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**Using effective teaching methods to improve students' motivation to learn
research methodology: The case of third year EFL students at Jijel University**

Dissertation submitted in Partial Fulfilment of the Requirements for Master Degree in
Language Sciences Studies

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Dedications

In the Name of God, the Most Merciful and the Most Compassionate.

I dedicate this work:

To the cherished memory of my beloved father;

To the most ardent being who bestowed me with her never-ending encouragement, my mother. My tender mother: Saliha, who sacrificed her happiness for the sake that I remain happy. She guided me towards the right direction, and made my life much better with her endless love. It may take a lifetime, but I will do everything to repay for what you have done for me. Thank you mother.

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To my beloved brothers Mohammed El Hadi and Miloud;

To my nieces Dorsaf, Ritaj, and Bisan;

MY nephews Wahib, Mohib, khobaib, Mortadah, and Baraa Waliy El Din;

To all my relatives, friends, teachers, colleagues, and English students.

Maissa

In the Name of Allah, the Most Gracious, the Most Merciful

I would give my undeniable and unforgettable thanks to the most graceful and most compassionate the Almighty (Allah), that has provided me with a lot of blessings that can never be counted.

I dedicate this work,

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Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Maissa Rahal

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Bounefikha Meriem

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Jijel,

Abstract:

The focal point of this paper is to check the effectiveness of the teaching methods providing a forward step in improving learners' research methodology skills/competencies. The study also investigates the way lecturing teachers stimulate learners to work effectively in the research field through the appropriate methods. The population sample of this study has been selected at the department of English language at the University of Mohammed Seddik Benyahya, Jijel. The research hypothesizes that if the students are taught the subject of research methodology via effective teaching method, their motivation to learn the subject matter will be likely to improve. For this reason, two questionnaires were designed and designed for the present study: One for teachers and the other for a sample of 50 third year EFL students. In addition, a classroom observation was used to collect reliable data about various and pertinent issues on the teaching methods used in research methodology in EFL classrooms. The teachers' questionnaires results showed that although teachers lack effective implementation of the different methods of research methodology subject, they think it is efficacious in improving the learner's capabilities and motivation in learning research methodology skills. The data of the students' questionnaires showed negative attitude towards learning research methods.

Key words: EFL students, motivation, research methods, teaching methods.

List of abbreviations

APA: American Psychological Association

CLT: Communicative Language Teaching

COLT: Communicative Orientation of Language Teaching

EFL: English as a Foreign Language

e. g.: For example

ELT: English Language Teaching

FLT: Foreign Language Teaching

GTM: Grammar Translation Method

ICT: Information and Communications Technology

i. e.: That is to say

MLA: Modern Language Association

N: Number

n. d.: No date

p: page

pp: pages

Q: Question

US: United States

%: Percentage

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General introduction

1. Background of the study:

Among the most important subjects that EFL students need to learn/ or acquire is research methodology. In spite of its significance, students show less interest in studying the aforementioned subject compared to other subjects; for they consider it a secondary, or a minor module. In addition, they ignore its importance and benefits in learning how to research. However, research methodology has been, nowadays, a necessary subject that is integrated in several disciplines, including EFL learning.

Through research methods, students will be able to master the research tools and precede effectively with research paper writing and several research projects. On the other hand, students' lack of motivation to learn this subject is among the issues related to both teaching and learning of the said subject. Besides, the teaching methods used in teaching research methodology seem to be less effective and motivating. Thus, it is the teachers' role to seek for more effective teaching methods in order to improve students' motivation to learn this subject which will make them able to plan and, successfully, carry out their researches.

2. Statement of the problem:

Research methodology is a very important subject that students should learn and master, since it helps them to successfully conduct their researches and writing their master dissertations. However, the students' way of learning the subject, or their exams' results, in the subject matter, are unsatisfactory. Since research methodology is more technical and practical subject, in nature, than a theoretical one, it relies basically on continuous evaluation, exercises, tests, and quizzes.

Despite its importance, students are not highly active in learning the aforementioned subject. So, it seems that whether the teaching methods are not effective, or the students are not motivated to learn it. In addition, there is a gap in the teaching curriculum as there is no continuity in the contents of the first year to the third year, and then master studies. Consequently, both teachers and students complain about this subject.

3. The literature review:

Generally, research is a necessary practice that is conducted by some specialists, in different fields, in order to understand the world's phenomena surrounding us. The overall objective of the research process is to change the context in which we are living. Among the important fields, or domains that affect society is education. Research in the educational field concentrate on several related issues so as to improve both teaching and learning processes. As a part of educational curricula, research methodology has witnessed an improvement through the different methods and strategies experienced and implemented by teachers and researchers.

The place of research methodology, as a teaching subject in EFL teaching and learning has seen a great attention and focus with various methods and strategies. As a result, several studies have been conducted in order to improve the practice.

Anthony Onwuegbuzie and Denise Darose Vosels (2001) conducted a study that aims at investigating the effectiveness of cooperative learning in a graduate-level research methodology course. Participants comprised one hundred ninety three graduate students enrolled in several sections of that course via midterm and final examination.

They examined students' conceptual knowledge of research concepts, methodologies and applications individually. The study revealed that most students tended to have positive overall attitudes toward their cooperative learning experiences.

Galpin et al. (2004) carried out a study in the department of computer science at Witwatersrand university about how they have implemented an introductory research methods course to increase the students' exposure to research and to help them better cope with the research report. The study provided an effective way of introducing research to relatively wider classes and brought about a positive impact on the way research is done. The research project alleviated many problems in the introductory reports of their students.

Viera Boumovà (2008) conducted a research focusing on some techniques commonly used nowadays and testing them with a theoretical study of these methods. She presented the way she applied these techniques in real classrooms and how they worked. The implications were that there is no one fits all method as usually some methods are better for some purposes.

Alexander Aguado (2009) investigated ways to structure a research methods class at the University of North Alabama so that students gain particular knowledge of how research is conducted. Data were collected through the use of statistical software and writing up results. Several assignments and exercises that serve producing a scholarly empirical report were included. A study was conducted using a hand- on approach that helps encouraging students to partake in the reward of writing their own empirical research.

In that, he used undergraduate, political science, research method class, learning about the research process that is integral to all social sciences. The results showed that the method used can be easily adapted to meet the needs of students at all levels.

Selwa Al –Darwish (2012) sheds light on teaching English through two ways of questioning methods in Kuwaiti elementary public schools. The study was conducted with fifteen female participants and the data were collected through a qualitative observational method. The research implication was that English teachers should be provided with more training in Socratic Method of questioning to facilitate students' thinking for themselves and develop the students' mind by encouraging their natural curiosity.

Anesa Hosein and Namarata Rao (2014) the aim of their study was to investigate the role of assessment in teaching research methods. It aims at conducting a literature search and review. The project sought to gather information on academic practice from around the world. In addition to that, it spots light on the use of a frame work to evaluate assessments in terms of their likely effectiveness and to provide parameters for the development of new approaches. The review was based on the availability of course outlines accessed via Internet. Participation in group research projects appears to play a major role in the assessment of research learning and teaching, these assessments are usually awarded a grade.

3. The significance of the study:

Research methodology is an essential subject that is incorporated in every field of study. Also, EFL syllabi contain the said subject in different levels, whether undergraduate, graduate, or postgraduate.

Because the subject contains useful techniques and strategies to research and write research papers effectively, EFL students have to learn it seriously. However, students sometimes lack motivation to learn it, and the results are not satisfying. Therefore, the present research is designed to investigate on the several causes behind the lack of students' motivation towards the subject. Besides, it proposes some of the useful and effective teaching methods/ or strategies to teach the subject and improve learners' motivation towards it. The study, also, aims to find a continuous syllabus for teaching research methodology from first, second, and third year to the master's degree.

4. Research questions and hypotheses:

Since most students at Mohammed Seddik Ben Yahia University of Jijel are not motivated to learn the subject of research methodology, the present study addresses to the following questions:

- ✚ How does research methodology affect students' successfulness in their studies and conducting their research papers?
- ✚ How to motivate students to learn this subject effectively?
- ✚ Do the teaching methods affect students' learning of research methodology?

In the light of these research questions, the present study is based on the following hypothesis:

- ✚ If teachers use more effective teaching methods, students' motivation to learn research methodology will be improved;
- ✚ If students' motivation was improved, students will learn the subject more seriously;

5. The purpose of the study:

Both teachers and students agree that research methodology is a very important and crucial subject which helps students' in their future studies. This study is designed to analyze the factors leading to students' unsuccessfulness in studying research methodology. Also, it aims to find solutions to improve the syllabi, and finally to find more appropriate teaching methods for the subject.

6. The structure of the dissertation:

The present research paper is made up of three chapters. The first chapter reviews the role of teaching methods in both EFL teaching and learning. The second chapter analyzes the teaching of research methodology in EFL context. The last chapter is a field work; it consists of a case study based on data collected from classroom observation and questionnaires: teachers' and students' questionnaires. The overall case study is conducted at the English department in Jijel University with third year EFL students.

Chapter one: The role of teaching methods in EFL teaching and learning:

Introduction:

Research methodology has occupied a significant place in the teaching and learning of foreign language for many years. The acquisition of research skills in research methodology classrooms is no exception, since students are urged to know about the right methodologies of conducting a research in an appropriate and manageable way, tackling different topics and following given rules and conventions. These rules and conventions involve the way a piece of research should be written in terms of language, organization, content, and even the steps of progress in such a work.

The aim of this chapter is to provide insights in terms of the role of the teaching methods in EFL teaching and/or learning. This chapter provides, first, overall definitions of the concept of teaching methods and views the nature of approaches, strategy and method. Then, it exhibits the historical evolution of teaching methods in different eras. The emphasis is put on the major types of teaching methods and their main characteristics, which seems to be a crucial element for students to assist them master their academic prose.

1. The concept of teaching methods:

Teachers are not alike, and any teacher with teaching experience will agree that his teaching method is uniquely his own. The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction to be implemented to achieve the desired learning by students. These are determined partly on subject matter and by the nature of the learner.

An effective teaching method engages students in the learning process and helps them develop critical thinking skills. Traditional teaching methods have evolved with the advent of differentiated instruction, prompting teachers to adjust their methods toward students' learning needs.

1.1. Definition of teaching methods:

For many years, the term teaching methods has gained great attention, and many researches and studies were conducted to find the perfect methods for English Language Teaching (ELT). It is worthy to start by providing a definition for the term *Teaching Methods*. According to Liu and Shi (2007), “a teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students” (as cited in Westwood, 2008, p. 5). This means that a teaching method constitutes of a range of general principles, procedures or strategies used to teach and reach the learning objectives.

The selection of the most appropriate teaching method is based on four main criteria of (1) teacher's philosophy of education, (2) classroom size, (3) subjects to be taught, and (4) school mission statement (Alžbeta Kucharčíková and Emese Tokarčíková, 2015, p. 83). Also, Westwood (2008) stated that the choice of the teaching method depends on two criteria: The nature of the subject to be taught, and the nature of beliefs and theories about how students learn (p. 5).

1.2. The difference between approach, strategy, and method:

It is important to differentiate between the three terms of *approach*, *method*, and *strategy*. To start with, Anthony (1963) defined an approach as a “set of correlative assumptions dealing with the nature of language teaching and learning.

An approach is axiomatic. It describes the nature of the subject matter to be taught” (as cited in Richards & Rodgers, 2001, p. 19). So, an approach deals with the general theoretical principles and philosophies related to language teaching and learning.

Richards and Rodgers (2001) supported Anthony’s definition and described an approach as a set of principles and practices derived from theories about language teaching and learning, they examined the linguistic and the psycholinguistic aspects; in other words the theory of language and the theory of language learning related to the approach (p. 20).

A method, as defined by Anthony (1963), is “...an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural” (as cited in Richards & Rodgers, 2001, p. 19). In other words, a method is an orderly way of presenting materials to the learners; this presentation should be in harmony with the selected approach.

A method is the practical realization of the assumptions and principles of the approach. However, a method is an umbrella term; it represents the broadest concept that covers three other elements, which are: Approach, Design, and procedure. Richards & Rodgers (2001) stated that “...a method is theoretically related to an approach, practically realized in procedure” (p. 20).

A strategy, according to Brown (2007), refers to “the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information” (as cited in Sariçoban & saricaoğlu, 2008, p. 162).

A strategy is a plan of actions put to deal with problems or activities, for the purpose of reaching a set of predetermined goals, and to allow students to access to the information being taught.

1.3. Historical evolution of teaching methods:

In regard to teaching context, the term *method* denotes a “theory of language teaching resulting from practical and theoretical discussions in a given historical context” (Stern, 1983, p. 452). Teaching methods contain different principles, and are used to instruct students in a learning environment. In fact, using methods in a teaching context depends on both the teacher’s skills and information he would like to convey to his students. Throughout history, various teaching methods emerged and evolved. This section reviews the historical evolution of teaching methods from Mediaeval to 20th Century education.

1.3.1. Medieval education:

During the medieval period, Latin, for many centuries, dominated the fields of commerce, religion, and government in the western world; it was a powerful language and had an important status. However, by the sixteenth century, because of some political changes, the status of Latin changed and other languages; namely, English, French, and Italian emerged and challenged Latin which became the language of spoken and written communication, and later it turned to be a language which is taught only in schools.

The decline of Latin caused a change in its function and the way it was taught. From the sixteenth century to the nineteenth century, foreign language teaching was based on the study of the grammatical aspects related to classical Latin, and children were exposed to Latin grammar (Richards & Rodgers, 2001, p. 3).

Roger Achman and Montaigne during the sixteenth century, and Comenius and John Locke during the seventeenth century are examples of several attempts that emerged in order to improve approaches to education; they came with proposals to reform the curriculum and change the way of teaching Latin (Kelly 1969; Howatt 1984, as cited in Richards & Rodgers, 2001, p. 4). By the eighteenth century, the modern languages started to take part in the curriculum of European schools using the same procedures used for teaching Latin (Richards & Rodgers, 2001, p. 4).

1.3.2. 19th century education:

In the nineteenth century, foreign language teaching was based on the approach used to teach Latin. Text-books were divided into a number of lessons which in turn were based on specific grammar points, those grammar points were in the form of lists containing the rules related to them and examples for further illustration. By using those text- books, the foreign language was divided into several independent morphological and syntactic rules that teachers had to explain for learners, who in turn were obliged to memorize. This approach was later named Grammar Translation Method (G. T. M.) (Richards & Rodgers, 2001, pp. 4- 5).

