a general overview of the research problem, highlighting its significance and relevance. It outlines the study's objectives, research questions, and hypotheses (if applicable). It also defines the scope of the study and emphasizes any limitations. This section sets the foundation for the dissertation by illustrating how the research's contributes to current knowledge (Paltridge and Starfield, 2007).

1.14.2. Literature Review

This section reviews past studies that are related to the research topic. It critically evaluates existing research, identifying gaps that the dissertation seeks to fill. The literature review helps establish the theoretical framework and justifies the study by demonstrating its necessity in the broader academic context (Seliger and Shohamy, 1989).

1.14.3. Methodology

The methodology section describes the research design, including the methods used for data collection and analysis. It explains whether the research follows a qualitative, quantitative, or mixed methods approach. The section also describes the research tools such as surveys and interviews and justifies the methodologies used. Ethical considerations and methodology are also discussed (Cohen and Manion, 2007).

1.14.4. Results

This part presents the research findings, which are generally presented in the form of tables, graphs, and descriptive analysis. The results should be well organized so that readers can

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easily identify major trends and patterns. The results should align with the research questions and hypotheses, guaranteeing coherence and logical presentation (Day, 1998).

1.14.5. Discussion

The discussion explains how the research findings relate to the previously studied literature. It discusses the implications of the results, emphasizing how they support or contradict previous studies. Furthermore, the discussion identifies limitations of the study and suggests areas for further research (Rudestam and Newton, 2011).

1.14.6. Conclusion and Recommendations

The conclusion summarizes the important findings and emphasizes their significance. It provides concluding remarks, underlining the study's significance to the field. The recommendations section includes practical applications of the research as well as potential areas for further investigation (Paltridge and Starfield, 2007).

1.14.7. References

This part contains all sources cited in the dissertation, formatted according to the required referencing style (e.g, APA, MLA). Proper referencing promotes academic integrity and avoids plagiarism (Wallwork, 2001).

1.14.8. Appendices

The appendices contain supplementary materials such as raw data, questionnaires, interview transcripts, or additional charts that support the research but are too long to fit in the main text (Wallwork, 2011).

To summarize, a dissertation is an organized academic document required to get an advanced degree. It follows a logical format to ensure clarity and coherence.

1.15. Challenges Faced by Students in Writing Dissertation

Writing a dissertation is an important activity that master's students have to complete to fulfill degree requirements. However, many students face a variety of challenges that limit their ability to produce quality research report. According to Komba (2015), postgraduate students frequently struggle to structure their dissertation, articulate research problems, and use proper

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academic writing. These challenges affect several areas of the dissertation, from the introduction to the conclusion, emphasizing the need for improved research training and academic support.

1.15.1. Poor Presentation of Background Information

Many students fail to appropriately present the theoretical background that justifies their research. Komba (2015) discovered that 73% of dissertation assessed lacked a clear explanation of what is known and unknown about the research topic, making it difficult to establish the rationale for the study.

1.15.2. Statement of the problem

A considerable minority of students struggle to articulate clear problem Statements. In the reviewed dissertations, 67% had problem Statements that lacked coherence, failed to make a relationship with the background information or did not emphasize the significance of the study (ibid).

1.15.3. Structuring Objectives

While 73% of dissertations had clearly defined specific objectives, 22% failed to align these objectives with the overall purpose of the study .Some students included redundant or poorly defined objectives, making their research direction unclear (ibid).

1.15.4. Literature Review

Students also struggle with reviewing literature critically. Nearly 69% of dissertations lacked a well-structured review of previous research, often presenting literature as a list of summaries rather than integrating findings to highlight knowledge gaps (ibid). Additionally, 54% of students failed to properly cite their sources using the acquired APA format.

1.15.5. Research methodology

In the research technique chapter, several students failed to defend their choice of research design, data collection methods, and study areas. Approximately 67% of dissertations did not provide an appropriate explanation for selecting certain research approaches and 63% did not justify their data collection tools (ibid).

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1.15.6. Issues with Data Analysis and Interpretation

Many students have trouble understanding and comprehending their research findings. While 82% of students presented their findings in accordance with the research objectives, 63% struggled to provide a coherent interpretation of their results. Furthermore, 51% of students have poorly structured discussions with little coherence (ibid).

1.15.7. Academic Writing Deficiencies

A key challenge in dissertation writing is the lack of proficiency in academic writing. More than 86% of dissertations contained grammatical and stylistic errors that affected clarity and coherence (Komba, 2015).

1.15.8. Presentation of Conclusions and Recommendations

Students also struggle to distinguish between a study's summary and its conclusions. In 61% of dissertations, students presented summaries as conclusions without deriving relevant implications from their findings. Furthermore, 58% of students did not align their recommendations with the study's main themes (ibid).

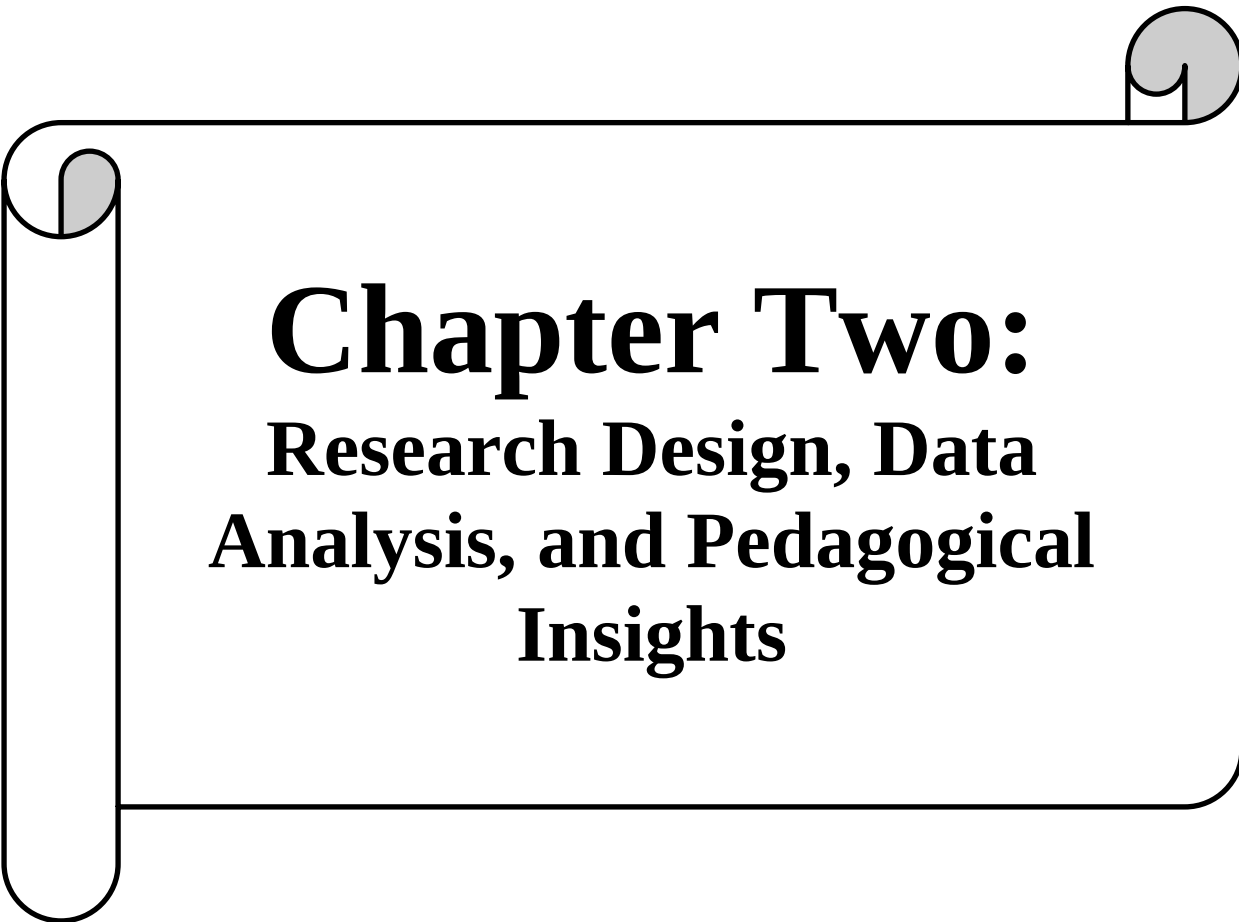
In conclusion, postgraduate students face many challenges when writing dissertations, including poorly structured chapters, weak research methods, and limited academic writing skills. To help students succeed, universities should provide better research training, academic writing workshops, and strong support from supervisors.

1.16 Conclusion :

Writing a dissertation is a complex and difficult procedure that requires students to develop excellent research abilities and follow structured guidelines. This chapter has covered significant aspects of research methodology, such as its definition, significance, components, and various teaching methods. The discussion emphasized the importance of research methodology in preparing students for dissertation writing, and the difficulties they may experience during the learning process. Effective teaching approaches, particularly those emphasizing practical application, are essential in assisting students in developing the skills and confidence required to

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conduct successful research. Understanding research methodology principles can help students navigate the research process and prepare them for writing a well-structured dissertation. The following chapter will present the research design and methodology adopted in this study to further examine the impact of research methodology knowledge on students' dissertation readiness.



Chapter Two:

Research Design, Data Analysis, and Pedagogical Insights

2.1. Introduction

This chapter deals with the research design and methodology used to investigate the influence of EFL learners' research methodology knowledge on their readiness for dissertation writing. It describes the research method adopted, the study's setting, the targeted population, and the selected sample. Additionally, it details data collection instruments, specifically the questionnaires administered to both students and teachers, and explains the procedures for data analysis. The chapter also discusses the findings, addresses the study's limitations, and provides pedagogical recommendations along with suggestions for future research.

2.2. Research Design

This study adopts a descriptive research design and a quantitative approach. Data are collected by administering two questionnaires, one to students and the other to teachers of research methodology at Relizane University.

2.3. Setting

The present research work is conducted at Relizane University, in the Department of English. This setting is ideal for conducting the case study, as the sample consists of Master one students, who will be writing their dissertations next year.

2.4. Population

The target population of this research consists of 66 students and 9 research methodology teachers in the Department of English at Relizane University. Master one are selected because they are preparing to write their dissertations while the teachers are chosen due to their expertise in teaching research methodology, which our study focuses on.

2.5. Sample

This study is carried out with only 32 Master one students out of 66, representing approximately 53% of the total population. Thus, the sample includes 32 students, along with 6

teachers who responded to the two questionnaires. The participants are randomly selected to examine the research questions and hypotheses.

2.6 Data Collection Instruments

This study employs two questionnaires as a research tool. The first questionnaire is designed for students, as it is one of the most commonly used methods for gathering data from a large population. The second questionnaire, on the other hand, is distributed to teachers of research methodology.

2.6.1 Students' Questionnaire

2.6.1.1 Administration of Students' Questionnaire

The students' questionnaire is distributed to Master one as hard copies. All of the 32 students responded to the questionnaire.

2.6.1.2 Description of the Students' Questionnaire

The students' questionnaire consists of 18 questions divided into three sections. The questionnaire begins with background information to gather demographic data; the first section includes 10 questions that focus on research methodology knowledge, which evaluates students' exposure, comprehension, confidence, and perceived challenges. The second section contains 6 questions and it focuses on students' readiness for dissertation writing. It examines their prior application of research methods and expected difficulties. The last section includes two questions and it addresses the impact of research methodology knowledge, which explores its role in dissertation preparation and possible improvements. The questionnaire includes multiple-choice, Likert-scale and open-ended questions to gather both quantitative and qualitative data.

2.6.1.3 The Analysis of the Students' Questionnaire

Q1. Gender

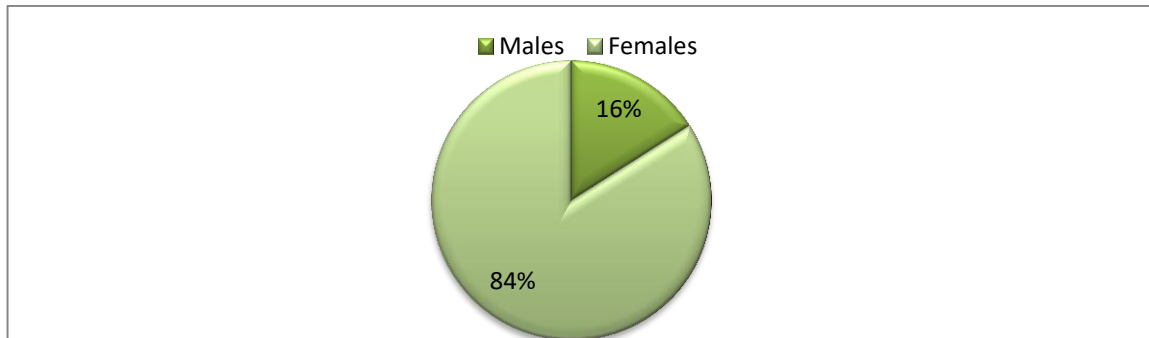


Figure2.1: Students' gender.

As shown in the pie chart which represents Students' gender distribution, the largest proportions of students are females 84% (27 students). In contrast, males are only 16% (5 students). This reflects a considerable gender disparity with the females being overrepresented in this sample.

Q2. Have you attended research methodology courses in your academic studies?

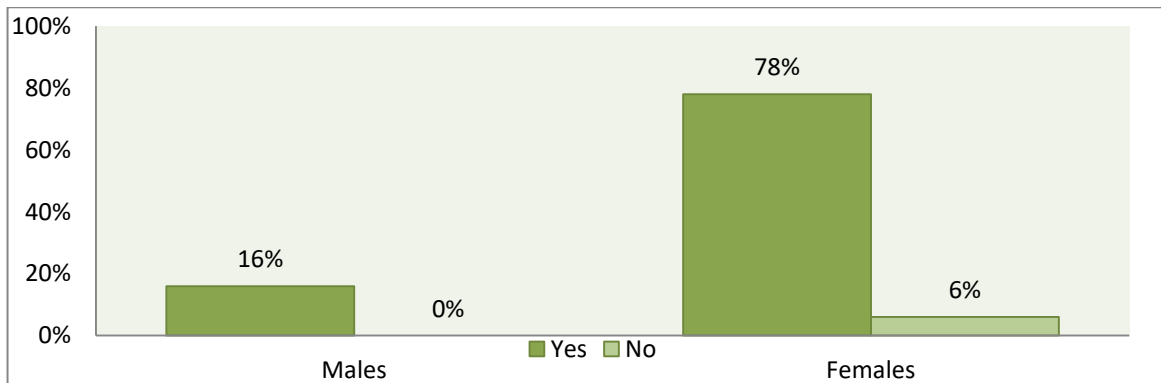


Figure2.2: Students' attendance in research methodology course.

The Figure2.2 above represents the attendance of students in research methodology course. From a sample of 32 students, 30 (94%) have attended research methodology courses, including 5 males (16%) and 25 females (78%). Two females (6%) did not attend these course. This indicates that most students attended research methodology course.

Section 1. Research Methodology Knowledge

Q3. How would you rate your understanding of research methodology concepts?



Figure2.3: Students' understanding of research methodology concepts.

The chart above represents students' understanding of research methodology concepts. The findings indicate that while nearly half of the students (47%) perceive their knowledge as fair, a significant portion (41%) report poor or very poor comprehension. Only a small percentage (13%) feels confident with a good understanding, and none rate their knowledge as excellent. This suggests a need for improved teaching approaches in research methodology.

Q4. How was reasarch methodology taught in your courses?

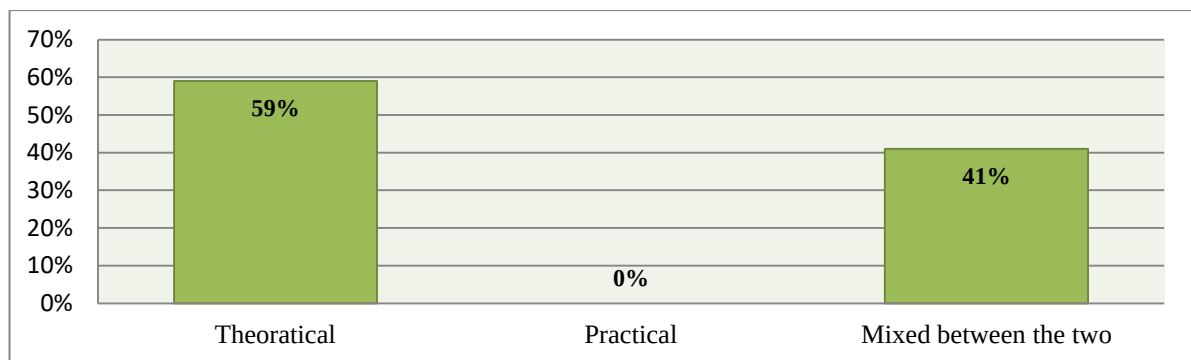


Figure2.4: Methods of teaching research methodology course.

From the chart above, which represents the teaching methods used in the research methodology course, we can see that the majority of students (59%) experienced a purely

theoretical approach, while 41% had a blend of theory and practice. No students experienced a fully practical approach, highlighting a potential gap in practical learning.

Q5. Which aspects of research methodology do you feel most confident in?

Table 2.1.Students’ confidence in research methodology aspects

Options	Percentage
Identifying research problem	41%
Writing research questions and hypotheses	34%
Understanding research designs	91%
Data collection methods	97%
Data analysis techniques	41%
Refrencing and citation styles	19%

Table 2.1 represents students’ confidence in various aspects of research methodology. The results show that most students feel confident in data collection methods (97%) and understanding research designs (91%). However, fewer students report confidence in identifying research problems (41%), data analysis techniques (41%), writing research questions and hypotheses (34%), and referencing and citation styles.

Q6. I understand the difference between qualitative, quantitative and mixed research designs.

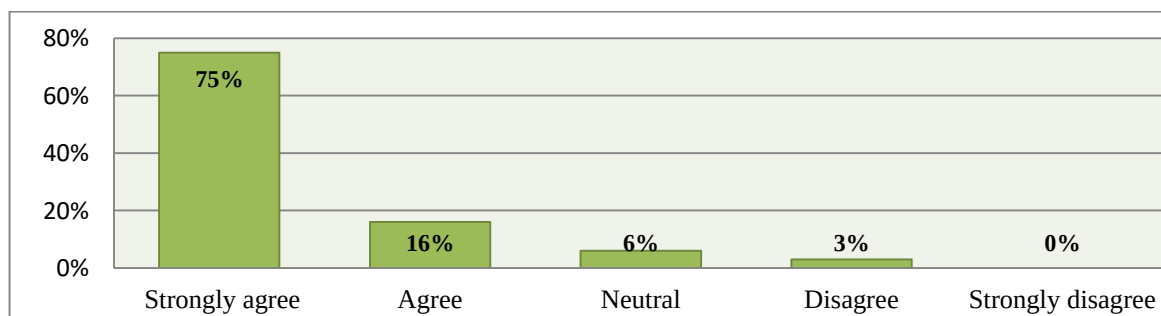


Figure2.5: Students’ understanding of qualitative, quantitaive and mixed research design

The chart above, which represents students' understanding of the difference between qualitative, quantitative, and mixed research designs indicate that 75% of students (24) strongly agree they understand the differences among research designs, while 16% (5) agree. Only 6% (2) are neutral, and 3% disagree. No respondents strongly disagree. This indicates a high level of awareness and understanding of research design.

Q7.Do you know how to design?

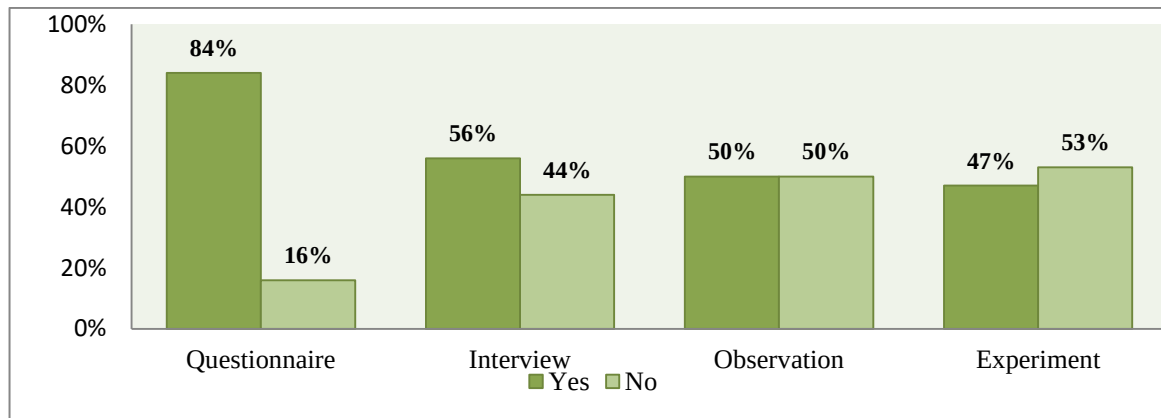


Figure2.6: Students' difficulties in designing data collection instruments.

The results regarding students' knowledge of how to design different research methods reveal varying levels of confidence. The majority of respondents (84%) are confident in designing questionnaires, making it the most familiar data collection tool, while only 16% struggle with it. Interview design follows, with 56% knowing how to create one and 44% lacking the skill. In contrast, observation design shows an equal split, with 50% feeling capable and 50% uncertain. Experiment design appears to be the most challenging, as only 47% can design one, while 53% cannot. Overall, the findings suggest that while respondents are generally comfortable with designing questionnaires and interviews, they face more difficulties with observation and experiment design.

Q8. Do you know how to analyze?

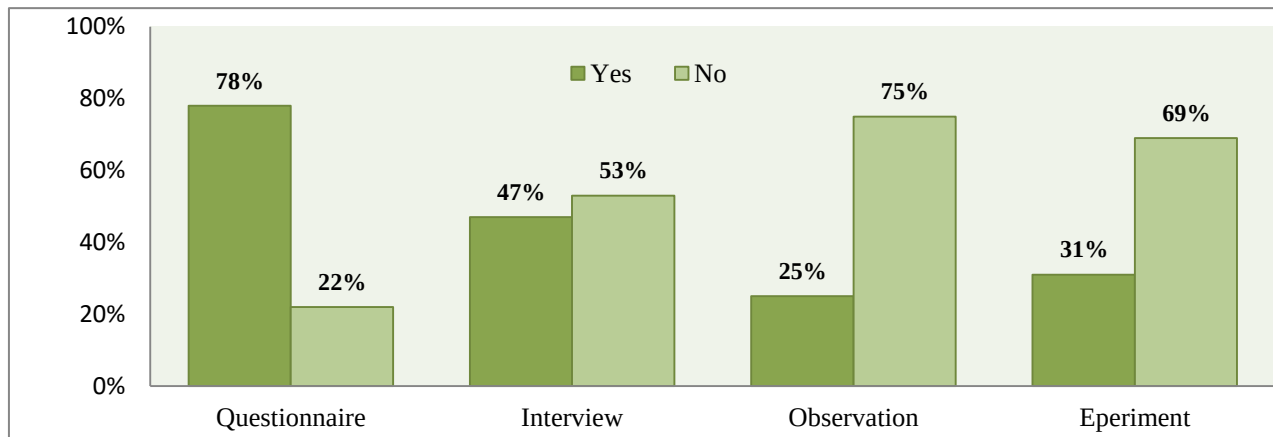


Figure2.7: Students' difficulties in analyzing data collection instruments.