The Grammar Translation Method appeared first in US and was named “The Prussian Method”. The main goal of a foreign language was learning the language to become able to read the literature.

This method dominated Europe and the field of foreign language learning from 1840s to 1940s, and it is still used nowadays, but in a modified form. By the mid-nineteenth century, the G. T. M. was rejected for a number of reasons. Amongst those reasons was the need for communication for Europeans. This rejection led to the emergence of a number of new approaches in Germany, England, and France by language teaching specialists; such as, C. Marcel, T. Prendergast, and F. Gouin. Each one of them had his own point of view towards foreign language teaching (FLT), but their approaches were not widely supported.

However, during the 1880s, linguists like Henry Sweet in England, Wilhelm Viëtor in Germany, and Paul Passy in France brought new ideas and guidance to the reformist ideas to help them become better credible and accepted, these ideas and support led to the establishment of Phonetics, since these linguists believed that speech is prior to the written form.

As a result, the *International Phonetic Association* and the *International Phonetic Alphabet* were established for the purpose of properly transcribing the sounds of languages. Also, this period witnessed fierce discussions about different ideas that linguists believed in to be the best way for teaching foreign languages and those discussions were published in books, articles, and pamphlets. Henry Sweet is one of those linguists; he defended the idea of the scientific analysis of language and the study of psychology as a basis for the methodological principles of sound. Wilhelm Viëtor in Germany, is another linguist who emphasized; with his ideas; the role of phonetics in improving teacher's pronunciation.

In the late nineteenth century, these two reformers and others worked together and shared similar thoughts about how to best teach foreign languages and what are the main principles that should be contained in any approach to FLT.

Those principles were the theoretical framework the establishment of a new discipline called: Applied Linguistics based on the scientific study of FLT. Although the works of those reformers failed to reach the status of a method, but their ideas helped in developing the “Natural Method” and later to the development of the “Direct Method” (Richards & Rodgers, 2001, pp. 4- 11).

1.3.4. 20th century education:

English language teaching had a long history during the twentieth century, which was characterized by the rise and fall of various teaching methods; these teaching methods were developed by linguists as a search for the best and effective ways for EFL teaching.

Richards and Rodgers (2001) summarized the development of the teaching methods during the twentieth century as follows:

... the direct method was enthusiastically embraced in the early part of the twentieth century as an improvement over GTM. In the 1950s the Audio-lingual Method was thought to provide a way forward, incorporating the latest insights from the sciences of linguistics and psychology. As the Audio-lingual method began to fade in the 1970s, particularly in the United States, a variety of guru-led methods emerged to fill the vacuum created by the discrediting of Audiolingualism, such as the Silent Way, Total Physical Response, and Suggestopedia. While these had declined substantially by the 1990s, new ‘breakthroughs’ continue to be announced from time to time, such as Task- Based Instruction, Neurolinguistic Programming, and Multiple Intelligences, and these attracted varying levels of support. Mainstream language teaching on both sides of the

Atlantic, however, opted for communicative language Teaching (CLT) as the recommended basis for language teaching methodology in the 1980s and it continues to be considered the most plausible basis for language teaching today (p. 244).

This shows that the twentieth century witnessed a continuous change in teaching methods; the decline of a method causes the evolvment of another one as a reaction to its failure in achieving the purpose of EFL teaching and learning, and as a way to find better solutions for the problems encountered in language teaching (Richards & Rodgers, 2001, p. 244).

1.4. Types of teaching methods:

Teaching methods, generally, can be grouped into four broad types, these are: Teacher- centered methods, Learner- centered methods, content- focused methods, and participatory methods.

1.4.1. Teacher- Centered Method:

For many years, teaching was the prominent concern of educators; they focused on teaching and how can teachers transmit information to students; who were considered as “empty vessels” and merely passive recipients of knowledge. Teacher- centered approach was also known as instructor- centered instruction, the traditional teaching style, and sage on the stage approach.

Teacher-centered approach was the dominant teaching style for a long period of time before being replaced by Learner-centered approach. This teaching style is 'style of instruction that is formal, controlled and autocratic in which the instructor directs how, what, and when students learn' (Dupin-Bryant, as cited in Ahmed Khaled Ahmed, 2013, p. 23).

In other words, this teaching style is characterized by formal instruction, control and authority of the teacher, and his direction of the learning process. Schug (n. d.) asserted that teacher- centered instruction is heavily teacher-directed, and the emphasis of learners is on academic tasks. Teacher- centered approach highly contrasts student- centered teaching style or constructivism in that it establishes a leadership role for the teacher (p. 94). Meaning that in teacher-centered instruction the teacher is the director of the instruction while students focus on doing the tasks given to them by the teacher.

Besides, Liu, Qiao and Liu (n. d.) believed that this teaching style is close to the behaviorist tradition. It views students as passive, and by reacting to the stimuli in the environment they can become active. Accordingly, it is teacher's responsibility to look for the most suitable environment that stimulates the expected behavior and exclude the behavior that is undesirable, this responsibility puts more emphasis on teacher's role (p. 77). Ahmed Khaled Ahmed (2013) pointed out that in a teacher- centered lecture, learners are passive; they just receive information and wisdom from the teacher, who controls the learning process and makes all the decisions about the curriculum, what methods he uses to teach, and how to assess students (p. 20).

Moreover, Kok (n. d.) identified some elements that anyone can observe in a teacher-centered approach. These elements are:

- ✚ Teacher's talk exceeds students' talk during instruction;
- ✚ Instruction is mostly with the entire class;
- ✚ Textbooks guide what is being taught in class;
- ✚ Each episode within the lesson is determined by the teacher;
- ✚ Desks and chairs are usually arranged into neat rows facing the chalkboard;
- ✚ Students are not free to roam from their seats. (p. 13)

In the same context, Schug (n. d.) proposed five key elements for teacher-centered approach, these elements are: (1) teacher presentation, (2) demonstration, (3) drill and practice, (4) posing numerous factual questions, and (5) immediate feedback and correction (p. 94).

Teacher- centered approach does not allow students' educational growth; it gives no room for learners to develop their capacities (Duck Worth, 2009, as cited in Ahmed Khaled Ahmed, 2013, p. 22). In other words, this approach does not encourage innovation and control's learner's own learning.

The dissatisfaction of the teacher- centered approach led to the shift to another opposing approach to teaching, which focuses not only on teacher and the process of teaching, but it actively engages learners and emphasizes the process of learning too.

1.4.2. Learner- Centered Method:

The student- centered approach requires the teacher to have a clear understanding of the nuts and bolts of how to successfully implement it. The student-centered teaching has received considerable attention in education.

This instructional approach employs certain strategies and applied some principles which would make learning more active and engaging .It is the shift from the focus on teaching to the focus on learning.

According to Sweat- Guy and Buzzetto- More (2007), the student– centered approach centers on learners by considering their needs, perceptions and by offering the chances and possibilities to choose what to learn. Making choices about what to learn is a part of sharing responsibility with the teacher. i. e. One of the key principles of student– centered approach is responsibility that students undertake in the learning process. However, this does not entirely mean that students have a complete freedom and power over their learning. It is advisable to make students choose what and how to learn when they are ready (Nunan, 2013, p. 15)

1.4.3. Content– Based Method:

The pedagogical tendencies which have characterized second and foreign language teaching have been profuse and varied. As stern (1983) phrased it, "The conceptualization of language teaching as a long, fascinating, but rather torturous history" (p. 453). In addition, Brown (1994) portrayed it as "the changing winds and shifting sands of language teaching "(p. 52). This history has been formulated mainly in terms of diverse teaching methods, each of which has attempted to find more effective and efficient ways of teaching languages and each of which has been based on different views of what languages are and of how they are best thought.

Lending itself to the incorporation of cooperative learning (Slavi, 1995, p. 25) and closely related to previously examined approaches such as teacher/ and learner–centered approaches (Candall, 1994; Madrid Fernandez and Garcia Sanchez, 2001).

C. B. I. is an approach to language teaching which integrates language instruction with instruction in content areas. The focus is thus on the substance or meaning of the content that is being thought, with language learning being a by-product of such a focus on meaning. The foreign or second language is used as the medium of instruction; as the vehicle through which the subject matter content is learned.

It is based on the premises that people learn languages more successfully when they engage in meaningful activities (Curtain, 1995, pp. 1- 7) and when the information they are acquiring is seen as interesting, useful, and leading to a desired objective (Richard and Rodgers, 2001, p. 22).

Content– based instruction also addresses students' needs and builds upon the learners' previous experiences, connecting it to the new information they receive (Madrid Fernandez and Garcia Sanchez, 2001, p. 110). It involves learning by doing something which implies the assumption of an active role on the part of the student. The teacher's responsibilities are no less demanding: instructors must not only master the foreign or second language, but must also be knowledgeable in the subject matter.

As with cooperative learning, content- based instruction is nothing new in the language teaching panorama. Back in the middle ages, St. Augustine is already considered to be an early proponent of language teaching through focus on meaningful content .According to Richard and Rodgers, (2001); Madrid Fernandez and Garcia Sanchez, (2001), C.B.I also draws on another clear-cut set of language teaching approaches or educational initiatives.

These are cited below as follows:

- ✚ **The natural Methods Tradition:** It is particularly the direct Method (Cf. section 3), where the target language is used as the exclusive means of instruction, and the Natural Approach (cf. section 6), which emphasizes the same implicit teaching and learning techniques as the C. B. I.;
- ✚ **Cognitive Academic language Learning Approaches (CALLA):** There are typically geared at upper elementary or secondary school students. It combines language, content, and learning strategy-instruction into the traditional EFL classroom;
- ✚ **Bilingual Education Programmes:** Within these programmes, the foreign/ or second language is used to teach the regular curriculum. Canadian and other bilingual immersion programmes which have been adopted in many parts of U.S. have exerted a great influence on the theory of C.B.I.

Just as there are diverse traditions with which content– based instruction is linked; so, there are several models according to which it can be organized and this is clearly stated by Canda (1994); Richard and Rodgers (2001); and Madrid Fernandez et.al. (2001):

Theme-based instruction	Here, the language curriculum is built around selected topics or themes
Sheltered subject matter teaching	It is carried out in the TL by a content area specialist to a separated class of TL learners
Adjunct language instruction	the student is enrolled in two- complementary related courses– a content and a language one – which mutually coordinated
Skill –based Approach	Within it, specific subject matter teaching is carried out through the focus on a concrete skill area.

Table 1: Models of Content– Based Instruction organization.

Based on what have been stated above, research outcomes primarily support the desirability of following this approach to language teaching (McDonald, 1997; Troncale, 2002; Kavaliauskiene, 2004). It is; thus, not surprising that numerous assets have been associated with C. B. I. (Crandall, 1994; Richard and Rodgers, 2001; Madrid Fernandez and Garcia Sanchez, 2001; Troncale, 2002; Kavaliauskiene, 2004):

- It can be applied successfully in a variety of teaching contexts, from ESP to vocational R- 12, college level or bilingual classroom;
- It provides input which is just above the students' current level of competence thus being consistent with Krashen's comprehensible input hypotheses –cf. section and teaches language in a meaningful context;
- This presentation of information in a coherent and meaningful way leads to deeper processing, which, in turn, results in better learning;
- By emphasizing the connection to real life and real world skills, it makes language learning more interesting and motivating;
- It leads itself to the incorporation of a variety of thinking skills and learning strategies which favors language development.

However, despite advantages, C. B. I. also acknowledged shortcomings and in spite of the possible problems that may occurs when using this method in teaching, all in all, content- based instruction is currently considered "one of the most promising present and future trends in language teaching and learning" (Madrid Fernandez and Garcia Sanchez, 2001, p. 129). As Richard and Rodgers (2001) put it, "we can expect to see C. B. I. continue as one of the leading curricular approaches in language teaching" (p. 220).

1.4.4. Participatory methods:

Participatory approach originally began in the 1960s with the work of Paulo Freire, but it did not emerge to the field of language teaching until the 1980s (Larsen and Freeman, 2000, p. 150).

This approach aims at using language learning as a way to solve learners' social problems that affect their everyday lives. Larsen and Freeman (2000) compared this approach to the content-based approach, they are similar to each other in terms of the content to be taught; the content should be meaningful to students and all the activities and tasks must be related to that content (p. 49).

However, they differ in terms of the nature of the content; in the participatory approach the content should be based on themes and issues related to students' real lives (Larsen and Freeman, 2000, p. 50). Meaning that, this approach represents a tool for solving students' real experiences in classroom in the form of a task or activity using the target language as a tool to achieve this aim.

Participatory approach is said to be student- centered, as the activities practiced emphasize the way learners analyze and learn the themes the teacher is teaching them (Kafyno, n. d., as cited in Abandor et al., 2014, p. 6). This approach motivates students through involving them in the learning process, and encourages them to be independent and become able to evaluate their own learning (Language Teaching Theories, n. d.).

Besides, this approach helps students to raise their imagination and creativity through engaging them in finding solutions for their own life problems; that they have discussed in class.

Participatory approach is underlined by a set of principles, Larsen and Freeman (2000) summarized those principles as follows:

- ✚ What happens in the classroom should be connected with what happens outside that has relevance to the students. The teacher listens for themes in what students say that will provide the content for future lessons;
- ✚ The curriculum is not a predetermined product, but the result of an ongoing context-specific problem-posing process;
- ✚ Education is most effective when it is experience-centered, when it relates to students' real needs;
- ✚ When knowledge is jointly constructed, it becomes a tool to help students find voice and by finding their voices, students can act in the world;
- ✚ Focus on linguistic form occurs within a focus on content;
- ✚ Students can create their own materials, which, in turn, can become texts for other students. (pp. 154- 5)

2. Characteristics of teaching methods:

As far as the teaching process is concerned, there are a number of main characteristics that reveal the good practice of teaching. Amongst these is relevance which means that the teaching content should be in particular alignment with the curriculum.

Another criterion is commonly known as sufficient learning time which refers to the time devoted to actual teaching, as opposed to the official hours set in the curriculum. Besides, teaching should be structured so that learners' engagement is stimulated, their understanding is monitored, and feedback and reinforcement regularly provided.

Another important element which should be taken into account is the fact that classroom environment should be conducive in which mutual respect between the learners and teacher exists. In addition to these criteria, teachers should demonstrate their appropriate subject matter mastery, in accordance with verbal intelligence, a broad teaching repertoire, and motivation to achieve.

2.1.Characteristics of Teacher- Centered Method:

In teacher- centered education, students put all of their focus on the teacher. The teacher talks, while the students exclusively listen. It is the primary role of teachers to pass knowledge and information onto their students.

In this approach, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. Generally, the Teacher- Centered Method is characterized by (1) the teacher's formal authority, (2) being a direct instruction, (3) the teacher's role to class management, and (4) the teachers' excessive use of the course book.

2.1.1. Teacher's formal authority:

The main characteristic of teacher-centered approach is teacher's formal authority. In this approach the teacher represents the sole and main authority in class; he has a higher status over students. Also, he is the knowledgeable person and the expert in class; he knows more than students.

Besides, it is his responsibility to provide knowledge to students, he chooses the content to be taught, directs the instruction, and controls everything in class. Students in this approach are passive recipients of the knowledge provided by the teacher.

2.1.2. Direct instruction:

Direct instruction is a defining characteristic of the traditional teaching style. Direct instruction implies high degrees of explicitness and guided instructions. This teaching strategy is based on strict lesson plans and lectures that lack variation, and the teacher as being the only source of knowledge and information.

2.1.3. Teacher's class management:

Another important characteristic of teacher-centered approach is teacher's class management. Garrett (2008) defined classroom management as "... a multi-faceted concept includes the organization of the physical environment, the establishment of rules and routines, the development of effective relationships, and the prevention of and response to misbehavior" (p. 35).

In other words, teacher's classroom management deals with how the class is organized, how teacher determines the rules and routines of the classroom, how he builds relationships, and how he tries to prevent and deal with students' misbehaviors (Garrett, 2008, p. 36).

Dollard and Christensen (1996) posited that in teacher-centered classrooms the teacher has higher control and authority over the learners (as cited in Garrett, 2008, p. 36). In order for the teacher to gain control over the learners, Edward (2014) asserted that instructional methods are used to reach this purpose, examples of those methods are: lectures, guided discussions, demonstration and 'cook book' labs. Using these methods, the teacher is in the front of the classroom and students work on the tasks.

Boostrom (1991) claimed that the physical design of the classroom shows an emphasis on the teacher and restricts students' activities that may affect this emphasis; desks in the classrooms should face the instructor (as cited in Garrett, 2014, p. 36). Besides, the instructor identifies certain rules, routines and punishments as a way to exert their control (Freiberg, 1999, p. 16).

Supporters of teacher- centered approach propose that punishment is the preferable way to deal with students' misbehaviors, examples of those punishments are: reprimands, frowns, time outs and loss of special privileges (Lovitt, 1990, as cited in Garrett, 2014, p. 36). Finally, extrinsic motivation is a reliable tool that teachers may use to have an influence on learners' behaviors.

2.1.4. Teachers' excessive use of the course book:

Hutchinson and Torres (1994) asserted that a textbook is a teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the teaching and learning process. Also, a textbook is a universal element of teaching, a guide for the teachers, and a memory tool for the students (p. 317). Additionally, Cunningsworth (1995) claimed that the textbook is an effective resource for self – directed learning, an effective source of presentation of materials, a source of ideas and activities and a reference source for students, a syllabus where they reflect predetermined language objectives and support for less experienced teachers who have yet to gain confidence (p. 156).

Moreover, the foreign language textbook is a key component in language programs for the dominant role it plays .It is viewed as "the visible heart of any ELT program" (Sheldon, 1988, p. 237), and an almost universal element of universal elements of ELT teaching" (Hutchinson and Torrers, 1994, p. 315) .

The teachers' exclusive use of the course book is, therefore, a major characteristic of the teacher-centered method. It is clearly observed that this type of teaching methods teachers are the slaves of the textbooks' use since teachers use textbooks as their master and they follow them step by step; as a result, the teachers' creativity admonishes.

2.2. Characteristics of Learner- Centered Method:

In the learner-centered method, students are totally involved with their efforts to achieve a successful learning process. Teachers, on the other hand, teach students how to think, solve problems, evaluate evidence, analyze arguments, and generate hypotheses.

In other words, learner-centered method is best characterized by active learning, student engagement and other strategies that students use to develop their learning skills which are essential to mastering material in the discipline.

2.2.4. Students' engagement:

In a S.C.T environment, the students' needs are taken into account in terms objectives and preferences in learning. For Phifer (2002) the student-centered classroom is often a suitable context for less able learners who are seen as students who have different ways of learning, not as students who have weaknesses and cannot learn (p. 54). This entails that choice of what and how to learn are offered for different learning needs and levels. In a similar vein, Boghian (2013) stated that learner-centered method puts emphasis on the students' needs rather than on other actors (teacher, administrative) included in the educational process (as cited, Boudehane, 2015, p. 39).

A more holistic definition of S. C. T. can be that of MC Combs (2004a) who defined it as:

The perceptive that couples a focus on individual learners (their heredity, experiences, perspectives, backgrounds, talents , interests , capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are more effective in promoting the highest level of motivation, learning and achievement for all learners. (p. 17)

As a matter of fact, learner- centeredness, as its name indicates, the focus is on learners and learning. i. e. what learners need, prefer, have and what they are able to do. These are valued in accordance with knowledge in order to motivate students learn and ultimately do well and succeed.

Brandes and Ginnis (2001) stated that "student- centered learning is not a bag of trucks; it is about attitudes and relationships" (p. 6). According to them, this approach needs preparation, planning and decisions to be made about learners and learning. Further, the relationship between the teacher/ student and the student /student relationship are seen as important elements to be valued. This shift to such an approach requires a solid knowledge about the underlying principles that make up an active learning environment whereby students are the focal point in the classroom and in which they are supposed to be actively engaged in the learning process. Students are the first concern and the core of learner- centered method. In any classroom, learners change their role from "spoon fed" students to knowledge seekers, decision makers and active participants.

Responsibility is one of the major aspects of student-centered whereby students take ownership of the learning. This responsibility involves a number of things like decisions, choice and preference in learning. However, Nunan (2013b) claimed that it is wrong to assume that students can inherit an ability of choosing what and how to learn, not all learners are naturally endowed with such choices (p. 24).

Furthermore, Weimer (2013) postulated that learners who are new to student-centered teaching often tell teachers that they cannot do what they are asking. For this, instructors should gradually start using "student-centered" is too demanding for some of them because it necessitates more work on their part (p. 26).

In addition, classes in the learner-centered method should be carefully calculated so that learners do not repeat from such a relatively new environment. The researcher thinks this can possibly be done by gradually introducing the approach through less demanding activities.

2.2.5. Developing autonomy:

Attard et al. (2010) suggested that in a student-centered context, students should have control over their learning. Students' sense of ownership and responsibility is enhanced by giving them more power and chances to develop personal interest. In addition, learners are offered choices; they have choices in topics study; things to write about, assignment descriptions and ways of assessment. Nevertheless, some students can handle more choices, other fewer choices, but still students do have choices (pp. 42- 52).

In fact, there is not one degree of choice that is right for every situation. Mc Combs and Miller (2009b) stated that one of the student– centered principles involves "tailoring strategies to differing learners' needs for personal control and choice..." (p. 33). At times, the teacher is the one who chooses how and what students learn.

2.2.6. Students' motivation:

Students can possibly discover things by themselves, develop critical thinking, connect their learning to the world around them and use their innate curiosity, if they have one, to find out the power of their own learning (Lombardi, 2007, p. 4). To actively engage the students in the learning process, a number of factors should be taken into *consideration* one of which is the use of a set of activities that stimulates students' interest (Portman, 2011, p. 2).

Learning is meaningful when topic and subject are relevant to students' lives and interest. If this appears, students are more likely to be engaged in constructing their knowledge; they take part as active participants in the learning experience. This entails that learning activities should be relevant and satisfactory to students to capture their full attention.

Explaining the material clearly is another factor which ensures engaging students. If the materials and the teaching aids are carefully designed, this will ensure the cognitive as well as the emotional engagement of students. Furthermore knowledge is better learnt when being presented in a context that is meaningful and attached to the pre- existing knowledge of personal experiences.

Weimer (2013) pointed out that "the instructional design aspects of the teachers' role are an integral part of learner– centered approaches. They are vehicles through which learning occurs" (p. 76).

The use of a variety of teaching methods is another interesting factor which engages learners actively. Adopting a series of methods that encourage active and deep approaches to learning is deeply helpful.

Chickering and Gamson (1987) maintained that a teacher should use active learning techniques. Teachers are required to implement multiple instructional strategies that foster critical thinking, decision making, reflecting, making inferences and problem solving (p. 5).

Tackling an active environment was defined by Michael and Modell (2003) as "one in which students are engaged in the process of building testing and refining their mental models" (p. 6). For Barkley (2010) active learning means that the min dis actively engaged where students dynamically participate in their learning by reflecting on and monitoring both the process and the ultimate outcome of their learning (p. 139).

2.2.7. Cooperative learning:

Cooperative learning and learner- centered approach are closely tied, for the former is regarded as the most applied method in comparison with the other student –centered modes. Price- Rom (2008) contends that it is worth noting that of all learner-centered approaches to teaching, cooperative learning proved to be the most popular (p. 86).

Increasingly, effective instruction is shifting to cooperative learning modes, to easy implement learner- centered approach (Roueche, Milliron, and Roueche, 2003, p. 125). It seems that this direction allows for a variety of ways to realize the learner-centered approach principles by making students work, think and share ideas in small groups; they can be the focus or in the center of the learning process; consequently, learning takes place.

Wesley and Goss (2010) asserted that in" [cooperative] learning, instruction is learner– centered rather than teacher centered and knowledge is viewed as a social construct, cooperative and collectively developed by students" (p. 147). That is, in cooperative contexts, learners are the focal and they are considered as the developers of their own learning, since learning is viewed as a social act.

For Bourman, (1997) making learning student– centered where learners work together and assist one another for a shared goal of staying and watch the teacher lecturing is one of the reasons that values cooperative learning (p. 79). In effect, successful implementation of cooperative learning method, ensures a creation of a student- centered environment in the classroom as it makes the learners active; in which they can do a number of things, interact, share ideas, solve problems and construct their own knowledge; they grow a sense of autonomy and responsibility of their own learning which is the central claim of the learner- centered method.

3. The role of motivation in EFL learning:

In their learning process, students are encouraged to reflect on what they are learning and how they are learning it. They are challenged to accept responsibility for decisions they make about learning; such as, how they study for exams, when they do assigned reading, whether they revise their writing or check their answers.

Accordingly, what provides EFL learners with control over their learning process is motivation which promotes shared commitments to learning.

Motivation, according to Rost (2006), is seen as the *neglected heart* of EFL teaching. As for teachers, they often forget that the learning activities are filtered through students' motivation. Without students' motivation, there is no pulse; there is no active learning (as cited in Anjomshoa, Sadighi, and Branch, 2015, p. 126).

The issue of motivation is an important and crucial factor, particularly in EFL settings. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our student (as cited in Anjomshoa, Sadighi, and Branch, 2015, p. 126).

3.1. Definition of motivation:

Definition of motivation may vary, but all agree that almost everyone is motivated in one way or another. Because everyone has a different background and personality, different interest and attitudes, expectation, desire, and needs, sources of motivation differ according to the individuals.

Even so, according to Arik (1996), motivation has four functions namely, initiation, the determination of intensity and level, the direction and maintenance of behaviours. In this context, motivation is related directly to the source of the behaviour, and how the behaviour can be directed or its intensity increased once it is directed. Therefore, there has been a great debate among researchers about the notion of motivation.

According to Maslow (1943), people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one and the like. He additionally claimed that people possess a set of motivation systems unrelated to reward or unconscious desires (p. 374).

Maslow (1943) developed a theory called the *Hierarchy of Needs* which includes five motivational needs, often depicted as hierarchical level within. The five stage model can be divided into basic and growth needs. Basic needs appear to motivate people when they are unmet. In addition, the need to fulfill such needs will become stronger the longer the duration they are denied (p. 378).

McLeod (2007) gave good examples that best illustrate this type. He maintained that the longer a person goes without food, the hungrier they will become. As a matter of fact, one should satisfy lower level basic needs progressing on to meet higher level growth needs (p. 1). He added that "every person is capable and has the desire to move up the hierarchy towards a level of self-actualization" (p. 1). The figure below shows the five-stage pyramid of Maslow's theory.

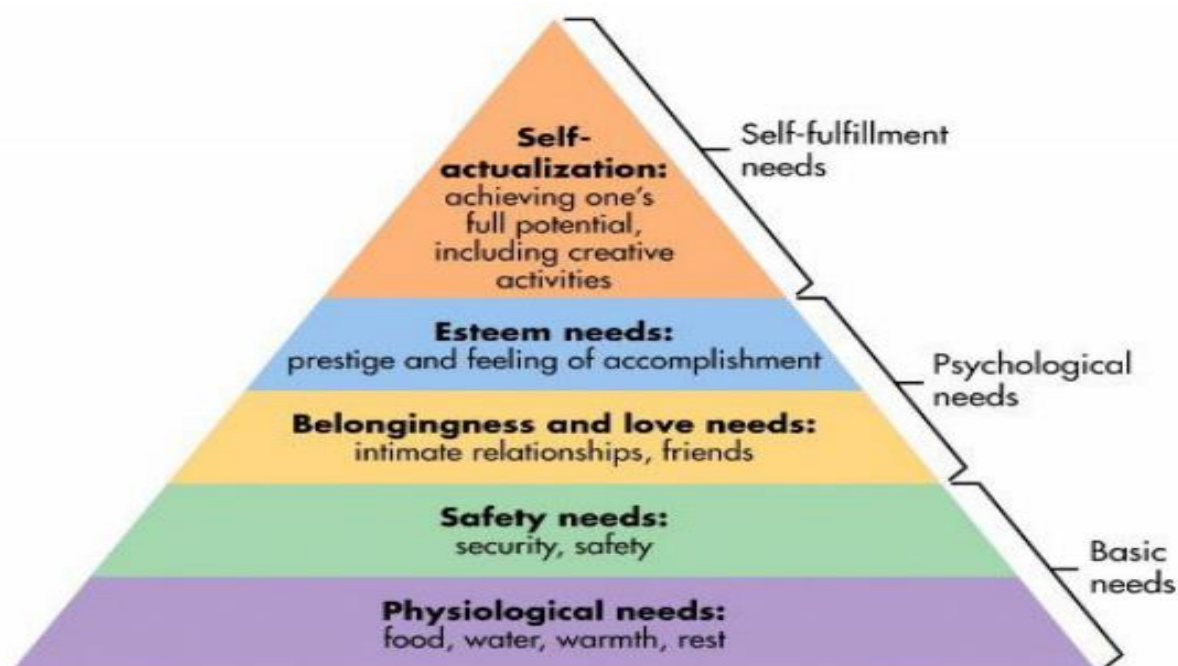


Figure 1: Maslow's Hierarchy of Needs. Source: Adapted from McLeod, (2007).