The chart above represents the students' knowledge of how to analyze different research methods. For the questionnaire method, 25 students (78%) indicated that they know how to analyze it, while 7 students (22%) do not, for the interview method, 15 students (47%) reported that they know how to analyze it, while 17 students (53%) said no. Regarding observation, only 8 students (25%) feel they know how to analyze it, while 24 students (75%) struggle. For the experiment method, 10 students (31%) indicated they know how to analyze it, while 27 students (69%) said no. This data indicates that students are most confident in analyzing questionnaires followed by interview and least confident in analyzing observation methods and experiment.

Q9. Do you understand the ethical consideration involved in conducting research (e.g. informed consent, confidentiality)

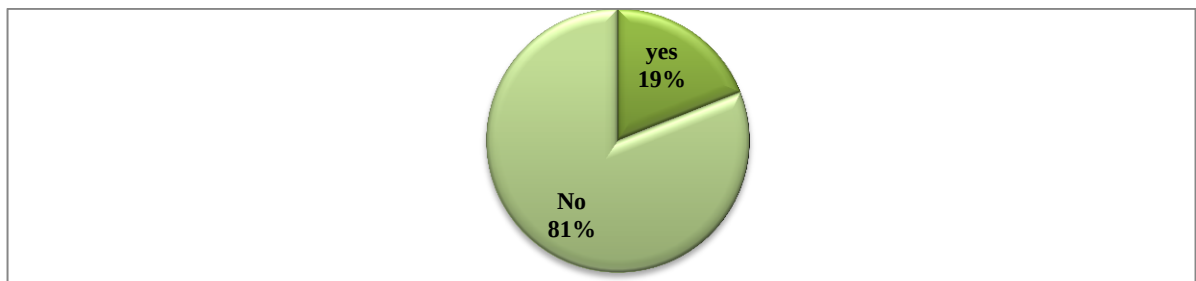


Figure2.8: Students' understanding of research ethicality

The pie chart above represents students understanding of research ethicality. The data reveal that 5 students (19%) understand the ethical considerations in research. In contrast, 27 students (81%) do not understand it. This suggests that the majority of students are unaware of ethical issues related to research, with only a small minority recognising the importance of informed consent and confidentiality.

Q10. What challenges did you face while studying research methodology course?

Table2.2: Students' challenges in studying research methodology course

Challenges	Percentage
Difficult terminology	16%
Lack of practical application	97%
Insufficient time to understand concepts	84%
Lack of clear guidance from instructors	97%

Table 2.2 above illustrates the challenges students faced while studying research methodology. It shows that the most significant issues were the lack of practical application and lack of clear guidance from instructors, with 97% of students reporting these challenges. Additionally, 84% of students struggled with insufficient time to understand concepts. A smaller percentage, 16%, faced difficulties understanding complex terminology. Overall, the majority of students encountered difficulties related to the practical aspects of the course and the support provided by instructors.

Section Two: Students' Readiness for Writing a Dissertation

Q11. Have you practiced applying research methodology in any of your previous academic assignments? If yes what kind of assignments?

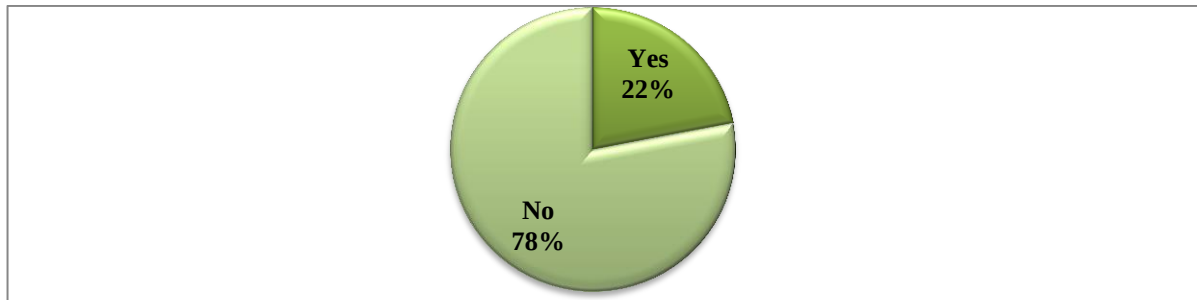


Figure2.9: Students' prior practice of research methodology.

The data above demonstrates students' prior practice of research methodology in previous academic assignments. It reveals that 7 students (22%) have practiced applying research methodology. In contrast, 25 students (78%) have not practiced applying research methodology. This indicates that the majority of students have not had the opportunity to apply research methodology knowledge in their academic assignments, while a small percentage have had some practical experience. Students who responded "yes" mentioned some kind of assignments:

- **Research Proposal Writing:** Several students mentioned working on writing research proposals, with responses like "research proposal", "writing research proposals" and *"designing research proposals"*

- **Questionnaire Analysis:** Students who indicated they have analyzed questionnaires, such as "analyze questionnaire," demonstrate experience in data collection and analysis, suggesting familiarity with evaluating responses, coding data, and interpreting results.

- **Data Selection and Analysis:** Students who mentioned tasks like "choose specific data collection method and try to analyze it" demonstrate practical experience in the data analysis phase, where they select and process data to answer research questions or test hypotheses.

- **Questionnaire Design:** Responses like "design questionnaire" show that students have practical experience in creating research tools to gather both quantitative and qualitative data.

- **Writing Research Questions, Objectives, and Hypotheses:** Some students reported tasks such as "write research questions" and "writing research objectives and questions and hypotheses," which suggests their engagement with defining research problems and structuring research plans effectively.

The students' responses shows that the students who practiced applying research methodology have engaged in tasks across the entire research process, from proposal writing and designing research tools to analyzing data and defining research objectives

Q12. Are you thinking about topic for your master's thesis?

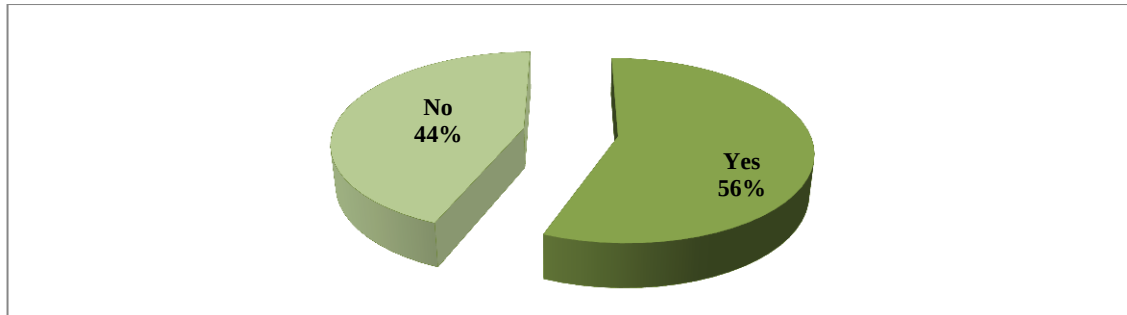


Figure2.10: Students' consideration of master's thesis topics.

The data indicates that 18 students (56%) have already begun to consider a topic for their master's thesis, whereas 14 students (44%) have not yet done so. This shows that more than half of the students have already started engaging in the research process by looking into future research thesis topics, but a considerable number have not yet begun, probably because of uncertainty, lack of supervision, or insufficient exposure to actual research methodology.

Q13. Do you think the current research methodology courses help prepare you for writing your Master's thesis?

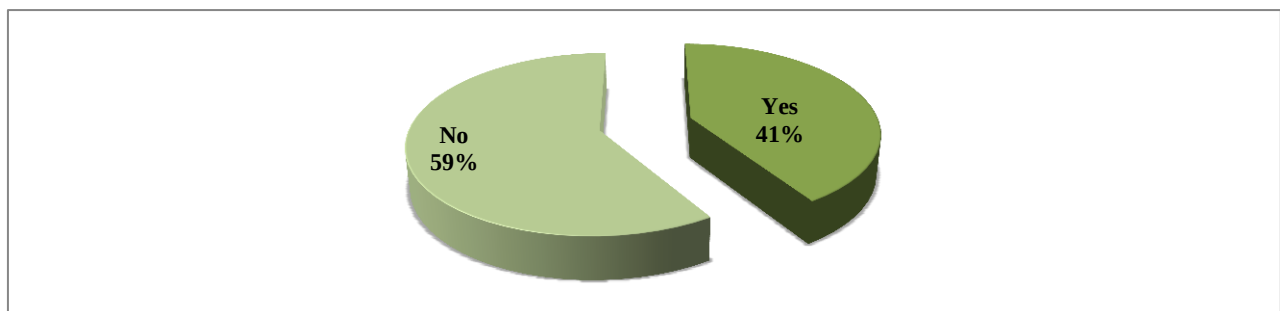


Figure2.11: Students' perceptions of the role of research methodology course in master's thesis preparation.

The results show that 13 students (41%) believe that the current research methodology courses help prepare them for writing their master's theses. However, 19 students (59%) think

that these courses are not enough. This suggests that while some students find the courses useful, the majority feel that they do not provide enough support or practical training to fully prepare them for thesis writing.

Q14. How ready do you feel to write a dissertation in Master two?

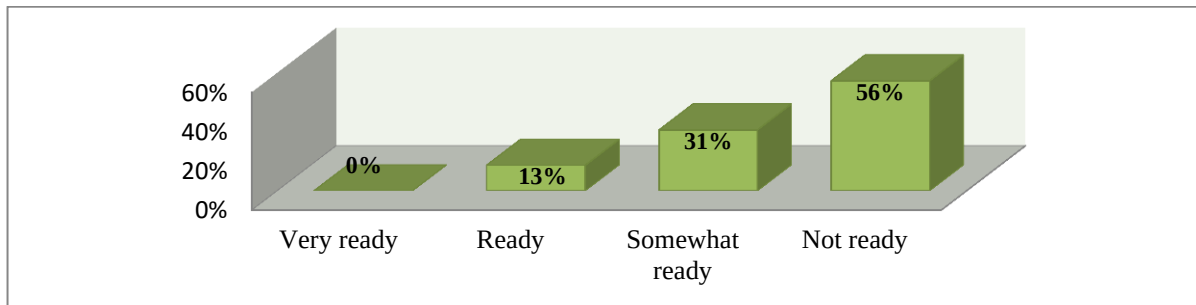


Figure2.12: Students' readiness for writing a dissertation

The results show that none of the students feel "very ready" to write a dissertation in Master 2. Only 13% of students feel "ready," while 31% of students feel "somewhat ready." However, the vast majority of students (56%) believe they are "not ready." This suggests that most students lack confidence in their preparedness for dissertation writing, probably due to limited practical training in research methodology.

Q15. How do you perceive the process of writing a dissertation?

Table2.3: Students' perceptions of the dissertation writing process

Options	Percentage
As a necessary step to complete my Degree	88%
As an opportunity to explore and solve specific problems	9%
As a means to expand and deepen my knowledge	0%
As a foundation for future research	3%

Table 2.3 demonstrates students' perception of the dissertation writing process. The results show that most students (88%) see writing a dissertation as just a necessary step to complete their degree. Only 9% view it as an opportunity to explore and solve specific problems, while 3% see it as a foundation for future research. No students consider it a way to expand and deepen their knowledge. This shows that for the majority of students, the dissertation is more of a necessity than a meaningful learning experience, which may indicate a lack of motivation or proper research training.

Q16. What challenges do you think you might face when writing your thesis?