The original hierarchy of needs five- stage modal involves the followings:

Biological and physiological needs:

Maslow suggested that the most basic need people have is their physiological requirements like air, food, drink, shelter, sleep etc... . If it happens that one of those requirements is missing, people are motivated to reach those needs first.

Safety and security need:

The second stage in the hierarchical theory of needs is the need to feel safe and secure. Protection of from the elements that cause harm for people is considered as a crucial requirement. Security is the feeling people have when they are in a safe environment and are in their comfort zone.

Love and Belongingness Needs:

After the needs for survival and the needs for safety and security are reached, individuals can reach higher stages in the pyramid oh the hierarchical theory. The third levels of needs in this respect are needs related to the feelings of being loved and the essence of belonging to a particular community. This type of needs are met through relationships, friendship, intimacy, affection and love from work groups, family, friends and other persons in the surrounding environment.

Self- esteem Needs:

Once a person has met his needs for love and belongingness with satisfaction, he can begin to develop positive attitudes towards himself, high self– esteem level and act to foster pride in his work.

At this stage, people start to respect themselves and get respect from others on the basis of their personality, attitudes, achievements and status in society. They become more independent and learn how to behave appropriately with other people saving by that their prestige in the society.

✚ Self- actualization needs:

At the top of the pyramid is the need for self-actualization, which is a person's desire to become everything he or she capable of realizing and using his or her full potential, capacity, and talents. This need can be addressed only when the other previous four needs have been satisfied (Martine & Joomis, 2007, pp. 72- 5).



Figure 2: Maslow's Hierarchy of Needs (Illustration with basic needs). Source: Adapted from McLeod, (2007).

3.2. Types of motivation:

Intrinsic and extrinsic motivations were originally used to research what causes motivation in a variety of contexts. Recently it has been expanded to research the effective causes of motivation that produce success in L2 learning (Noels et al., 2003, p. 25).

3.2.1. Intrinsic motivation:

Intrinsic motivation is an important type of motivation considering language learning. Wu (2003) described the characteristics as an individual being motivated to act on an activity for the pure joy that accompanies such activity without any external factors or motives (p. 502).

For example, a student who completes an activity for his or her own enjoyment without pressure from outside sources to participate in the task could be considered to have intrinsic motivation. Language learners who possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleasure that the activities can produce new language.

In addition, the positive characteristics intrinsic motivation has to search for answers and study for one's own sake is significant a factor to be a successful language learners. For students who possess this quality, there seems to be a chance to achieve autonomy and competence, as well as full-fill long-term goals. This is discussed in Ramages' study (1990) in which he concluded that students who are motivated to learn an L2 for their own sake are more likely to continue with language studies in the future (as cited in Noels et al., 1999, p. 25). Thus, students with more intrinsic motivation have a higher chance of continuing their studies and furthering their L2 competence.

3.2.2. Extrinsic motivation:

On the contrary, extrinsic motivation refers to the motivation one has to participate in an activity not for the joy of it, but to accomplish some external goal (Ryan & Deci, 2009; Noels et al., 1999a; Noels et al., 2003b; Dornyei, 1998b).

For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation.

Extrinsic motivation does have short-term motivational characteristics. However, students with it do not necessarily have positive attitudes about the L2, and research shows that such students could be more likely to discontinue language studies. In his study, Ramage (1990) argued that students who took the language to fulfill an academic requirement are more likely to cease any future language learning classes (as cited in Noels et al., 1999a, p. 25).

If the motivation to learn an L2 is to pass a class or receive an academic credit, then once completing this goal, there may be no point for an individual to continue studying after receiving their marks.

In a school setting, Dornyei (1994a) argued that students could lose their intrinsic interest if they have to meet extrinsic requirements (p. 276). In a similar vein, Brown (2007) asserted that "In a language course, extrinsic pressures are most often manifested in foreign language requirements set by the institution and in established standardized test scores that must be achieved" (p. 181). In this type of L2 learning environment having these extrinsic pressures can cause the loss of intrinsic motivation.

3.3. Sources of motivation:

Looking back at the definition of motivation one can easily distinguish that there are many sources of motivation. Therefore, an overview of these should be mentioned below as follows.

3.3.1. Positive attitude towards the L2 community:

Firstly, there appears to be a mutual agreement that the attitude towards the L2 community has some importance in succeeding in learning the L2. Gardner and Lambert (1959), as well as Clement (1980b) believe that to learn a L2, one must have an attitude towards that society (as cited in Pae, 2008, p. 11). Correspondingly, as discussed earlier, Gardner and Lambert (1959) proposed the idea that motivation to learn L2 was dependent on the attitude towards the L2 community and wanting to become a member of that society. These ideas seem to correspond with the idea that motivation to successfully acquire a L2 relies on the attitudes towards such community.

3.3.2. External pressures:

It would appear that there is a factor of outside pressure that motivates one to learn a L2. Whether it is to please parents, receive a reward, or fulfill some pragmatic goal, the student is motivated to satisfy some external pressure. Noels et al. (2001) linked extrinsic and instrumental motivation by suggesting that they both, [refer] to the desire to learn a second/ foreign language because of some pressure or reward from the social environment such as career advancement, or a course credit), internalized reasons for learning a L2; such as, guilt or shame, and /or personal decisions to do so and its value for the chosen goal (as cited in Liu, 2007, p. 128).

This comparative analysis has produced four key factors of motivation. Firstly, a positive attitude towards L2 community. Secondly, areal enjoyment of language learning .Thirdly, a desire for self– improvement and clear image of one’s future self. The fourth is a negative aspect where external pressures are the cause of a loss of motivation. The issue now seems to be how teachers can encourage in the students.

3.3.3. The setting as a factor of motivation:

Teachers must set a good example in their actions for students to have a positive attitude towards the L2 culture. For native-speaking teachers, it may be natural to have enthusiasm about their culture.

Yet, it must be remembered that native teachers must encourage a positive attitude in their students, not force one. Native teachers can do this by building a good relationship with students, as well as being friendly, helpful, and enthusiastic in class.

For non- native speakers, their role might be slightly different. These teachers must maintain a positive outlook towards the L2 community setting a good example for their students. Non-native teachers can do this by showing interest and enthusiasm about the L2 community and sharing positive, personal experiences that they have had with the L2 community.

3.3.4. Linguistic self- confidence:

Clement et al. (1977a) first introduced linguistic self- confidence as a motivational factor in the L2 classroom (as cited in Dornyei, 1998b, p. 123).

Originally, Clement (1980b) argued that in:

... multicultural contexts, where direct contact with L2 is available, positive attitudes towards an L2 would promote interaction with the L2 speakers, which in turn develop an independent motivational process identified as self-confidence. (as cited in Pae, 2008, p. 11)

Therefore, in an SL setting, an individual's attitude and effort to learn and speak to L2 members would result in L2 success. Clement and Kruidenier (1985) argued that self-confidence is the most significant determining factor of motivation to learn a SL (p. 24). Thus, according to them, having contact with the L2 community is an important aspect of developing competence and self-confidence in the language.

Conclusion:

In conclusion, it is clearly noted that the teaching methods are theoretically grounded and supported by many scholars. The scholars view the use of the different teaching methods as very influential for both teachers and learners. In addition, the educational system has gone through different historical events and reform movements. Another important point, research methods play an essential role in the teaching and learning process. Further, the teaching methods such as learner/teacher centered, content-based, and participatory, each of which, has certain characteristics that distinguish it from the others. Besides, the chapter also deals with the concept of motivation, its types, and the major sources that allow the enhancement in the degree of motivation to learn EFL/ESL skills.

Chapter two: Teaching of research methodology in EFL context:

Introduction:

The current chapter provides a clear description for a better understanding of RM teaching in EFL context. The first part of the chapter depicts a definition of research. It describes the importance of conducting research and its major types. Next, this chapter also sheds light on the main objectives of research such as: discovering new facts and testing them, and developing new scientific tools, concepts and theories. In addition to that, this chapter deals with making a distinction between the two concepts of "Research Methods and Research Methodology "and highlights the importance of research methodology in research study. The stages of research are also one of the major concerns of this chapter. Finally, the present chapter deals with the teaching of research methodology in the Algerian context.

1. Overview of research:

Research is commonly identified as the process of developing an empirically answerable question. It embodies a series of actions that are systematic and organized into steps. Also, the research process involves identifying, locating, assessing, analyzing, developing and expressing ideas. The main purpose of research is to provide direction for the researcher, gain some familiarity with a topic, and discover some of its main dimensions.

1.1. Definition of research:

The term "research" has gain the attention of many scholars. In common parlance, *research* refers to "... a search for knowledge. One can also define research as a scientific and systematic search for patient information on a specific topic" (Kothari, 2006, p. 1). The Advanced Learner's Dictionary of current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge" (Oxford, 1952, p. 106).

Research then is a scientific inquiry aimed at learning new facts, testing ideas or it is the systematic collection, analysis and interpretation of data to generate new knowledge and answer a certain question or solve a problem. Redman and Mory (1923) stated that research is a "systematized effort to gain new knowledge ". In a similar vein, Walliman (2010) viewed research as a very general term for an activity that involves finding out, in a more or less systematic way, things you did not know. A more academic is that research involves finding out about things no one else new either. It is about advancing the frontiers of knowledge (p. 7).

In other words, research is considered as a movement from the known to the unknown. Besides, Slesinger and Stephenson in the *Encyclopedia of Social Sciences* (1930) defined research as "the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that aids in the construction of theory of practice of an art" (no page). Research is, thus, an art of scientific investigation and is an original contribution to the advancement of the already existing stock of knowledge. It is the pursuit of truth with the help of study, observation, comparison and experiment.

In short, the search for knowledge through objective and systematic method of finding solutions to a problem is research. As such the term research is often synonymous with the systematic method of investigation.

1.2. The importance of research:

It is understandable that society is constantly changing. As peoples' lives are vastly different now than they would have been many years ago due to various extrinsic factors such as: the increasing use of the internet, satellite television and other factors too numerous to mention.

In the same way peoples' interest have shifted; research studies these days are gaining an unprecedented focus and attention. As the very path one traverses in search of authentic solutions to a specific problem.

Academic research is one of the most dreaded academic activities that students inevitably come across. Academic research construction is not an easy task to do as it consists of lengthy procedures of conducting thorough research and the ability to write skillfully in addition to a sufficient knowledge of the appropriate mechanisms and methodologies.

Furthermore, this process enhances intellectual capacity and enables students to think critically on a number of problems this is clearly stated in Kothari (2006) work. He argued that " research inculcates scientific and inductive thinking and it promotes the development of logical habits of thinking and organization" (p. 6). Research is then undertaken within most professions. More than a set of skills, research is a way of examining critically the various aspects of everyday life systematically.

The research question, which is posed by the researcher and the methodology adopted to get solutions, is considered as the most valuable part of the research work. Accordingly, "All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry, and inquiry leads to invention" (as cited in Kothari, 2006, p. 5).

Research is important because it gives direction how to deal with a specific problem. Whether the problem is thoroughly solved or not is not the forte of the research work. Furthermore, research is essential for students, for they are asked by the end of their studies to conduct their final dissertation or carry out their personal researches.

For Mc Guire (1997), doing research is viewed as necessary for undergraduate student. In this sense, he argued that:

Undergraduates have by the time they are asked to design and run their own experiments, come to understand the importance of the research and to realize how much effort is exerted by experts in the field when conducting pieces of research. This recognition can have the unintended consequence of generating new works serving research aims and objectives, thus, an overview of regarding the development of conducting research is required. (p. 15)

1.3. Types of research:

Research has many types, and these types of investigating facts are treated in different ways. However, they all work together when conducting research in different fields. If research endeavor is examined from the perspective of its application, there are two broad categories; namely, basic research and applied research.

Both of them are considered as important in conducting research. For this reason, it is crucial for individuals (students) who are conducting a research to pay attention to the differences between the two.

1.3.1. Basic research:

Believing that it is more attached to the field of Social Sciences, Bailey (2008b) defined the term basic research as follows:

Pure research involves developing and testing theories and hypotheses that are intellectually challenging to the research but may or may not have practical application at the present time or future. Thus such work often involves the testing of hypothesis containing very abstract and specialized concept. (p. 17)

As the quote indicates, basic research is not only concerned with gaining knowledge, but it also advances an understanding about social work which deals with abstract and specialized terms and concepts. Basic research helps as well in supporting and rejecting existing hypotheses and theories.

Kumar (2011) claimed that pure research is also concerned with the development, examination, verification and refinement of research methods, procedures, techniques and tools that form the body of research methodology (p. 30).

Basic research is then concerned with generalizations and with the formulation of a theory using the different research methods that allow testing and checking the correctness of the theory.

Its results are general knowledge which provides the means of answering a range of important practical problems, though it may or may not provide a given answer to any of them. Besides, some degree of realism with respect to scientific theories is inherent in basic research.

Therefore, fundamental research leads to new theory or a new property of matter or even the existence of a new matter, the knowledge of which has not been known or reported earlier. Research on improving a theory or a method is also referred as pure research.

In sum, basic research is an investigation on basic principles and reasons for occurrence of a particular event or process or phenomenon.

1.3.2. Applied research:

Applied or action research is the second type of research concerning the application of research as while basic research is necessary to generate new knowledge and techniques to deal with major unresolved problems. On the other hand, applied research is necessary to identify priority problems, design, evaluate and find solutions for those problems. Various studies that delved into the study of applied research revealed that applied research is one of the most important types of research design that are appropriate for the different types of research projects.

According to Kumar (2011), "most of the research in the social sciences is applied" (p. 30). In other words, in order to gather information about the different aspects of a given situation, issue or phenomenon, various research techniques and methods that form the scope of research methodology are applied in order for the information collected can be reused.

Kothari (2006), additionally, maintained that finding a solution for a problem facing a society or an industrial business organization immediately happening is the aim of an applied research. (p. 3).

Other researches relative to applied research highlighted the different functions of applied research. Walliman (2011) argued that applied research is "essentially an "on the spot" procedure principally designed to deal with a specific problem found in a particular situation" (p. 27). He adds that this kind of research there is no intention to isolate the problem from its context to study it. What are thought to be useful changes are made and then constant monitoring and evaluation are carried out to evaluate the effectiveness of the changes. The results and conclusions from the findings are applied immediately and these are put into further monitoring to enhance their effectiveness.

Furthermore, action or applied research "depends mainly on observation and behavioural data. Because it is so bound up in a particular situation, it is difficult to generalize the results" (Walliman, 2011, p. 27). Based on what has been stated above, action research adapter should be confident enough or should make sure that his research can be adopted successfully in another context.

To conclude, in an applied research one solves certain problems employing well known and accepted theories and principles.

Some of the differences between basic and applied research are summarized in the table below.

Basic research	Applied research
<ul style="list-style-type: none"> ➤ Seeks generalizations; ➤ Aim at basic processes; ➤ Attempts to explain why things happen; ➤ Tries to get all the facts; ➤ Report in technical language of the topic. 	<ul style="list-style-type: none"> ➤ Studies individual or specific cases without objective to generalize; ➤ Aim at any variable which makes the desired difference; ➤ Tries to say how things can be changed; ➤ Tries to correct the facts which are problematic; ➤ Reports in common languages.

Table 2: Differences between basic and applied research.

Therefore, the major aim of applied research is to discover a solution for a particular problem which warrants solutions for immediate use, while fundamental research is applied to find information that has broad base of application. Hence, add new ideas the already existing scientific knowledge.

1.4. The objectives of research:

Research is important for scientific and non- scientific fields. In people's lives new problems, events, phenomena and process occur every day. Practically, implementable solutions and suggestions are required for tackling new problems that arise. In this sense, scientists have to undertake research on them and find their causes, solutions, explanations and application; precisely, research is essential in the assistance in the understanding of nature and natural phenomena.

Research has important avenues on existing theories and applications of them. It provides the basis for many government policies. For instance, research on the needs and desires of the people and on the availability of revenues to meet the needs helps a government to prepare a budget. In addition, research leads to identification and characterization of new materials, new living things, new stars, etc... . Furthermore, only through research inventions can be made; for example, new and novel phenomena and processes such as: superconductivity and cloning have been discovered only through research. Research also leads to new styles of life and make it delightful and glorious (Kothari, 2006, p. 5).

Hence, research is an important activity that serves as a helping tool for human being for making their lives more workable and explaining social phenomena and seeking solutions to them. Therefore, it is important in this respect to know what the objectives of research are in order to understand its significance.

Kothari (2006) claimed that "the purpose of research is to discover answers to questions through the application of scientific procedures". (p. 2). He additionally asserted that discovering hidden truth and other facts which have not been found out yet is considered as the main aim of research. Research objectives describe what the researcher expects to achieve by a project.

The primary objective should be then coupled with the hypothesis of the study. Study objectives define the specific aims of the study and should be clearly stated in the introduction of the research protocol. Objectives often state exactly which outcome measures are going to be used within their statements. They are important because they not only help guide the development of the protocol and design of the study but also play a role in sample size calculations and determining the power of the study. Yet, Kothari (2006) argues that "each research study has its own specific purpose" (p. 2). He maintains that research objectives falls into a number of broad groupings as follows:

- ✚ To gain familiarity with a phenomenon or to achieve new insights into it (exploratory and formulative);
- ✚ To portray accurately the characteristics of a particular individual, solution or a group (descriptive research studies);
- ✚ To determine the frequency with which something occurs or with which it is associated with something else (diagnostic research studies);
- ✚ To test a hypothesis of a causal relationship between variables (hypothesis-testing research studies). (p. 2)

In sum, the prime objectives of research are: Discovering, verifying and testing important facts; analysis of an event or process or phenomenon to identify the cause and effects relationship. Also, developing new scientific tools, concepts and theories to solve and understand scientific and non- scientific problems, finding solutions to the latter and social problems, and overcoming the problems occurring in everyday life are objectives of research.

2. The reasons why people do research:

What makes people do research? This is a fundamental question that one can pose. Undertaking a research is accordingly not one of the preferable tasks that one would like to do. Yet, research is considered an important activity, for it solves everyday life related problems. Moreover, unless there are some motivational factors, research is unlikely to be conducted. Some of the motives may be either one or more of the following:

- ✚ To get a research degree (Ph. D.) along with its benefits like better employment, promotion, increasing salary, etc... .
- ✚ To get a research degree and then to get a teaching position in a college or university or become a scientist in a research situation.
- ✚ Desire to face the challenge in solving the unsolved problems. i. e., concern over practical problems initiates research;
- ✚ Desire to get intellectual joy of doing some creative work;
- ✚ Desire to be of service to society
- ✚ Desire to get respectability. (Kothari, 2006, p. 2)

However, this is not an exhaustive list of factors that encourages people to conduct research works and studies, thus, many more elements that contribute in the increasing amount of undertaking research among people can be listed; such as, getting recognition, curiosity to find out the unknown facts of an event and new things, and to serve the society by solving social problems. Therefore, motivation in research is a topic of interest in various fields including psychology, human development, education, sociology and business.

Moreover, some students, in this sense, undertake research without any aim possibly because of not being able to think of anything else to do. Such students can also become good researchers by motivating themselves towards a respectable goal, understanding the importance of conducting research and its impact on their future career.

3. Research methods Vs. Research methodology:

Conducting a piece of research involves learning/ acquiring the different skills, techniques and methods that allow for the formation of a well-organized and elaborate piece of research. It is crucial to develop all the skills in order to facilitate the process of writing a piece of research.

For a long time, a main confusion between two terms "Research methods and Research methodology" has been noticed. Hence, a definition of both terms is needed to clarify the distinction between the two.

3.1. Definition of research methods:

"Research methods" has been clearly defined. Most English dictionaries including Cambridge English Dictionary defines research methods as "a particular way of studying something in order to discover new information about it or understand it better." Being skillful in deploying research methods means being able to use the different techniques and methods.

A working definition for research methods has been set by Walliman (2011) who defined the term as "the tools and techniques for doing research". That is to say, it is the range of tools and instruments that a researcher applies in conducting a systematic investigation (p. 1).

Another definition is provided by the Webster's Third New International Dictionary in which the term is stated as "a procedure or process for attaining a goal", or a "systematic procedure, technique", or "a set of rules" which are very often related to a science or art. In support of this definition, Hunkis claimed that "methods have form and consistency". In regard to form, he stated that methods "have definite steps or stages and sub-behaviours that are recurrent and applicable to various subject matters" (as cited in Henson and Roberts, 2006, p. 3). As Henson stated, some examples of methods are: a lecture, a simulation game, a case study, or an inquiry, etc... .

Furthermore, a research method is considered as being well-staged procedures of doing new investigations. Research methods or techniques refer to the methods the researcher use in performing research operations (Kothari, 2006, p. 7).

In other words, all those tools which are used by the researcher during the study of his research problem are labeled "Research Methods". In addition, the effective research methods are the tools through which the data of a study are gathered and that researchers are unlikely to collect information without the use of appropriate design and use of research methods.

Hence, research methods are the various procedures, schemes used in research. These methods are essentially planned, scientific and value- neutral. Research methods helps in collecting samples, data and sort out solutions at a particular problem. In particular, scientific research methods call for explanations based on collected facts, measurements and observations and not on reasoning alone accepting only those explanations which can be verified by experimental designs (scientific method).

3.2. Definition of research methodology:

Since different people can have various concepts about this expression, defining it in this context is, then, a necessity.

A valid definition of research methodology was proposed by Kothari (2006) who claimed that research methodology is a way of systematically solve the research problem. It may be understood as a science of studying how research is done scientifically (p. 7). That is to say, this recurrent term is synonymous with the study of the different steps and stages a researcher adopts in the study of his research problem following the logical structures.

According to *Webster's Third New International Dictionary*, research methodology is a body of methods, procedures, working concepts, rules and postulates employed [...] in the solution of a problem or in doing something.

In fact, methodologies can vary from one researcher to another, and; thus, Kothari (2006) said that it is necessary for the researcher to know not only what the research methods or techniques are, but also the methodologies applied for it. In other words, researchers need to know the way in which given indices are developed or tested, or how to calculate the means, the mode, etc.... . In addition to the way of applying particular research techniques and determining the suitable techniques that would increase the effectiveness of the research as well as their meaning , indication and the reason behind their use. Besides, understanding the different assumptions underlying them and the criteria by which decisions about their applicability to certain problems should be a major concern of the researcher.

Hence, research methodology is the systematic way to solve a problem. It is considered as a science of studying how research is being carried out. It is also recognized as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

3.3. The importance of research methodology in research studies:

Research methodology is considered as way to find out the results of a given problem on a specific matter or problem that is also referred to as research problem. In methodology, researchers use different criteria for solving the problem. Looking at the concept of methodology, it can be understood as the way of searching or solving the research problem.

In this regard, Kothari (2006) believed that:

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

As the above quotation indicates, it is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered in two problems are the same, the methodology maybe different. It is important for the researcher to know not only the research methods necessary for the research undertaken, but the methodology as well.

For instance, a researcher should not only know how to calculate mean, variance and distribution function for a set of data, how to give a solution of a given problem, and how to apply a particular method, but also he needs to know the suitable method for the chosen problem, the logical order of accuracy of the results of a method and the efficiency of the method being carried out to drive an appropriate solution for the chosen problem.

In addition, Kothari (2006) claimed that "knowledge of how to do research will inculcate the ability to evaluate and use research results with reasonable confidence" (p. 10).

In other words, research methodology is important and helpful in different domains. Therefore, the study of research methodology provides the necessary training in choosing methods, materials, scientific tools, and training in techniques relevant to the problem chosen and tells which method or formula has to be used out of the various existing ones.

3.4. The stages of research:

Academic research is an original work essay presenting ideas in response to information found in library sources or many other valuable ones. At each stage of research, complete ideas of what have been already found and what the researcher is looking for are clearly demonstrated by gathering research materials ever, increasing knowledge of a topic will allow to make informed judgments and original interpretations. Midway through the process, the writing tasks of creating a review of the literature and a proposal will help to focus the direction of the research. In this vein, a brief overview of the research is needed as academic research is considered as a multi-step process. It consists of a series of actions that ensure carrying out research work effectively and the desired sequencing of these steps.

3.4.1. The selection of the research topic and the definition of the research problem:

Before doing any research, the researcher needs to set himself a direction– a general area to investigate– that direction can, and probably will, change with time and knowledge at the least.

The starting point of a research is the selection of a research topic and problem. The formulation of a research problem is the first and most important step of the research. For Kumar (2011), formulating the research problem "is like the identification of a destination before undertaking a journey, in the absence of a destination, it is impossible to identify the shortest– or indeed any– route." (p. 57). The research problem functions as the foundation of a research study. If it is well formed, a good study is expected.

According to Kerlinger (1986), "If one wants to solve a problem, one must generally know what the problem is. It can be said that a large part of the problem lies in knowing what one is trying to do" (p. 17).

In conducting a research, one should have clear insights with regard to what he wants to discover about a given problem and not what he thinks he must find out. In the similar vein, Kothari (2006) claimed that identifying a suitable topic for work is one of the most difficult parts of a research topic and a problem, the young researcher should keep some important points such as: the topic should be suitable for research, it should be interesting for the researcher himself and not be chosen by compulsion from someone else (p. 57).

Topic and problem can be fixed in consultation with the research supervisor .In our country often, research supervisors suggests a topic and state a problem in broad view. It is the researchers' job to narrow it and define it in an operational form.

Additionally, Kothari (2006) argued that one can execute the following rules in order to solve the research problem, and for this purpose, it has to be defined and formulated properly: the researcher needs to state the problem in questionnaire form or in an equivalent form, specify it in details and in precise terms, list the assumptions made, remove the ambiguities, if any, in the statement of the problem, in addition to examining the feasibility of a particular solution (p. 57).

Furthermore, in choosing a topic one should take care of the possibility of data collection, quantity of gain, breadth of the topic and other factors that can affect the process of the research. To sum up with, defining the problem is more important than its solution. It is a crucial part of the research study and should be formulated and defined with great care.

3.4.2. Literature survey and reference collection:

After defining a problem, the researcher has to do literature survey connected with the problem, he must examine all the available literature to make himself acquainted and familiar with the selected problem. Kothari (2006) argued that: "once the problem is formulated, a brief summary of it should be written down ... At this juncture the researcher should undertake extensive literature survey connected with the problem" (p. 13).

Therefore, literature survey is a collection of research publications, books and other documents related to the defined problem. At this point, it is a very essential matter to know whether the defined problem has already been solved, status of the problem, techniques that are useful to investigate the problem and other related details.

In a similar vein, Kumar (2011) stated that going through the existing literature is one of the most important preliminary tasks in undertaking a research study for the researcher to acquaint himself with the available body of knowledge in a particular area (p. 46). In addition, he added that "literature review is an integral part of the research process and makes a valuable contribution to almost every operational step" (p. 46).

In this regard, he summarized its functions of the literature review as follows:

- ✚ It provides a theoretical basis for the study;
- ✚ It helps to establish the links between what are the prepositions of the research for examination and what have been already undertaken;
- ✚ It enables the researcher to show how his findings have contributed to the existing body of knowledge in his profession,
- ✚ It traces the intellectual progression of the field, including major debates,
- ✚ It evaluates the sources and advise the reader on the most relevant research,
- ✚ It identifies where gaps exist in how a problem has been researched to date.

In addition to those functions, the literature review helps also in improving the research methodology and formulating the research problem in a clear-cut way as it states clearly the outcomes of the investigation where similar problems were solved.

As soon as the survey of available source begins, the preparation and collection of references preferably with annotations should be undertaken.

Kumar (2011) claimed that "to search effectively for the literature in your field of enquiry, it is imperative that you have at least some ideas of the broad subject area and of the problem you wish to investigate" (p. 46).

In this context, Kothari (2006) additionally stated that there are many sources that a researcher can survey from. These are:

- ✚ Journals which publish abstracts of papers published in various journals;
- ✚ Review articles related to the topic chosen;
- ✚ Journals which publish research articles;
- ✚ Advanced level books on the chosen topic;
- ✚ Or the internet as a source of knowledge.

Reference collection and keeping the collected materials have to be systematic. (Kumar, 2011, p. 46). At various stages of research one may refer to numerous journal articles, books and web sites. Obviously, all of them are going to be related to the research problem.

3.4.3. Assessment of the current status of the topic chosen:

Generally, it is not difficult to know the current status of the research work in a specific topic. Kothari (2006) maintained that the current status of the chosen topic can be identified by reading the relevant journals and the recent papers, discussing, books, etc... He also emphasized that the early relative studies in hand should be carefully studied. Hence, one can perform inquiries at several important places known for research on proposed topic. A study of the current literature in the chosen topic then explores the current status of it. More importantly, review articles point out not only to the basic aspects and features of the topic concerned, but it also gives a brief account of its present status.