Table2.4: Students' expectations of challenges in thesis writing

Challenges	Percentage
Choosing Research topic	91%
Conducting literature review	100%
Designing research methodology	75%
Collecting and analyzing data	38%
Writing and structuring the dissertation	100%

The results in the table 2.4 above reveal that all 32 students (100%) expect to struggle with conducting the literature review as well as writing and structuring the dissertation. Another major problem is selecting a research topic, with 91% of students expressing concerns about this aspect. Additionally, 75% of students anticipate challenges in designing their research methodology, while 38% believe they will struggle with data collection and analysis. These findings suggest that students are unprepared for critical components of the thesis, especially in reviewing literature, structuring their work, and developing research methods.

Section Three: The Impact of Research Methodology Knowledge on Dissertation Writing Readiness

Q17. Do you agree that research methodology knowledge significantly impacts students' readiness for writing a dissertation?

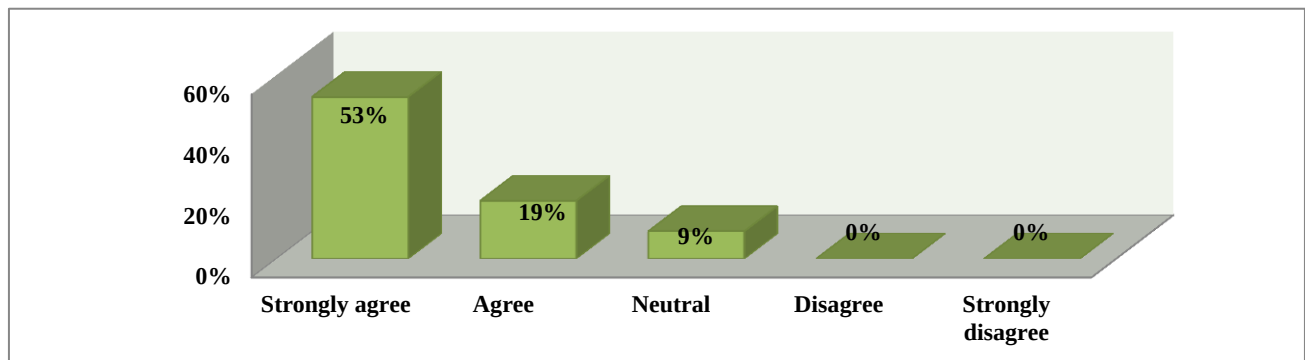


Figure2.13: Students' perceptions on the effect of research methodology on dissertation readiness

The results presented in the figure above show that the majority of students (53%) strongly agree that research methodology knowledge influences their readiness for writing a dissertation. Additionally, 19% of students agree with this statement, while 9% remain neutral. Notably, no students disagreed or strongly disagreed. These data imply that while a small portion of students are still unsure about the importance of research methodology; the majority of students acknowledge its significance in preparing them for writing a dissertation.

Q18. Do you think the research methodology module needs improvement to better prepare you for dissertation writing? If yes, how?

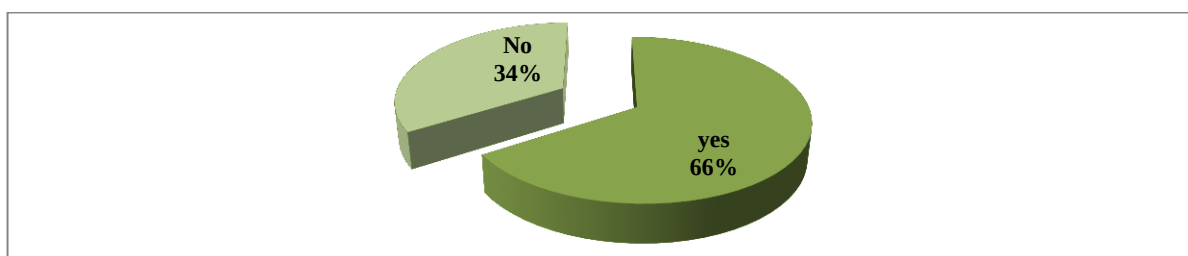


Figure2.14: Students' views on enhancing the research methodology module for effective thesis preparation.

The results obtained from the chart above indicate that the majority of students believe that research methodology module could be improved to better prepare them for dissertation writing. 21 students (66%) answered yes, whereas 11 students (34%) answered no. This shows

that the majority of students believe the current curriculum is insufficient to provide them with the necessary skills to write a dissertation. Students' responses regarding the need for improvements in the research methodology module reveal several key themes:

- **Increased Practical Application** – Many students emphasized the need for more practice in research methodology, stating, "we need to practice more," "adopt a practical approach," and "the module should include more practical exercises." This indicates a strong demand for hands-on learning rather than just theoretical instruction.

- **More Guidance from Teachers** – Some students highlighted the necessity of clearer guidance from teachers, as expressed in responses like "we need a guide," and "teachers must guide us." This indicates that students believe they require more organised support to navigate the research process effectively.

- **Additional Learning Resources and Tools** – Several students mentioned the importance of supplementary tools, such as "providing tools like data show to enhance our understanding," and "providing tools to help us in the process of writing a dissertation (data show)." This point suggests that there is a need for technological support and enhanced instructional materials.

- **More Sessions and Time Allocation** – A number of students expressed the need for extended learning time, with responses like "we need more sessions for learning it better," and "it is preferable to allocate more sessions to learn research methodology effectively." This shows that students feel the current module is too brief to cover the necessary skills adequately.

Overall, the responses indicate that students feel that the research methodology module may be enhanced by adding more practical exercises, providing clearer guidance, using technological tools, and increasing the number of sessions to better prepare them for dissertation writing.

2.6.2 Teachers' Questionnaire

2.6.2.1 Administration of Teachers' Questionnaire

The teachers' questionnaire is addressed to 6 teachers of research methodology sent via email in word format to ensure accessibility and allow them to respond at their convenience.

2.6.2.2 Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of 14 questions divided into three sections. It begins with background information which contains 4 questions, the first section includes 6 questions that focus on teaching research methodology; the second section consists of 4 questions that tackles the difficulties in research methodology learning and impact on students' dissertation readiness. The questionnaire is made up of multiple choice, Likert-scale and open-ended questions, ensuring a comprehensive exploration of teaching practices, challenges, and students' preparedness. This organized format helps gather relevant data.

2.6.2.3 The Analysis of the Teachers' Questionnaire

Section 1: Background information

Q1. Gender

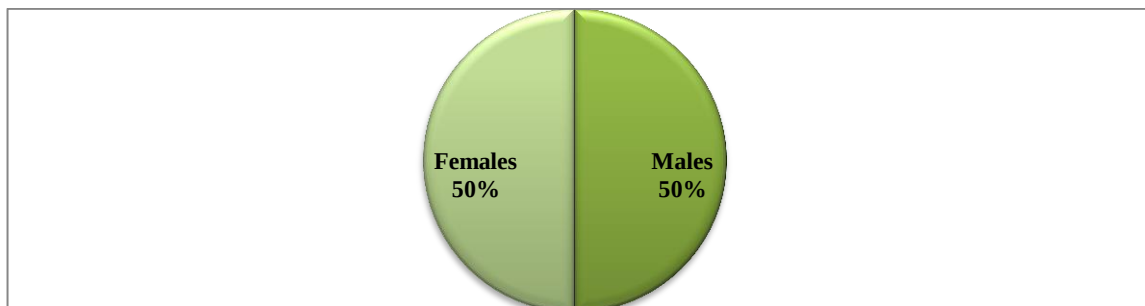


Figure2.15: Teachers' gender

The pie chart above represents teachers' gender; the results indicate an equal representation of male and female teachers, with 3 males and 3 females, each constituting 50% of the total sample.

Q2. Teaching Experience

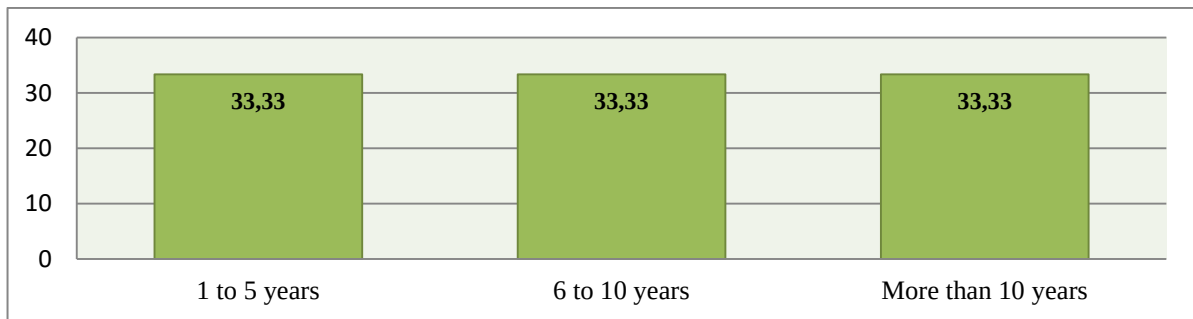


Figure2.16: Teachers' teaching experiences

As shown in the figure above, which demonstrates teachers' teaching experience, the results indicate an equal distribution across three experience levels. Two teachers (33.33%) have 1 to 5 years of experience, two teachers (33.33%) have 6 to 10 years of experience, and two teachers (33.33%) have more than 10 years of experience. This indicates that the sample includes teachers with varying levels of experience, ensuring a balanced perspective on the teaching of research methodology.

Q3. Cycles you teach

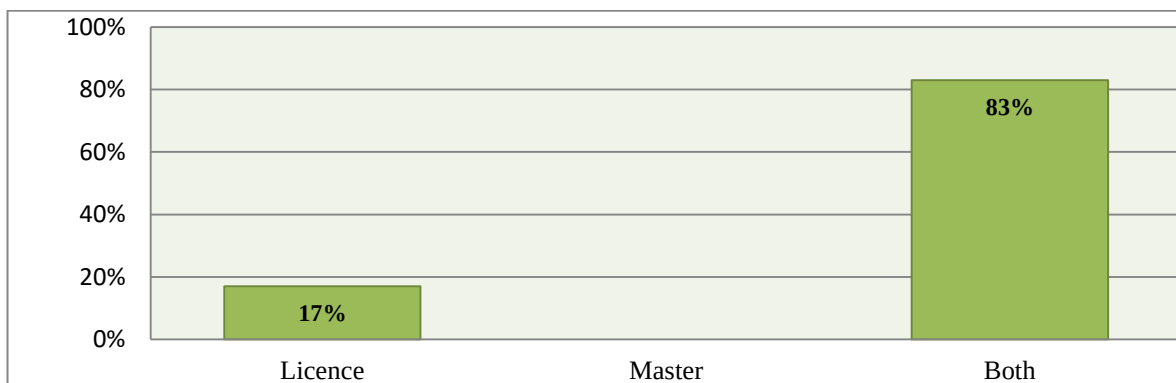


Figure2.17: Teachers' teaching cycles.

The graph above shows the teachers' teaching cycles. The findings show that the majority of teachers (83%) teach both Licence and Master cycles, with two females and three males in this category. In comparison, just 17% of teachers, including one male, focus completely on the Licence cycle. This shows that the majority of instructors in the sample are responsible for instruction at both educational levels, indicating a larger teaching scope, with a smaller number specializing in License cycle.

Q4. Have you taught research methodology to EFL learners?

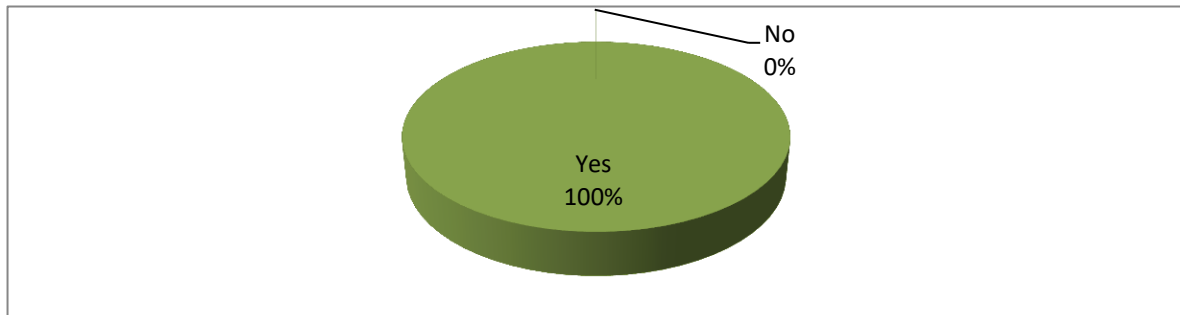


Figure2.18: Teachers’ experiences in teaching research methodology to EFL learners.

The pie chart above shows the teachers’ experience in teaching research methodology to EFL learners, the statistics show that all 6 of the teachers 100% had taught research methodology to EFL learners, with no teacher admitting a lack of experience in this area. This suggests that every teacher in the sample has been involved in teaching research methodology to EFL learners, highlighting a strong proficiency in this area within the sample group.

Section 2 : Teaching Research Methodology

Q5. What main topics do you cover in research methodology course ?

This question aims at identifying the main topics that teachers attempted to provide students with through the course of research methodology. From the teachers’ responses, we can identify 6 key themes, they are as follows:

1) Research Topic Selection:

Teachers emphasized the importance of helping students select a relevant research topic.

- Teacher 1 stated, “selecting a research topic” as a key area.
- Teacher 2 highlighted, “how to choose a topic,” suggesting that this is a foundational step in research methodology process

2) Literature Review :

Literature review emerged as one of the most significant aspects of the course.

- Teacher 1 focuses on, “how to write a literature review,” reflecting a practical approach to guiding students.
- Teacher 2 discussed, “conducting the literature review,” indicating its importance throughout the research process.
- Teacher 3 mentioned, “conducting literature review,” showing its recurring presence in their teaching

3) Research Design and Methodology:

Research design and methodology were highlighted by several teachers as central to the research process.

- Teacher 1 emphasizes, “Selecting the right research design and tools,” focusing on helping students choose appropriate research methods.
- Teacher 2 spoke about, “Choosing the research design, “reinforcing its critical role.
- Teacher 4 referred to “Quantitative, qualitative and mixed methods,” showing a broad coverage of different research approaches.

4) Data Collection and Analysis:

Data collection and analysis were also significant points in the teachers’ responses.

- Teacher 1 mentioned, “Data collection, analysis, and interpretation,” covering a full cycle of data handling
- Teacher 2 discussed, “Designing data collection instruments,” which reflects a more practical aspect of research methodology
- Teacher 3 highlighted, “Data collection methodologies such as surveys, interviews, experiments;” pointing out the diverse methods he teaches for gathering and analyzing data

5) Ethical Considerations:

- Teacher1 mentioned, “ Ethical considerations in research,” which is essential in maintaining the integrity of research
- Teacher 2 noted, “Ethical consideration,” emphasizing its importance in guiding the students through responsible research practices.

The analysis reveals that the research methodology course primarily focuses on key theoretical aspects, including research topic selection, literature review, research design, data collection and analysis, and ethical considerations. However, there is a noticeable lack of emphasis on practical application, which may be due to limited instructional time and an insufficient number of sessions devoted to the research methodology module. This could lead to students having a strong theoretical understanding but lacking hands-on experience in applying research concepts effectively.

Q6. What teaching methods do you use when teaching research methodology ?

Table2.5 : Teaching methods’ used in research methodology instruction

Teaching methods	Percentage
Teacher-centered approach	33%
Learner-centered approach	50%
Lecture-based approach	33%
Project-based approach	17%
Experiential approach	17%

Table 2.5 above shows that most teachers prefer learner-centered teaching method in research methodology course, with three teachers (50%) using this approach. However, two teachers (33%) still rely on teacher-centered and lecture-based methods, possibly because the

course content is mostly theoretical. Project-based and experiential learning are not very common, as only one teacher (17%) uses them. This could be because the course focuses more on theory rather than hands-on practice. In the "Others" category, two teachers (33%) use a flexible, eclectic approach, combining both teacher-centered and learner-centered strategies, indicating adaptability in teaching methods.

Overall, even though learner-centered methods are more common, there is still a need to include more experiential and project-based learning. This would help students develop both theoretical knowledge and practical research skills, making the course more balanced.

Q7. Do you agree that almost if not all teachers follow a teacher-centered approach when teaching research methodology ?

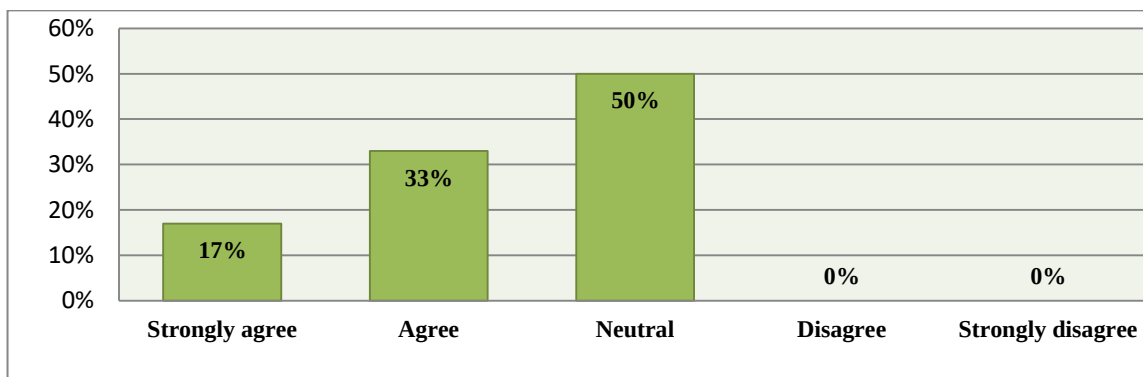


Figure2.19: Teachers' perspectives on the use of teacher-centered approach in research methodology module

The statistics in the graph show that teachers have different viewpoints on the adoption of a teacher-centered approach in research methodology instruction. The findings suggest that 33% of teachers agreed and 17% strongly agreed that research methodology is taught in a teacher-centered way, for a total of 50% acknowledging its dominance. Meanwhile, the remaining 50% of teachers responded neutrally, indicating that they did not agree or disagree with the statement. Interestingly, no teachers disagreed or strongly disagreed, which suggests that none of them oppose the idea that research methodology is primarily taught in the teacher-centered way.

This shows that, while many instructors acknowledge the teacher-centered approach, others may be uncertain about its dominance or may see a balance between teacher-centered and student-centered methods in their teaching.

Q8. What resources or materials do you use when teaching research methodology course?

Table2.6 : Teachers' use of materials and resources in teaching research methodology

Teaching Materials	Percentage
Textbooks	67%
Lecture slides/handouts	100%
Online tutorials/webinars	33%
Group discussions and peer feedback	33%
Research proposals templates and samples	33%

Table 2.6 represents teachers' use of materials and resources in teaching research methodology. Data show that all 6 teachers (100%) rely on lecture slides and handouts when teaching research methodology, making it the most commonly used resource. Textbooks are also widely used, with 50% of teachers (4 out of 6) incorporating them into their teaching. Other tools include online tutorials and webinars, group discussions with peer feedback, and research proposal templates and samples, are used by 33% of teachers (2 out of 6) each.

This indicates that research methodology is taught primarily in a theoretical manner, as the most commonly used resources—lecture slides, handouts, and textbooks—focus on delivering information rather than hands-on practice. The lower use of interactive methods, such as group discussions, research proposal templates, and online tutorials, suggests that practical application and student engagement are less emphasized in the teaching process.

Q9. How often do you include practical tasks in your research methodology course?

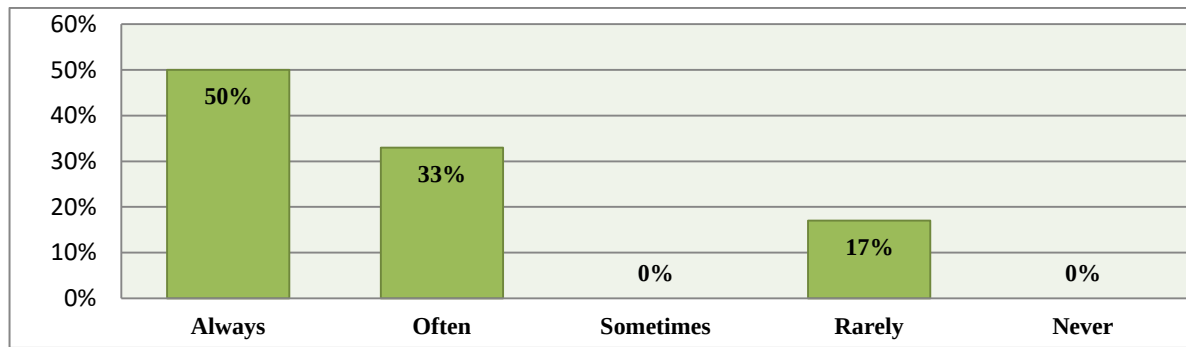


Figure2.20: Frequency of practical tasks inclusion in research methodology course.

The data from the bar chart reveal varying levels of practical task integration in research methodology courses. The majority of instructors, 50% (3 out of 6), claimed that they "always" incorporate practical exercises, while 33% (2 out of 6) said they "often" do. However, 17% (1 of 6) stated that they "rarely" include practical exercises in their teaching. Notably, no teachers chose "sometimes" or "never," implying that all participants recognize the need for practical activities to some degree.

These findings indicate that although most teachers integrate practical tasks frequently, there is still inconsistency in their application. The presence of one teacher who "rarely" uses practical activities suggests potential challenges in implementing hands-on learning, possibly due to time constraints, course structure, or a preference for theoretical instruction. These data suggest that, while most teachers incorporate practical assignments on a regular basis, their implementation is inconsistent. The existence of one teacher who "rarely" employs practical activities shows possible difficulties in implementing hands-on learning, possibly due to time limits, course structure, or a preference for theoretical instruction. However, the lack of replies for "never" suggests that research methodology teachers typically realize the need of practical interaction in developing students' research skills.

Section3 : Difficulties in Research Methodology Learning and its Impact on Students' Dissertation Readiness

Q10. In your experience, what are the main challenges Master 1 students face in learning research methodology?

Table2.7: Teachers’ perspectives on the challenges master 1 students face in learning research methodology

Challenges	Percentage
Difficulty in understading theoretical concepts	50%
Lack of hands-on practice or application opportunities	100%
Limited access to recources and materials	17%
Insufficient time to cover all topics	67%

Table2.7 above illustrates the main challenges that Master 1 students face in learning research methodology, as reported by teachers. The most frequently mentioned challenge, identified by all 6 teachers (100%), is the lack of hands-on practice or application opportunities, indicating a strong agreement that students struggle due to insufficient practical training. Insufficient time to cover all topics was the second most common issue, highlighted by 4 teachers (67%), suggesting that time constraints limit comprehensive learning. Difficulty in understanding theoretical concepts was noted by 3 teachers (50%), emphasizing that some students struggle with grasping fundamental ideas. Finally, limited access to resources and materials was identified by 1teacher (17%), indicating that while it is a challenge, it is less commonly perceived as a major obstacle compared to the other factors.

these findings suggest that the primary issues students face are related to the practical application of research methodology rather than access to materials. This indicates a potential gap in the curriculum, where more emphasis on hands-on learning and better time management strategies could enhance students' readiness for conducting research and writing a well structured dissertation.