3.4.4. Formulation of the hypothesis:

After doing an extensive survey of the literature, the researcher must state in clear terms the hypothesis he is working on. In this context, every research problem aims at certain outcomes. That is to say, before starting actual work such performing an experiment or theoretical calculation or numerical analysis, the researcher expects certain outcomes from the study.

Kumar (2011) said that "hypotheses bring clarity, specificity and focus to a research problem (p. 2). He additionally asserts that hypothesis arise primarily from a set of "hunches" that are examined using a study. There are many definitions of a hypothesis. According to Kerlinger (1986)"A hypothesis is a conjectural statement of the relationship between two or more variable" (p. 17). Another definition is stated by Black and Champion (1976) who defined a hypothesis as "a tentative statement about something, the validity of which is usually unknown" (p. 126). In addition, Baily (1978a) defined hypothesis as follows:

A preposition that is stated in a testable form and that predicts a particular relationship between to (or more) variables. In other words, if we think that a relationship exists, we first state it as a hypothesis and hen test the hypothesis in the field. (35)

Hence, hypothesizing is done only after survey of relevant literature and learning the present status of the field of research. It can be formulated based on previous research and observation.

To formulate a hypothesis the researcher should acquire enough knowledge in the topic of the research and a reasonably deep insight about the problem. Hypothesis is due to an intelligent guess on which is to be tested in the research work through appropriate methodology. Testing it leads to explanation of associated phenomenon or event.

According to Poincare (1905), a "scientific hypothesis which was proved untenable can still be very useful. If a hypothesis does not pass an empirical test, then this fact means that we have neglected some important and meaningful elements" (p. 45).

Thus, the hypothesis "gives the opportunity to discover the existence of an unforeseen aspect of reality" (p. 45). As a consequence of this point of view about the nature of scientific theories, Poincare (1905) suggested that a scientist must utilize few hypothesis, for it is very difficult to find the wrong hypothesis in a theory which makes use of many hypotheses (p. 45).

Therefore, hypotheses are important in terms of bringing clarity to the research problem, it provides a study with focus emphasizing the main aspects of the research problem to investigate, in the collection of the data, and enabling the researcher to add to the formulation of the theory and conclude what is true and what is wrong.

3.4.5. Research design:

Researchers defined the concept of research design in various ways. However, research design is commonly known as "Plan your work and work your plan" (Hill, 2011, p. 10).

To deal with, Kerlinger (1983) viewed research design as a:

... plan, a structure, and a strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or programme of the research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data. (p. 279)

In another context, Thyer (1993) suggested that a traditional research design is a blue print or detailed plan for how research study is to be completed operationalizing variable so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (p. 94).

Essentially, the research design creates the foundation of the entire research work. The design will help perform the chosen task easily and in a systematic way. Once the research design is completed the actual work can be initiated. The first step in the actual work is to learn the facts pertaining to the problem. Particularly, theoretical methods, numerical, experimental techniques present study have to be collected and learnt.

Furthermore, scientific research is based on certain methods. These sources have to be properly studied and judged before applying them to the problem of interest.

3.4.6. Actual investigation:

The next step in the research process is the execution of the investigation. For Kothari (2006), the execution of the research project is considered as a crucial step that a research needs to understand. He asserted that if the execution of the investigation is well progressed, the data to be collected would be adequate and dependable (p. 18). Furthermore, one should aim at doing good research and this is clearly stated in the words of Kothari (2006) who stated that "the research should see that the research project is executed in a systematic manner and in time. If the survey is to be conducted by means of structured questionnaires, data can be readily machine– processed" (p. 18).

At the beginning of research career, a novice researcher should aim at producing good research, particularly, training himself to distinguish the important steps, procedures and techniques that would, mainly, help him to conduct a well-structured investigation with high quality of research work.

3.4.7. Data analysis and interpretation of the results:

The next step in the research process is the presentation of results and making conclusions of the performed work. In the beginning of any experimental research on a particular subject, imagination begins to occur, but at the time of concluding and interpreting the facts and data that were collected, imagination disappears and concrete results of the experiment are either confirmed, disconfirmed or modified. Thus, proper interpretation of the results must be made.

According to Kothari (2006) "interpretation refers to the task of drawing inferences from the actual work" (p. 19). It is, then, based on the performed study and the utility of the results of the research greatly depends on the proper interpretations and the hardest part of solving a scientific problem.

3.4.8. Writing a research report :

The last operation in the process of conducting research is writing a report .Each step in this process is essential for a valid study as negligence at any stage will affect the quality of the study. This last step is the most crucial as it is through the report that the findings of the study and their applications are communicated to the supervision an readers and all what readers see in only the report and not the amount of effort and care is put in every stage of the research.

As Burns (1997) wrote "extremely valuable and interesting practical work may be spoiled at the last minute by a student who is not able to communicate the results easily" (p. 229). It is important to understand the methodology of research, but the quality of the report depends also upon such things as being skillful in writing communicatively, clarity of thought, and the ability to express these in a logical and sequential manner.

According to Kumar (2011), "the originality of the researcher's work relies in good works' findings which are of little value if they are not effectively communicated to the scientific world" (p. 166). In other words, the original works findings' would not be of great value if it is not accessible and reinvestigated by other researchers in the research field. As pointed by Eli Maor (n. d.), in academic matters the iron rule is publish or perish" (as cited in Rajasekar, Philominathan & Chinnathambi, 2006, p.15).

4. Teaching research methodology in the Algerian context:

4.1. English curriculum's subjects within the L. M. D. System:

Algeria's higher educational sector has noticed two major reforms since the independence era. The most recent one is the introduction of the L. M. D. system. Being initially designed in the Anglo-Saxon countries, the Algerian policymakers decided to implement L. M. D. reform in partial replacement of the previous classical system.

It is worth to mention that this new higher educational system changes the overall length of university studies: It reduces the degree from four to three years. Also, the deployment of L. M. D. aims at students' mobility and recognition of the degree in every part of the country and even abroad.

As stated in the abbreviation, "L" refers to *License*, "M" to *Master* and "D" refers to *Doctorate* degree. Within L. M. D., studies are structured as follows: the *License degree* consists of three years, the *Master degree* is organized in two years, and the *Doctorate (Ph. D)* degree comprises three years.

The main goals for adopting the aforementioned L. M. D. system in Algerian universities are: (1) the adoption of a system of easily readable and comparable degrees, and (2) the establishment of a system of credits for promotion of mobility for students and academic and administrative staff.

Also, it aims at harmonizing the Algerian Higher Education system, with the rest of the world. The three phases of the L. M. D. system are cited in the table below:

Phase	Semester	Degree obtained
Lisence	6	B. A
Master	4	M. A.
Doctorate	6	Ph. D

Table 3: The phases of L. M. D. system. Source: Adapted from: Mellouk, (2013).

It is worth to mention that within the L. M. D., there new elements that appear in managing the teaching process. These are Semestrialization (S), and Educational Units (EU). Since studies are organized into semesters to relax the organization of training programmes, students are expected to attend around 400 hours in a 16 week period (i. e. 25 hours per week). Lessons, on the other hand, are grouped into educational units; namely, Fundamental, Methodological, Discovery and Transversal (Mellouk, 2013, p. 85).

Units	Definition	Modules/ subjects	Heures per week
Fundamental	It includes core subjects for a particular discipline	Oral Expression	03
		Written Expression	03
		Linguistics	03
		TEFL	03
		Civilization	03
		Literature	03
Transversal	Students are exposed to other languages, social sciences and technical communication.	Theme and version	1 :30
		ESP	1 :30
		Psychology	1 :30
Discovery	it is anticipated all along the lessons of training materials relevant to other specialties	Foreign language (Italian language)	1 :30
		Statistics	1 :30
Methodology	This gathers the subjects taught methodological tools aimed at helping the learner to accomplish his training course;	Research Methodology	1 :30

Table 4: English curriculum Educational Units and Modules within the L.M.D. system (Third year License degree). Source: Adapted from: Mellouk, (2013).

According to the table above, the English course syllabus comprises various teaching units which are mainly based on the teaching of the language itself, putting less emphasis on the aspects of research. In fact, research methodology is considered as one of the modules that form the fundamental unite, but at the same time it is being underestimated.

As shown in the table above, the number of hours that is devoted to the teaching of research methodology subject is reasonably enough neither for students to master the research process, nor for teachers to administer practical workshops as support for their learners. Based on our informal interviews with EFL students, teachers appeared to inculcate into students only aspects of the theoretical part of research methodology rather than doing some practical activities to enhance their skills and mastery of conducting research.

4.2. Factors influencing Algerian EFL learning in research methodology:

4.2.1. Teachers as a source of demotivation:

The concept of motivation includes the expenditure of effort to achieve a goal (Martinez, 2002, p. 22), creating forces that power and drive behaviours ((Bursalioglu, 2002 as cited in İlknur, 2013, p. 63). Therefore, the teacher is responsible for focusing the students' attention to, and interest in, learning. Also, teacher's enthusiasm in daily activities has a significant impact on increasing the students' motivational level.

Like many countries in the world which seek to improve the use of the research methods, Algeria is also aiming at promoting both the use of English for taking out a better communication and easy access to knowledge of research methods from the part of EFL learners. In this regard, demotivation is one of the obstacles that research methodology learners come across with; it is considered as one of the affective factors that bind an effective learning in EFL classrooms.

Actually, one of the most challenging tasks that face research methodology teachers is how to capture their students' interests and how to raise their imagination in order to be more motivation to learn.

In this respect, Trang and Bladouf (2007) claimed that demotivation has a "negative impact on students, preventing them from gaining expected learning outcomes" (p. 100).

Furthermore, the use of the mother tongue should be avoided in research methodology classrooms so as to learn and acquire a foreign language successfully as well as to gain the techniques and methods of conducting pieces of research skillfully. In other words, the major problem that hinders most of students are generally related to various factors among them the teacher being as a source of demotivation, as this latter is seen as a vital element in the learning process and plays a very essential role in EFL learning.

"Everything teachers say or do, how they communicate and behave in the classroom potentially influence students' motivation in different ways" (Dornyei and Ushiod, 2011, pp. 28- 9). As the quote indicates, teachers, on the one hand, have a huge influence on EFL learners; on the other hand the influence does not seem always positive; it could have negative effect on students' EFL learning process.

Hence, it is very important to shed light on the crucial role of the training of a research methodology teachers, for he should be well specialized and qualified enough so that he can meet his student's needs. In addition, teachers' lack of competence plays a vital role in decreasing learners' motivation to learn a given subject matter.

The latter can be clearly illustrated in the way of explanation or answering the questions posed by the students etc... . Thus, students' loss of interest in learning is strongly related to their teachers.

In this context, if the student notices that their teachers are not doing their jobs seriously and with great care, accordingly they lose their motivation (Kikuchi and Sakai, 2009, p. 188).

Another important point in this view is the way in which teachers are managing their teaching of the syllabus. The teacher in some teaching methods as stated before gears the complete responsibility of the teacher and views him as a reliable source of knowledge such as the teacher– centered method.

4.2.2. Lack of students' motivation:

Motivation is basic factor that influences EFL learning. Gardner (1985) referred to motivation as "the combination of effort plus desires to achieve the goal of learning the language" (p. 110). In this context, Dornyei and Ushiode (2011) defined a demotivated student as "someone who was once motivated, but has lost his or her commitment/ interest for some reason" (p. 138). In other words, someone who lost the desire to learn something is a demotivated learner. Losing willingness and interest in the engagement in the classroom, atmosphere, activities, or other tasks are all insights of the lack of motivation.

4.2.3. Lack of teachers' corrective feedback and reinforcement :

The role of feedback has a place in most theories of second language learning and language pedagogy. In this sense, feedback can be either positive or negative. The value attributed to corrective feedback in language pedagogy varies according to the tents of different methods.

Thus, in the audio-lingual method negative assessment is to be avoided as far as possible because it functions as "punishment" and may inhibit or discourage learning. However, in humanistic methods "assessment" should be positive or "non-judgmental" in order to promote a positive self-image of the learner as a person and language learner (Ur, 1996, p. 243).

However, in the post-method era, language teaching methodologists are less inclined to be so prescriptive about corrective feedback, being aware of the cognitive contribution that it can make while also issuing warning about the potential affective damage it can cause. Students tend to like being praised and rewarded upon achieving a target either through verbal or written forms. Students are likely to fancy having good grades.

Covington (1999) asserted that many students are grade-driven, not to say, "grade-grubbing", and this preoccupation begins surprisingly early in life (p. 128). That is to say, the way in which students are reinforced for accomplishing a task or an activity is of great importance and is considered as a crucial factor that affects students' learning process either positively or negatively. If a student gets negative feedback, he will lose his self-confidence, being less self-estimated; consequently, this will lead to a loss of interest in learning, and this fact may cause demotivation eventually.

Conclusion:

On the whole, conducting a piece of research is regarded as a very important task to do either for expert and young researcher. Thus, it is very important to know the two major types of research in terms of application. The research objectives a crucial element in this concern as well as the main reasons that makes people initiate research works and the different stages of this whole process. Thus, teachers and learners should avoid the use of the mother tongue in the research methodology classrooms as much as they can, and they should be motivated in order to get the desired results and get successful teaching and learning. As a matter of fact, it is important for teachers to establish a good syllabus and use the suitable materials in teaching research methodology at the English Department in order to urge and motivate those research methodology learners.

Chapter 3: Research methodology and data collection analysis:

Introduction:

The present study aims at investigating the effective teaching methods to teach the research methodology subject. In the previously presented chapter, we presented a theoretical framework of teaching research methodology. However, this chapter is devoted to the practical part of the research; it highlights the results obtained from the research instruments. In this respect, both students' and teachers' questionnaires were administered in addition to classroom observation so as to collect data about teachers and students' perceptions, attitudes, and opinions about the use of effective teaching methods to motivate students to learn research methodology.

1. The use of the questionnaire:

In the research process, questionnaires are used as a research instruments in order to collect data. Also, they are used in foreign language research, too. Questionnaires are considered as the most commonly used method used in this research field because they have a lot of advantages in terms of preparation, their use with large numbers of subjects, and the collection of data that are easy to tabulate and analyze (Richard, 2005, p. 60).

1.1. Aims of the questionnaire:

The questionnaire is a part of a research work. It is designed to explore the teacher's attitudes and perceptions towards research methodology teaching. Furthermore, the main purpose of the research tool is to investigate the effective teaching methods to teach research methodology subject.