11. Do you think the allocated sessions for teaching research methodology are sufficient to prepare Master 1 students for writing their dissertation ? Please justify your answer

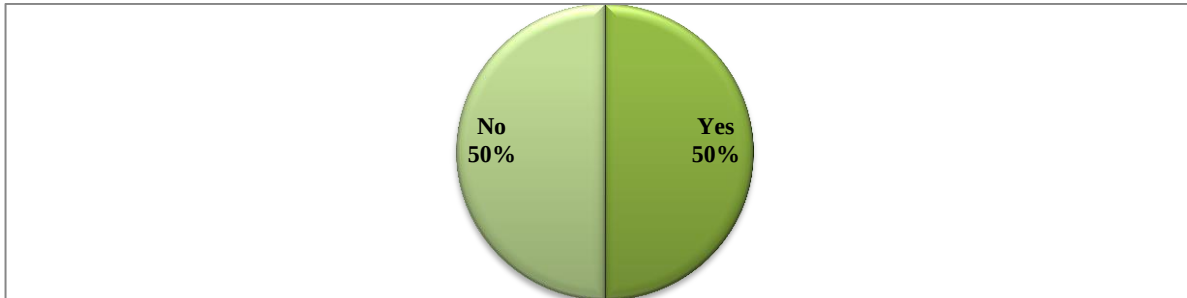


Figure2.21: Teachers’ prespectives on the number of sessions devoted to research methodology

As shown in the pie chart above, the teachers' responses are equally divided regarding the sufficiency of sessions dedicated to the research methodology module.

On one hand, 50% of the teachers believe that the allocated time is sufficient for students to develop their research methodology knowledge. Some respondents specifically stated that two hours per week for second-year students are adequate. One teacher justified this by explaining that the curriculum already dedicates nearly five years to research methodology before students begin writing their theses. Therefore, they argue that time constraints are not the issue. Instead, the real challenge lies in effective teaching, which is the teachers' responsibility, and active learning, which is the learners' responsibility. On the other hand, the remaining 50% of teachers disagree, arguing that master students need additional sessions to fully grasp research methodology. They emphasized that extra time is necessary to bridge the gap between theoretical knowledge and practical application. Another teacher supported this view by stating that mastering research methodology requires a deep understanding of multiple concepts, and the current number of weekly sessions is not enough to cover both theory and practice.

The results indicate that teachers are unsure whether the number of research methodology sessions is sufficient. Their opinion depend on the level they teach. For the Licence degree, the sessions seem to be enough, but at the Master’s level, they are not, since students need more practice.

Q12. How does the research methodology course effectively prepare Master 1 students for writing their Master 2 dissertation ?

This question aims to understand teachers' opinions on how the research methodology course helps Master one students prepare for writing their dissertation next year. The teachers' responses can be grouped into the following themes :

1) The significance of academic writing and structured methodology

One teacher remarked that the course considerably helps with academic writing and dissertation structure. They pointed out: "It helps a lot with academic writing and also in the way and the methods of writing each section and each part, starting from the introduction to the hypothesis, the problematic, the main points, the literature review...". This shows that the course gives students the necessary tools for properly writing and arranging their study.

2) Bridging the gap between theory and practice

Several teachers emphasized that research methodology enables students to integrate theoretical knowledge with practical applications. One response stated: "A successful research methodology course bridges the gap between theoretical knowledge and practical application. It equips students with the necessary skills, confidence, and autonomy to write successful dissertations with high quality."

Another response reinforced this idea by stating: "It provides students with the needed skills, knowledge, and insights to conduct a well-structured research work. When accompanied with practicality wherein students practice what they learn in class, it will successfully contribute to conducting a solid research work."

3) The Course as a Foundation for Research Skills

Teachers also stated that research methodology exposes students to the essential phases of research, allowing them to fully involve themselves in dissertation writing. One teacher stated :

"Research methodology is a unique subject matter as it introduces students to the main phases of doing research. Mastering it paves the way for being immersed in the field of research and results in a higher quality of dissertation writing.". This response also stressed the need of using a variety of teaching approaches, such as data-shows, laboratories, and real-life research scenarios, to assist students understand research topics better.

4) The Late Realization of the Course's Importance

One teacher pointed out that many students are unaware of the importance of the research methodology course until they reach the Master's level. They stated:"Unfortunately, most students at the licence level do not see the need for the Research Methodology course until they are at the Master's level where it is too late for them to catch up on all the missed lectures." This highlights the need for earlier exposure to research methodology so students are better prepared by the time they begin their dissertations.

5) The Need for Extra Effort Outside the Classroom

Another viewpoint proposed that, while the course covers important components of research, students must move beyond classroom instruction to properly benefit. One response noted: "Students need not totally rely on the information they are taught, but they should also make some extra efforts outside the classroom.". This shows that conducting independent research and practice play a crucial role in mastering research methodology.

The findings indicate that the research methods course is critical for improving students' research and writing skills. However, its efficacy is dependent on involvement and a balance of theory and practice. Despite being taught for five years, many students only appreciate its significance later, making it difficult to grasp crucial topics. More practical experience early in the curriculum might be beneficial. Furthermore, independent research and practice are essential for improving preparedness for the Master 2 dissertation.

2.6.3. Discussion of Students' Questionnaire Results

The findings of the students' questionnaire provide significant insight into how Master One students perceive their knowledge of research methodology and how prepared they feel to write a dissertation. One of the most noticeable points is the insufficient confidence students have across different areas of research methodology. On the one hand, most students express confidence in fundamental concepts such as data collection methods 97% and understanding research designs 91%. However, this confidence significantly drops when it comes to academic writing, particularly referencing and citation, with only 19% feeling confident in this area (see question 5). This gap shows that, while students comprehend theoretical concepts, they struggle to apply them when writing their dissertation, especially when it comes to important academic standards required for effective dissertation writing.

Furthermore, confidence in using various research methods also varies significantly. Students feel most confident in designing and analyzing the questionnaire, but far less so in designing and analyzing experiments. This disparity results from limited exposure to a variety of research tools during their studies. (Questions 7 and 8)

Another important finding is students' overall perception of unreadiness. None of the participants report feeling "very ready" to start their dissertation, only 13% say they feel "ready". A majority 56% describe themselves as "not ready" at all. These data indicate a deeper issue beyond topic understanding, which might be related to a lack of confidence, insufficient practical training, or a feeling of being unsupported. It is also worth noting that 88% of students perceive the dissertation primarily as a graduation requirement, rather than an opportunity to grow academically or professionally (see questions 14 and 15). This indicates that the students feel demotivated to write a dissertation.

When asked about the specific challenges they expect to face when writing a dissertation, students frequently mention conducting a literature review, structuring a dissertation, and selecting appropriate research topics. Choosing a topic appears as a challenge by 91%, and 75% find designing research methodologies to be difficult (see question 16). These results suggest that

while students might be learning about research methodology in theory, they are not getting enough guidance or practice in applying this knowledge to real research tasks(question 10).

The eighteenth question indicates that the majority of the students agree that the current research methodology module needs improvement. Their suggestions for making it more useful and effective remain thoughtful and practical. They emphasize the need for more practice in research methodology, the necessity of clearer guidance from teachers, and the use of digital resources. These responses show a real willingness to engage in more meaningful research if provided with the right tools and guidance (see question 18).

To sum up, while master one students show a solid grasp of basic research concepts, there exist clear weaknesses in areas such as academic writing, practical application, and overall confidence. These findings emphasize the importance of redesigning research methodology instruction to be more practical, supportive, and student-centered. With the right adjustments, teachers help students see the dissertation as more than simply a responsibility, but as a chance to build valuable academic and professional skills.

2.6.4 : Discussion of the Teachers' Questionnaire Results

Analyzing teachers' questionnaires provides valuable insights into how research methodology is taught to Master 1 EFL students. Several key points emerge, highlighting both strengths in course content and areas that need improvement.

Teachers generally agree that the course covers important topics like selecting a research topic, conducting a literature review, designing research, collecting and analyzing data, and considering ethical issues. However, many pointed out that the course is too focused on theory, with limited opportunities for students to apply what they learn in practice. This lack of practical experience was a common concern.

In terms of teaching methods, learner-centered approaches are becoming more common, yet teacher-centered approach still plays a significant role. Interestingly, half of the teachers acknowledged the dominance of the teachers-centered approach, while the other half remained neutral. None rejected the idea, suggesting an unspoken acceptance of this traditional approach,

possibly due to the theoretical nature of the course. Despite this, some teachers employ eclectic strategies, combining both lecture-based and interactive methods to adapt to their students' needs.

The resources used in teaching further reinforce this approach. Lecture slides and handouts are the most frequently used materials, followed by textbooks. Only a minority of teachers reported using more interactive or applied tools, such as sample proposals, group feedback, or online tutorials. This reliance on conventional materials again highlights the theoretical nature of the course and a missed opportunity to engage students in more experiential learning.

On a more positive note, most teachers reported regularly incorporating practical tasks into their lessons, with half stating they “always” do so. However, the fact that one teacher rarely uses practical tasks signals inconsistency in implementation. It also supports the teachers' unanimous view that students' greatest challenge lies in the lack of practice. This challenge is seen as even more presenting than limited resources or difficulties with theoretical understanding, suggesting a critical need for restructuring the course to include more applied learning.

Another recurring issue is the perceived insufficiency of time allocated to the research methodology module. Teachers were evenly split on this topic. While some believe the current number of sessions is adequate others argue that more time is essential, particularly at the Master's level where deeper engagement is needed. Those in favor of additional time emphasized the need to move beyond surface-level understanding to develop the practical research skills necessary for dissertation writing.

Finally, when discussing how the course prepares students for their Master 2 dissertation teachers offered insightful reflections. Many teachers stressed the importance of the course as a foundation for academic writing and research structure. They noted that it plays a crucial role in helping students understand the different sections of a dissertation and how to approach them systematically. Several teachers emphasized the importance of bridging the gap between theory and practice, arguing that the course should not just equip students with knowledge but also build confidence and autonomy.

Another point was raised about the late realization of the course's value. Teachers note that students often fail to recognize its importance until they begin their dissertation, by which time it may be too late to catch up on missed content. This highlights the need for earlier and

more consistent integration of research methodology skills throughout the academic program. Additionally, some teachers stressed the role of independent effort, suggesting that students have to engage in research outside the classroom to fully benefit from the course.

In conclusion, the teachers's questionnaire reveals that while the research methodology course successfully covers essential theoretical content, it falls short in practical application. Teachers are aware of this gap and express a clear desire for more practice, improved resource use, and better time allocation. These findings underline the need for a more balanced approach they integrate theory with practice, ensuring that students are truly prepared for the challenges of dissertation writing at the Master's level.

2.6.5. General discussion

Based on the results obtained from the students' questionnaire, it is concluded that Master One students are not ready to write a dissertation next year due to the lack of practical instruction in research methodology. While they comprehend theoretical concepts, many lack confidence in crucial skills such as data analysis, citation, and literature review structure. Teachers recognize the gaps, attributing them to an overreliance on lecture-based instruction and insufficient hands-on practice. Students also perceive the dissertation as merely a degree requirement rather than an academic opportunity, indicating low motivation. Thus, adopting a student-centered approach, including more practical activities, and allocating time to research methodology courses may assist students in connecting theory to real-world applications, so increasing their confidence and preparedness while writing their dissertation.

2.6.6 Limitation of the study

When conducting this research, some difficulties were encountered. They are listed as follows:

- The findings are primarily based on self-reported data from the questionnaires, which may not fully reflect the actual competencies or experiences of students and teachers.
- The sample is limited to Master 1 EFL students and their instructors from a single institution, which may affect the generalisability of the results to other contexts.

- There was an absence of direct observation or objective assessment of students' research skills, which makes it difficult to evaluate the real impact of the research methodology instruction.

- An additional challenge was encountered during data collection from teachers; although the aim was to distribute the questionnaire to 9 teachers of research methodology only 6 responded due to unexpected issues. This reduced response rate limited the scope of the teacher data and represented one of the obstacles faced during the study.

2.6.7 Pedagogical Recommendation

Based on the research findings and discussion, various pedagogical implications and recommendations can be made for students and teachers.

Students should recognize the importance of research methodology course and actively participate in research seminars, peer-review sessions, and self-directed learning is vital. Apply theoretical knowledge through practical activities, augmenting their learning with additional materials such as writing workshops.

Furthermore, teachers play a crucial role in making research methodology course understandable and relevant. It is essential to modify their teaching method. They are encouraged to use blended approaches, combining lectures with interactive activities. For instance, teachers may employ a flipped classroom model in which students learn theoretical content at home and then practice it during class. In addition, they should also provide clear templates, structured guidance, and regular feedback to help students build their methodological skills.

Institutions should contribute by expanding research methodology course hours, particularly at the master's level, creating mentoring programs, and research laboratories, and providing access to necessary resources, promoting a collaborative atmosphere that connects theory and practice, and the most important thing integrating digital tools and platforms like data analysis software, reference management tools into the research methodology curriculum to

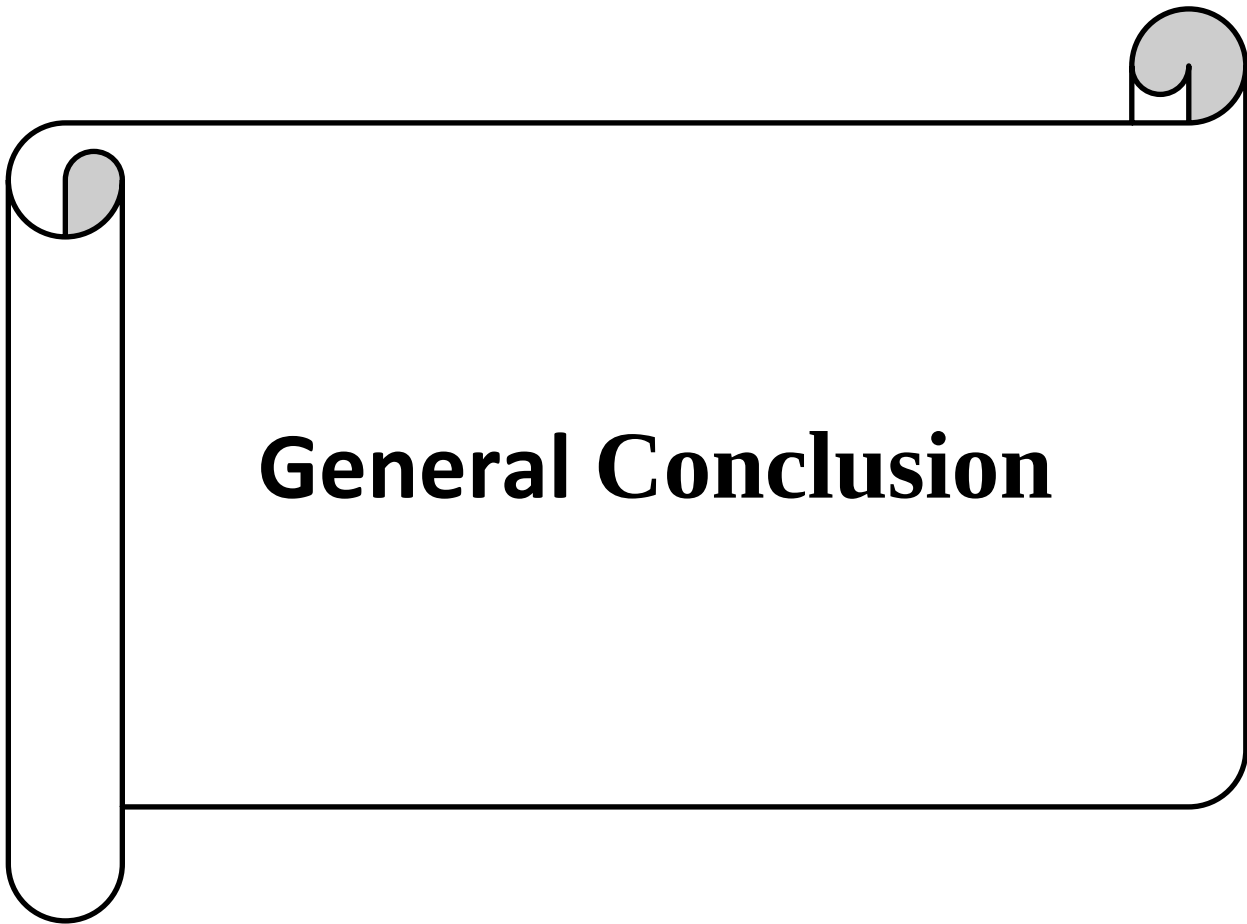
familiarize students with essential research technologies. Together, these activities will increase research skills, dissertation outcomes, and long-term academic achievement.

2.6.8 Suggestions for Further Research

Based on the findings, future research could expand the study to include multiple institutions for broader results. Including Master 2 students would also offer deeper insights into research readiness over time. Since this study relied on self-reported data , future work should consider using interviews, classroom observations , or analysis of actual student work to assess practical research skills more accurately. It would also be valuable to explore the impact of more practical activities in research methodology and examine how students' motivation and attitudes affect their engagement in dissertation writing.

Conclusion

This chapter, titled "Research Design and Methodology" spotlights the practical part of the research. It discusses and analyzes the main findings from the students' and teachers' questionnaires. It begins by describing the study's methodology, including the research methods, data collection instruments, sample, and research setting. It then provides a detailed description of the students' and teachers' questionnaires, followed by a clear analysis and interpretation of the obtained data. In addition, it discusses the key results and their implications for students and teachers. It concludes by emphasizing the difficulties encountered during the research process. The findings show that students face significant challenges in applying their theoretical understanding of research methodology concepts to the actual process of dissertation writing. This issue is mostly caused by the minimal practical training offered in the research methodology students which led to students feeling demotivated and unprepared to engage in dissertation writing



General Conclusion

General Conclusion

As Master one students engage in the process of learning research methodology, they are not only acquiring academic skills but also preparing themselves for one of the most important academic tasks at the master level which is dissertation writing. This study examined how students' knowledge of research methodology affects their readiness to write a dissertation, drawing on both students' and teachers' perceptions. The issue of readiness is not only linked to the students' understanding of research concepts but also to how effectively they can apply these concepts in a practical academic context.

The results obtained from the students' questionnaires have revealed that; while many students demonstrated confidence in their understanding of basic research concepts such as data collection methods and research design, they still experience challenges in applying these concepts. Specifically, students struggle with academic writing conventions, including referencing, citation, and structuring a literature review. These weaknesses clearly indicate a gap between theoretical knowledge and practical application. Most notably, the majority of students do not feel adequately prepared to begin their dissertation journey, and many consider writing a dissertation a compulsory step toward graduation rather than a meaningful academic project. This perception affects their motivation, confidence, and engagement with the course.

From the teachers' perspective, the course content does cover essential topics that are foundational to research, such as topic selection, literature review, and research design. However, teachers recognize that the course is heavily theoretical and lacks some practical tasks that would allow students to fully grasp and apply what they learn. The researchers noticed an inconsistency in teaching methods, with a great reliance on teacher-centered approaches and traditional materials such as lectures and handouts. While some teachers implement more learner-centered and interactive strategies, the overall teaching approach still needs to be improved. Many teachers agree that students' greatest challenge is not a lack of knowledge but a lack of practical experience which is further worsened by limited course hours and insufficient use of digital tools or applied learning activities.

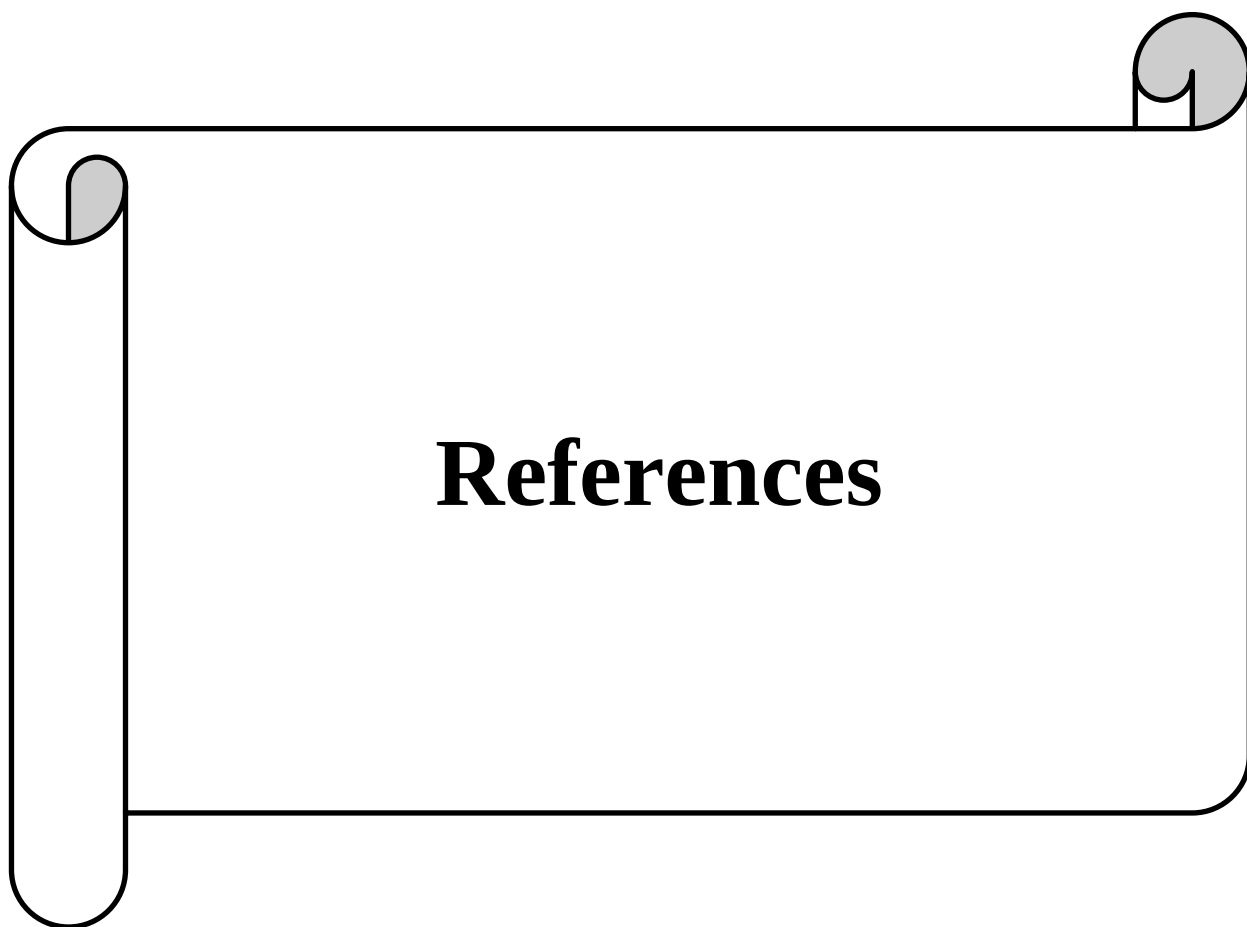
The general findings in this study suggest that the current design of the research methodology courses do not fully prepare Master one EFL students for dissertation writing.

Although students understand the importance of research, their lack of confidence and readiness stems from a shortage of practical instructions and real engagement in the research process. The late realization of the course' relevance reflects a need to integrate research skills more consistently throughout the academic program, starting early in the students' university journey. Besides, the limited availability of support systems like, mentoring or research laboratories that can address the students' difficulties.