1.2. The administration of the questionnaires:

The teachers' questionnaire was administered to ten teachers who are enrolled in language sciences. It was first handed to teachers at the department of English at Mohammed Seddik Benyahia University, in Jijel, but the researchers did not receive any help from the part of the teachers at the department except two teachers. Thus, the researchers resorted to, with the collaboration of the supervisor, to e-mail the questionnaire to teachers of Oran University. The current questionnaire was distributed to students in the first semester. After the distribution of the questionnaire, teachers were asked to respond to each question of the questionnaire honestly since their answers are considered as a reliable source and will be solely for the purpose of research. All the teachers took the questionnaires because they were not available at the time. However, with the insistence of the researcher all the teachers gave the questionnaire back in a period of three days.

1.3. Description of the questionnaires:

As it was previously mentioned, the primary research instrument that was used to collect data of this study is the questionnaire. As a matter of fact, the latter is worth for this study due to its practicality and capacity to gather information. Questionnaires can yield precise data amenable to statistical calculations and easy for analysis. Besides, questionnaires make it easier for a first time researcher to collect accurate data and analyze them without difficulties. So, the present research relies on data collection through questionnaires. In addition, both questionnaires, students' and teachers', used in this study included a short introduction which shows the aim of the study.

It is worth mentioning, then, that both teachers' and learners' questionnaires consist of four sections. The first section provides background information about the participants, the second part includes questions about the importance of research methodology as a subject in order to attain the attitudes of the teachers' and the learners' attitudes about the aforementioned subject, while the third section is about the factors or the major problems faced in the teaching research methodology. Finally, section four deals with the teaching methods used by the teachers. In this sense, each section of the present questionnaires has a set of questions ordered logically sixteen questions in the four sections, which fall into three types: closed questions, open ended questions and mixed questions.

1.3.1. Closed questions:

This kind of questions include a variety of possible, pre-determined, answers; without commenting on the questions, the informant is only asked to choose the answer that best suits their perception and opinions. Wilson and Mclean (1994) explained the notion of closed questions that they "... prescribe the range of responses from which the respondent may choose. In general, closed questions are quick to complete and straight forward to code and do not discriminate unduly on the basis of how articulate the respondents are" (p. 21). Therefore, learners have to answer either yes/ no questions or pick out the right box.

E. g.: Do you use research methodology only in EFL teaching or in every field of life?

Yes No

1.3.2. Mixed questions:

They include a combination of both closed question and opened questions. In these mixed questions, the respondents are supposed to select among the proposed answers and then give either a justification or an explanation for their choice.

E. g.: Do you consider research methodology an important subject that your students need to master?

Yes

No

1.3.3. Open questions:

In the present type of questions, the respondents are totally free to voice out their ideas, attitude and judgments. According to Richterich and Ckancerel (1980)? "Open questions do not call in advance for ready- made answers and; therefore, allow the person questioned more freedom of expression" (p. 59). Hence, open questions give the students the chance to express their personal opinions and support their choices with a clear justification.

E. g.: In your learning process, what are the obstacles you face when learning research methodology subject?

.....
.....

2. Setting and participants:

The present research was conducted within the Algerian EFL context, more particularly at the University of Mohammed Seddik Benyahia, Jijel. It addressed the License EFL learners and their teachers in the department of the English language.

2.1. Population and sample:

The questionnaire was addressed to a sample which was selected using random sampling. That is to say, the selection of the subjects needed to carry out this study was handled randomly from the existing core of population, in order to benefit from the participants' answers since they are viewed as an element of great value and help in the research process.

The entire population of the current study is conducted with a total number of two hundred third year EFL students at Mohammed Seddik Benyahia University in Jijel during the academic year 2016/2017. However, it appeared to be impossible to deal with all the students, therefore, forty students who answered the questionnaire and handed it back have been selected as a representative sample. So long as the study is interested in research methodology teachers and their behaviour when it comes to the effectiveness of their teaching methods, teachers naturally constituted the target population. However, because of their limited number, the researcher again resorted to include more teachers teaching other subjects.

One teacher teaching research methodology corresponding to the third year groups was chosen as key subject of the study concerning the process of classroom observation. As a matter of fact, during the research process, it appeared to be helpful. The researcher was faced up with many obstacles concerning the administration of the research tools and classroom observation. Furthermore, ten classroom observation sessions were devoted to serve the aim of the research. It is important to be mentioned that one of the reasons behind this choice of population is that only this teacher was teaching the aforementioned subject in third year this year.

3. Results and discussion:

This part is devoted to provide an analysis of the data obtained through both the students and teachers' questionnaires and classroom observation.

3.1. Results and discussion of the students' questionnaire:

Section one: Background information

Three questions are included in this section; they are about students' age, sex, and their level of study. The major aim of this section is to get background information about the chosen sample of students.

1. Age:

Options	N	%
20-21	36	64.28
22-23	17	30.35
24-25	2	3.57
35	1	1.78
Total	56	100

Table 3: Students' age

This table reveals that there are four age groups in our selected sample. The majority of the students' ages vary from twenty to twenty- one out of the total number of the sample (fifty- six students). We have recorded thirty- six of the total students (64.28%) who are aged between twenty to twenty- one years old represent the first rank of the students' age, seventeen students represent 30.35% of the students who are aged between twenty- two and twenty- three years old, two are aged between twenty-four and twenty- five years old. However, only one student is aged thirty- five. These age categories show that the students are not in the same age; so they do not have similar abilities.

2. Sex:

Options	N	%
Female	46	82.14
Male	10	17.86
Total	56	100

Table 4: Students' gender.

As it is shown in the table above, the majority of the respondents are females (82.14%), whereas, the number of males (17.86%) is very few. This makes it clear that foreign language, in general, and English in particular, attracts more females than males.

Section two: The importance of research methodology as a teaching subject

This section includes 7 questions. The main aim here is to collect data about students' attitudes and perceptions towards the importance of Research Methodology as a teaching subject. Questions 1, 2, 3, and 7 should answer by just ticking the right box. However, Question 5 needs a direct answer, and Question 4, 6 needs also ticking the right box and further explanation.

Question 1: Do you conduct researches/ term papers in English?

Options	N	%
Yes	56	100
No	0	0
Total	56	100

Table 5: Conducting research papers in English.

The findings presented in the table above show that all students (100%) conduct research papers in English. This shows that third year students of English conduct research papers in all the modules in their field of study.

-if "yes" why do you research?

Options	N	%
Academic purposes	43	76.78
Expanding your knowledge in your field of study	13	23.22
Others	0	0
Total	56	100

Table 6: Reasons for students' research.

The results obtained from the students' answers who agree that they conduct researches/ term papers in English (100%) show that: the majority of students (76.78%) do research for academic purposes, while, 13.22% do research for the purpose of expanding their knowledge in the field of study.

Question 2: What is the function of research methodology in EFL Classes?

Options	N	%
Help students when they have difficulty in understanding	5	8.92
Help students to conduct exposés, presentations, or term papers	15	26.79
Help students conduct their Master's dissertation	36	64.29
Total	56	100

Table 7: Function of research methodology in EFL classes.

This table above illustrates that most of students (64.29%) claim that the function of research methodology in EFL classes is to help students conduct their Master's degree, 26.79% state that it helps students to conduct exposés, presentations, or term papers, however, only 8.92% of students believe that it helps students when they have difficulty in understanding

Question 3: How would you evaluate your level in research methodology learning?

Options	N	%
Low beginner	19	33.93
High beginner	9	16.07
Low intermediate	16	28.57
High intermediate	8	14.29
Advanced	4	7.14
Total	56	100

Table 8: Students' level in learning research methodology.

A quick glance at this table will reveal that 33.93% of students claim that their level in Research Methodology learning is low beginner. Also, (28.57%) of them say that they have a low intermediate level. Others (16.07%) stated that they are in a high beginner level, and (14.29%) say that they are in a high intermediate level, however; only (7.14%) say that their level in Research Methodology learning is advanced. Students then, rank their level in Research Methodology learning between low beginner, very low (50.00%) coming to the conclusion that students level in Research Methodology learning is weak. So, it can be concluded also that students are widely aware of their true level in Research Methodology learning to give themselves such judgment.

Question 4: Outside research methodology classroom, do you use research methodology techniques/ strategies in other subjects?

Options	N	%
Yes	40	71.43
No	16	28.57
Total	56	100

Table 9: The use of research methodology strategies in other subjects.

The results obtained in the table above denote that the majority of the students (71.43%) use research methodology techniques and strategies in other subjects. However, only (28.57%) of them claim that they do not use any of those techniques and strategies outside research methodology classroom.

Students who asserted that they use research methodology techniques and strategies in other subjects justified their answer by saying that: research methodology strategies and techniques help them to conduct and organize the research papers and presentations they are asked to accomplish in an academic way, also, they claimed that those strategies and techniques such as summarizing, paraphrasing, note-taking, reading strategies and abbreviations in their studies and lectures, and even in exams. Students who claimed that they do not use those strategies and techniques in other modules say that they do not know how to use them and lack the mastery.

Question 5: What is your attitude towards research methodology subject in EFL classes?

Options	N	%
It is a very important subject in EFL classes	30	37.5
It is very useful and helpful for students in their studies	35	43.75
It is a very interesting subject to be taught	15	18.75
Total	80	100

Table 10: Students' attitudes towards research methodology.

The table above shows students attitudes towards research methodology subject in EFL classes, 43.75% students claimed that research methodology is an important subject in EFL classes, 37.50% see that it is a very useful subject and helpful for students to succeed in their studies, while, 18.75% of them declare that it is a very interesting subject that they study and they feel interested in learning it.

Question 6: Do you consider research methodology an important subject in your academic studies?

Options	N	%
Yes	56	100
No	00	00
Total	56	100

Table 11: The importance of research methodology subject.

As it is shown in the table above, all students (100%) confess that research methodology subject is important in their academic studies. This shows that students are aware of the importance this subject and the role it plays in their academic studies.

Question 7: Why do you need to develop your research methodology skills?

Options	N	%
To develop your knowledge in your study field	20	32.79
To improve your Research Methodology mastery	35	57.38
To widen your language skills	06	9.83
Others	00	00
Total	80	100

Table 12: Reasons for using research methodology skills.

As it is shown in the table above, the majority of students believe that they use research methodology skills to improving their research methodology mastery, 32.79% declare that they use it for the purpose of developing their knowledge in their study field, while, 9.83% of them say that the purpose for which they use research methodology y skills is to widen their language skills.

Section three: Problems/ factors students face when they study research methodology

This section constitutes of five questions. The fundamental aim of this section is to gather data about the factors/ or problems students face when they study research methodology.

Question 8: In what context does your teacher affect your learning?

Options	N	%
Helps me understand better research methodology strategies	37	66.07
Helps me to be motivated to conduct research papers	10	17.86
Facilitates my learning	9	16.07
Total	80	100

Table 13: The effect of teacher on students' learning.

From the results obtained in the table above, we notice that 66.07% of students state that the teacher affect their learning through helping them better understand research methodology strategies, 17.86% say that he helps them to be motivated to conduct research papers; however, 16.07% declare that he facilitates their learning.

Question 9: What do you find most difficult practicing research methodology?

Options	N	%
Understanding teacher's vocabulary	6	9.84
Lack of motivation	17	27.87
Comprehension of the content	10	16.39
Finding supporting resources	28	45.90
Total	61	100

Table 14: Difficulties students face when practicing research methodology.

The findings of the table above show that 45.90% of students find it difficult to find supporting resources, 27.87% state that the difficulty they face is the lack of motivation, 16.39 % say that it is difficult for them to comprehend the content, while, 9.84 % of them face the difficulty of understanding teacher's vocabulary.

Question 10: Do you feel that you are motivated to learn research methodology?

Options	N	%
Yes	16	26.22
No	50	89.28
Total	56	100

Table 15: Students' motivation to learn research methodology.

The results obtained in the table above denote that the majority of the students (89.28%) are not motivated to learn research methodology subject. However, only (26. 22%) of them claim that they are motivated to learn this subject because they realize the importance of the subject and that it is useful for them in their studies , and this makes them feel motivated to learn it.

Options	N	%
Because of the teaching method used	19	32.76
Lack of practice	20	34.48
It is a difficult subject	9	15.52
Teacher as a source of demotivation	10	17.24
Total	58	100

Table 16: Reasons for students' demotivation.

The findings presented in the table above reveal that 34.48% of the students are demotivated because of the lack of a practical part in teaching this subject, 32.76% of them claim that the teaching method applied by the teacher is the main reason for their demotivation, 17.24% of them see the teacher as the source of demotivation, while, 15.52% of them claim that it is a difficult subject that is why they do not feel motivated to learn it.

Question 11: Do you think that motivating the students is the responsibility of the teacher?

Options	N	%
Yes	50	89.29
No	6	10.71
Total	56	100

Table 17: Teachers' responsibility to motivate students.

The answers tabulated above have obviously shown that the majority of students believe that it is teacher's responsibility to motivate students to learn this subject. On the other hand, only 10.71% of students think that it is not teacher responsibility to motivate students, however, it is students' responsibility because the teacher is just a guide for students and learners should motivate themselves to learn this subject in order to succeed.

- Please, explain.

Options	N	%
He should change his old teaching methods	20	27.03
Using questioning, group work, illustrations and other motivational strategies	35	47.30
Try to create a relaxed atmosphere	10	13.51
Build relationship with students	9	12.16
Total	74	100

Table 18: Students' explanation.

We notice from the results presented in the table above that 47.30 % of the students explain that teacher can motivate students through the use of questioning group work, and other motivational strategies. Also, 27.03 % of them assert that the teacher should change his old teaching methods and rely on new ones to motivate them learn it.

In addition, 13.51 % of learners admit that the teacher needs to create a relaxed atmosphere that helps students and motivates them. Moreover, 12.16 % of the learners state that what teachers need to do in order to motivate students is to build good and strong relationships with students.

Question 12: Could you consider motivation as a crucial factor for effective learning of the subject?

Options	N	%
Yes	56	100
No	0	00
Total	56	100

Table 19: The role of motivation in learning of the subject.

As seen from the data in the table above, all students confirmed that motivation plays a crucial factor in learning research methodology as a subject matter. Accordingly, this fundamental question is closely linked to the fact of what makes EFL students undertake research. So, since all students agreed to the crucial factor of motivation, this, in fact, explains their motives for doing research; such as, desire to get a Master's degree along with its consequential benefits, and a desire to research an academic paper.

Question 13: Do you think that the syllabi being followed are pre- determined?