Based on the data collected and analyzed, the study confirms all our hypotheses. First, it affirms that the research methodology course significantly influences students' readiness to write a dissertation. Second, it certify that students face substantial challenges in applying research methodology due to limited practical training and insufficient opportunities for practical learning. Third, the study validates that while teachers perceive the courses as effective in delivering theoretical foundations, they also acknowledge its shortcomings in equipping students with the practical research skills needed for dissertation writing.

In response to these findings, several recommnedations have been proposed to improve the effectiveness of research methodology instructions, including adopting more student-centered and interactive teaching methods, expanding course hours to allow for deeper practice, and integrate digital tools to modernize the learning experience. It is also important to provide students with clearer guidance, practical workshops, and continuous feedback. These strategies cannot only enhance students' academic skills but also foster greater confidence, independence, and motivation.

Ultimately, this study concludes that research methodology knowledge plays a vital role in shaping students' readiness to write a dissertation. However, to be stimulating, this knowledge should be delivered through practical, supportive, and engaging teaching practices. Teachers, institutions, and students have work collaboratively to brige the gap between theory and practice. In doing so, research methodology course can evolve from being a theoretical subject into an evolutionary transformative experience that provides learners with the essential tools to succeed in their dissertation writing and future academic endeavors.



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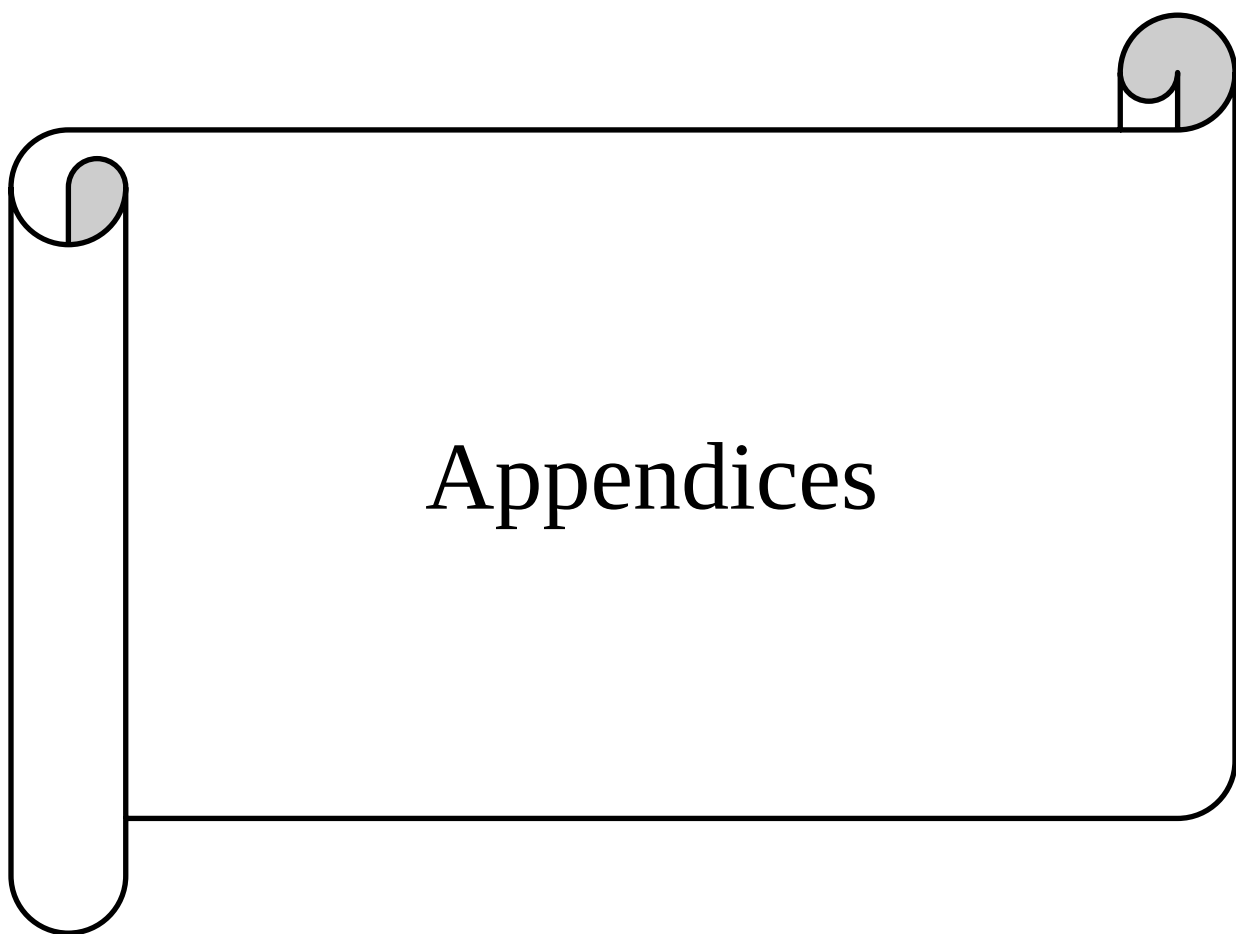
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APPENDICES

Appendix 1

Students' Questionnaire

Dear student,

You are kindly invited to take part in this questionnaire, which explores “The Influence of EFL Learners’ Research Methodology Knowledge on Their Readiness for Writing a Dissertation.” This study seeks to understand how the knowledge acquired in research methodology courses influences students’ preparedness to write their Master’s dissertations. The information you provide will be used for academic purposes and will contribute to the practical aspect of this research. Your responses will remain anonymous and confidential.

We sincerely appreciate your time and effort in completing this questionnaire.

Tick ✓ on the appropriate answer or provide your answers where needed.

Background Information

1. Gender

Male ☐

Female ☐

2. Have you attended research methodology courses in your academic studies?

Yes ☐

No ☐

Section 1: Research Methodology Knowledge

3. How would you rate your understanding of research methodology?

a) Very poor ☐

b) Poor ☐

c) Fair ☐

d) Good ☐

e) Very good ☐

f) Excellent ☐

4. How was research methodology taught in your courses?

a) Mostly theoretical (lectures, definitions, concepts) ☐

b) Mostly practical (applying methods, conducting research) ☐

c) A balanced mix of theory and practice ☐

5. Which aspects of research methodology do you feel most confident in? (Select all that apply)

a) Identifying research problems ☐

b) Writing research questions and hypotheses ☐

c) Understanding research designs ☐

d) Data collection methods ☐

e) Data analysis techniques ☐

f) Referencing and citation styles ☐

6. I understand the differences between qualitative, quantitative, and mixed research designs

a) Strongly agree ☐

b) Agree ☐

c) Neutral ☐

d) Disagree ☐

e) Strongly disagree ☐

7. Do you know how to design?

a) Questionnaire yes ☐ No ☐

b) Interview yes ☐ No ☐

c) Observation checklist ☐ yes ☐ no ☐

d) Experiment yes ☐ no ☐

8. Do you know how to analyze?

a) Questionnaire yes ☐ No ☐

b) Interview yes ☐ No ☐

c) Observation checklist yes ☐ No ☐

d) Experiment yes ☐ No ☐

9. Do you understand the ethical considerations involved in conducting research (e.g., informed consent, confidentiality)?

Yes ☐ No ☐

10. What challenges did you face while studying research methodology course?

- a) Difficult terminology ☐
- b) Lack of practical application ☐
- c) Insufficient time to understand concepts ☐
- d) Lack of clear guidance from instructors ☐
- e) Other(s) (please specify):

Section 2: Students' Readiness for Writing a Dissertation

11. Have you practiced applying research methodology in any of your previous academic assignments?

☐ Yes ☐ No ☐

If yes, what kind of assignments?

.....

12. Are you thinking about topic for your Master's thesis?

Yes ☐ No ☐

13. Do you think the current research methodology courses help prepare you for writing your Master's thesis?

Yes ☐ No ☐

14. How ready do you feel to write a dissertation in master two?

- a. Very ready ☐
- b. Ready ☐
- c. Somewhat ready ☐
- d. Not ready ☐

15. How do you perceive the process of writing a dissertation?

- a) As a necessary step to complete my degree ☐
- b) As an opportunity to explore and solve specific problems ☐
- c) As a means to expand and deepen my knowledge ☐
- d) As a foundation for future research ☐

17. What challenges do you think you might face when writing your thesis? (Select all that apply)

- a. Choosing a research topic ☐
- b. Conducting a literature review ☐
- c. Designing research methodology ☐
- d. Collecting and analyzing data ☐
- e. Writing and structuring the dissertation ☐
- f. Other(s) please specify.....

Section 3: Impact of Research Methodology Knowledge on Dissertation writing Readiness

18. Do you agree that research methodology knowledge significantly impacts students' readiness for writing a dissertation?

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly ☐

19. Do you think the research methodology module needs improvement to better prepare you for dissertation writing?

Yes ☐ No ☐

If yes, how

.....

.....

.....

Thank you for your participation.

Appendix 2

Teachers' questionnaire

Dear Teachers,

You are kindly invited to take part in this questionnaire, which explores “The Influence of EFL Learners’ Research Methodology Knowledge on Their Readiness for Writing a Dissertation.” This study seeks to understand how the knowledge acquired in research methodology courses influences students’ preparedness to write their Master’s dissertations. The data collected will be used for academic purposes and will contribute to the practical aspect of this research. Your responses will remain anonymous and confidential. We highly appreciate your time and effort in completing this questionnaire.

Thank you in advance for your cooperation and support.

Tick ✓ ☐ on the appropriate answers or provide your answers where needed.

Section 1: Background Information

1. Gender:

Male ☐ Female ☐

2. Teaching experience

- a. 1to 5years ☐
- b. 6 to 10 years ☐
- c. More than 10 years ☐

3. Cycles you teach

- a. Licence ☐
- b. Master ☐
- c. Both ☐

4. Have you taught research methodology to EFL learners?

Yes ☐. No ☐

Section 2: Teaching Research methodology

5. What are the main topics do you cover in the research methodology course?

.....

.....

.....

6. What teaching methods do you use when teaching research methodology? Select all that apply

- a) Teacher centered approach
- b) Learner centered approach
- c) Lecture based approach
- d) Project based approach
- e) Experiential approach
- f) Others (please specify).....

7. Do you agree that almost if not all teachers follow a teacher centered approach when teaching research methodology?

- a. Strongly agree ☐
- b. Agree ☐
- c. Neutral ☐
- d. disagree ☐
- e. Strongly disagree ☐

8. What resources or materials do you use when teaching the research methodology course?
(Select all that apply)

- a) Textbooks ☐
- b) Lecture slides/handouts ☐
- c) Online tutorials/webinars ☐
- d) Group discussions and peer feedback ☐
- e) Research proposal templates and samples ☐
- f) Others (please specify).....

9. How often do you include practical tasks in your research methodology course?

- a. Always ☐
- b. Often ☐
- c. Rarely ☐
- d. Never ☐

Section 3: Difficulties in Research Methodology Learning and its Impact on Students' Dissertation Readiness

10. What are the main challenges Master one students face in learning research methodology?

(Select all that apply)

- a) Difficulty understanding theoretical concepts ☐
- b) Lack of hands-on practice or application opportunities ☐
- c) Limited access to resources and materials ☐
- d) Insufficient time to cover all topics ☐
- e) Other(s) (please specify).....

11. Do you think the allocated sessions for teaching research methodology are sufficient to prepare students for writing their dissertation?

Yes ☐ No ☐

Please justify your answer

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

12. How does the research methodology course effectively prepare Master 1 students for writing their Master 2 dissertations?

.....
.....

Thank you for your participation!