Options	N	%
Yes	41	73.21
No	15	26.79
Total	56	100

Table 20: The pre- determined syllabi followed.

The results in the table above show that the majority of students (73.21%) believe that the syllabi being followed are not pre-determined. However, the minority of them (26.79 %) say that the syllabi followed are pre- determined.

Section four: The teaching methods used by the teacher.

This section constitutes of 7 questions. The fundamental aim of this section is to gather data about the teaching methods used by the teacher.

Question 14: Describe the teaching process/ strategy of research methodology teaching in your institution.

Options	N	%
Novel (new)	8	14.29
Traditional	48	85.71
Others	0	0
Total	56	100

Table 21: Teaching strategies used in research methodology.

By looking to this table we notice that almost all students (85.71) believe that the teaching strategies/ process used to teach research methodology at Mohammed Seddik Benyahia University are traditional. However, few students (14.29 %) of learners say that the teaching strategies used are novel.

Question 15: Are you convinced with the learning and teaching strategy of the learning and teaching of research methodology?

Options	N	%
Yes	19	33.93
No	37	66.07
Total	56	100

Table 22: Students' attitudes towards learning/ and teaching strategy in research methodology.

The findings presented in the table above reveal that the majority of the students (66.07%) are not satisfied with the teaching and learning strategies used in teaching research methodology. On the other hand, 33.93% of the students are satisfied with the way Research Methodology is taught.

Question 16: What is the most effective teaching method your teacher uses in teaching research methodology?

Options	N	%
Teacher-centered	39	69.64
Learner-centered	4	7.14
Interactive	13	23.22
Others	0	0
Total	56	100

Table 23: The teaching method used for research methodology teaching.

We notice from the results presented in the table above that the majority of students (69.64 %) assert that the most effective teaching method their teachers use to teach Research Methodology is teacher-centered methods; they say that it is the only method used by the teacher.

In addition, 23.22 % of students claim that the most effective method teachers use to teach this subject is the interactive methods. However, 7.14 % of the learners state that the most effective method is learner-centered.

Question 17: Does your teacher use any type of supporting tools to present or explain the content of the course?

Options	N	%
Yes	15	26.79
No	41	73.21
Total	56	100

Table 24: The use of supporting tools.

The results obtained in the table above shows that the majority of students (73.21 %) declare that teachers do not use any type of supporting tools to present or explain the content of the course. In contrast, 26.79 % of the students say that the teachers use some supporting tools to present or explain the content of the course.

- If “yes” give examples

Options	N	%
Research papers and Master's dissertations	8	53.34
Data-show	2	13.33
Handouts	5	33.33
Total	15	100

Table 25: Examples of supporting tools.

From the results presented in this table we notice that 53.34 % of students state that supporting tools that are used by teachers in the course are the research papers and Master's dissertations as samples for learners to better understand the content. Also, 33.33 % of students state that teachers use handouts as supporting tools to present and explain the content of the course.

In addition, few students 13.33 % claim that teachers use the data-show is sometimes used by the teacher to present and explain the lesson for students.

Question 18: Do you believe that students need practice in order to master research methodology skills?

Options	N	%
Yes	56	100
No	00	00
Total	56	100

Table 26: Practice to achieve the mastery of research methodology skills.

As it is shown in table above all students assert that they need practice to achieve the mastery Research Methodology skills. Students are aware of the importance of practicing what they have learnt theoretically in order to master it.

- Why?

Options	N	%
Practice makes perfect	28	50
Develop their understanding of the content being exposed to	10	17.86
It helps in evaluating students' level and understanding of the content	11	19.64
It helps to memorize and fix the information in the brain	7	12.5
Total	56	100

Table 27: Reasons why practice is needed.

The findings in the table above represent some suggestions given by students to explain why practicing the content is needed to achieve the mastery of the content taught. First, half of the students (50 %) believe that practice makes perfect; it helps in achieving the mastery of the content. Second, 19.64 % of students claim that practice helps teachers in evaluating students' level and check their understanding of the content.

Third, 17.86 % of learners say that through practice they can further develop their understanding of the content being exposed to. Finally, 12.5 % of them state that practice helps them memorize and fix the information in their brains.

Question 20: According to you, which teaching strategy helps you better learn research methodology?

Options	N	%
Demonstration	11	15.49
Collaboration	18	25.35
Visual learning	32	45.07
Auditory learning	10	14.09
Others	0	0
Total	71	100

Table 28: Teaching strategies to learn research methodology.

The results presented in the table above show that 45.07 % of students prefer visual learning to learn research methodology. Also, 25.35 % of the students assert that collaboration is the best teaching strategy to learn research methodology. In addition, 15.49 % of them believe that the teaching strategy that helps them to learn research methodology is demonstration. Moreover, 14.09 % of EFL learners state that the auditory learning helps them better understand and learn research methodology.

Question 21: if you have any recommendations that will contribute to the research please, share it with us?

Options	N	%
The use of supporting tools	5	23.81
Devoting another session for practice	6	28.57
Changing the traditional teaching methods	10	47.62
Total	21	100

Table 29: Students' recommendations.

The findings presented in the table above represents students recommendations for improving research methodology teaching and learning. First, 47.62% of students admit that teachers need to change the traditional teaching methods they use and replace them with new ones.

Second, 28.57% of students state that it is necessary to devote another session for research methodology subject in which students will practice what they have been taught theoretically; this would help them better understand the content and memorize it, and helps them evaluate their level and what they skills they need to work on more to improve their level.

Third, 23.81% of students believe that teachers should provide them with more supporting tools when presenting and explaining the lesson; this way they will better understand the content they are being exposed to.

3.2. Results and discussion of the teachers' questionnaire:

Much like the students' questionnaire, the teachers' questionnaire aims at investigating the effective teaching methods to teach research methodology subject, by so doing, they improve the teaching and learning process of the aforementioned subject.

Section one: Background information:

In this section four questions are presented; they include information about teachers' age, degree held, work experience and the level they teach. This section aims at gathering information about the selected population of teachers.

1. Age:

Options	N	%
24-30	3	20
30-40	9	60
40-50	3	20
Total	15	100

Table 30: Teachers' Age.

This table entails that there are three age groups in the selected sample. The majority of teachers' ages vary from thirty to forty out of a total number of the sample (15 teachers).

The researcher noticed that nine teachers of the whole sample (60%) who are aged between thirty to forty years old represent the highest variety of the teachers' age, and 20% of them represent the second category of teachers whose age range between twenty- four to thirty years old. The last category of teachers' age is between forty and fifty.

Accordingly, these age categories show that teachers are not in the same age; therefore, they do not have the same competence and experience in the teaching field. Also, the results show that higher education sector and job opportunities in the teaching field attract the Young generation of teachers.

2. Degrees held:

Options	N	%
BA (Licence)	0	0
MA (Master /Magister)	14	93.33
PHD (Doctorat)	1	6.67
Total	15	100

Table 31: Teachers' educational degree.

As it is presented in the above table, the majority of teachers held a Master/ Magister degree (93. 33%), while there is only one teacher who holds a Ph. D degree, representing (6. 67%). This clearly reveals that most teachers in the Algerian universities are of magisterial rank and are considered as academic researchers.

3- Working experience:

Options	N	%
01-05	3	20
06-09	6	40
10-14	5	33.34
14-18	1	6.67
Total	15	100

Table 32: Teachers work experience.

It is important to know how long teachers have been in the teaching career. As it is shown in this table, we notice that the majority of teachers have a working experience which ranges between six to nine years (40%), whereas others that fall in the second category (33.34%) represents teachers who has a work experience between ten to fourteen.

The teachers who have taught in the field from one to five years represent 20% from the total population. However, the above data showed that there is only on teacher (6.6%) who represents the last category of working experience from fourteen to 18 years.

3. Level taught:

Options	N	%
1 st Year	4	13.80
2 nd Year	7	24.13
3 rd Year	8	27.59
Master one	6	20.69
Master Two	4	13.79
Total	29	100

Table 33: Teaching level.

The table reveals that teachers are teaching different learning groups and different subjects and that one teacher is teaching two or more levels. As it is clearly viewed, the majority of teachers (27.59%) are teaching third year level.

We have recorded seven teachers (24.13%) who teach second year level; six teachers (20.69%) are responsible for master one level. However, we have equal number of four teachers (13.80%) who teach master one and two levels.

Section two: The importance of research methodology subject:

This section includes 4 questions. The main aim here is to collect data about teachers' attitudes and perceptions towards the importance of research methodology subject. The questions in this section need a direct answer by just ticking the right box.

Question 5: Do you consider 'research methodology' an important subject that your students need to master?

Options	N	%
Yes	15	100
No	00	00
Total	15	100

Table 34: The importance of research methodology.

As it is shown in the above table the total number of the population (15) agreed on that research methodology subject is an important subject that EFL learners need to master with 100%.

From the teachers' responses, we noticed that the strongest argument held by EFL teachers is that it is necessary for EFL students, both undergraduate and graduate, to learn research methodology for a stronger foundation of their future studies; since they intend to be future researchers.

Accordingly, postgraduate students have no choice as writing an M. A. dissertation is the requirement for getting a Masters' degree. Therefore, it is important for EFL students to learn how to design a methodology for the problem chosen. They need to know all the aspects which constitute a good research.

Question 6: Knowledge of research methodology skills aids learners in their learning process.

Options	N	%
Strongly agree	11	73.34
Agree	04	26.66
Neutral	00	00
Disagree	00	00
Strongly disagree	00	00
Total	15	100

Table 35: Research methodology skills in the learning process.

The findings presented in the table above reveal that most of the teachers (73.34%) strongly agreed that knowledge of research methodology skills helps EFL students in their learning of the subject matter. In addition, 26.66% of them agreed that gaining knowledge of research methodology skills is beneficial for students.

This means that mastery of research methodology skills is crucial and beneficial for both teachers and students in their research career. Moreover, they are widely aware about the fact that research methodology subject presents a need for students and teachers in order to succeed in their future studies as being skillful researchers.

Question 07: Do your students complain about research methodology subject?

Options	N	%
Yes	12	80
No	03	20
Total	15	100

Table 36: Students' complain about research methodology subject.

Based on the results shown in the table above, 80% of the teachers argued that their students complain about research methodology subject. In contrast, 20% of the teachers asserted that their students do not complain about the said subject. The teachers claimed that their students complain basically about the contents of the subject matter which seem to them difficult and demanding. Part of the difficulty derives from what students believe about the course: it focuses more on techniques rather than theories. Also, it is hard for them to master the research concepts.

Question 08: Do you think that understanding the importance of research methodology subject helps students to focus on the mastery of the said subject?

Options	N	%
Yes	15	100
No	00	00
Total	15	100

Table 37: Understanding the significance of research methodology.

From the data in the table above, all teachers admitted that understanding the research methodology, as subject matter in EFL, helps students to learn and master the said subject. According to them, research methodology is the manner in which we approach and execute functions or activities; so, they should be aware of the approaches, guidelines, and the specific details of how to use methods, instruments, and tools to do research.

Also, teachers are convinced knowledge of research methodology provides EFL students with the principles for organizing, planning, designing and conducting research.

Section three: Factors/ problems faced in teaching research methodology:

This section consists of 5 questions. The fundamental aim of this section is to gather data from teachers' perceptions about the problems they faced in teaching research methodology.

Question 09: How would you evaluate your students' level in learning research methodology?

Options	N	%
Unskilled researchers	15	100
Skilled researchers	00	00
Very good researchers	00	00
Total	15	100

Table 38: Students' mastery of research methodology.

We noticed from the results obtained above that all the respondents (100%) consider their students as unskilled researches. This can be interpreted by either the research methodology courses' contents are too difficult or the methods and materials which are implemented do not meet the students' needs.

Question 10: In case your answer to the previous question was "unskilled researchers", what do you think the students need to be aware of in order to be better researchers.

Options	N	%
Knowledge of research methods and its function	7	26.92
Reading process about how to conduct research	4	15.38
Practice on research designing	6	23.08
Practice on research designing	4	15.38
Have a positive attitude towards research methodology	5	19.24
Total	26	100

Table 39: What students need to be skilled researchers.

According to the findings in the table above, the majority of the teachers (26.92%) believed that the most important thing that learners need to be aware of is a considerable amount of knowledge about research methodology.

In addition, 23.08% of teachers thought that EFL students need more practice and workshop sessions on how to conduct research from A to Z.

In other words, 19.24% of the teachers argued that an emphasis should be put from the part of students on having a positive attitude towards the said subject; however, equal number of the teachers agreed that students need to be aware of the crucial importance of research methodology subject which has in EFL studies. They also emphasized on the fact that EFL students should practice reading to know more about how the overall research process is conducted.

Question 11: what are the most common problems noticed in students' learning of research methodology?

Options	N	%
Lack of motivation	5	16.12
Reading process about how to conduct research	9	29.04
Practice on research designing	13	41.94
Practice on research designing	4	12.90
Total	31	100

Table 40: Students' problems and difficulties in research methodology.

The results obtained in the table above denote that the majority of teachers (41.92%) claimed that the most common problem they noticed in students' learning of research methodology is the lack in research methodology knowledge. In this context, EFL students fail to: (1) establish the reason for doing research, (2) provide clear and concise objectives for research, and (3) understand the conceptual and theoretical basis of research.

In addition, 29.04% of teachers argued that there is a gape in the students' knowledge of the steps of research methodology, while 16.12% of the teachers stated that students are, in fact, demotivated to learn research methodology. This is apparent in their daily absence from research classes. In other words, 12.90% of teachers asserted that language mistakes are most frequent problems that students encounter in their learning process of research methodology subject. This reveals students' lack of mastery of foreign language writing skills.

Question 12: Do you consider the factor of motivation a crucial component in effective learning?

Options	N	%
Yes	15	100
No	0	0
Total	15	100

Table 41: The importance of motivational factors in learning research methodology.

The results obtained above showed that all the teachers (100%) considered that motivation as an important factor that affects the students' learning process. This reveals that motivation plays a crucial role in improving learners' performance in the aforementioned subject

Section four: The teaching methods used by the teacher:

This section constitutes of 5 questions. The main aim of this section is to collect data about the teaching methods used by the teachers.

Question 13: Do you think that the teaching methods used to teach research methodology are effective?

Options	N	%
Yes	3	20
No	12	80
Total	15	100

Table 42: The effectiveness of the actual research methods in research methodology.

The answers tabulated above have obviously shown that 80% of the teachers argued that the teaching methods that are implemented in the teaching of research methodology subject are not effective. They stated that they should adopt innovative tools and methods that help EFL students grasp the lectures of research methodology. However, only three teachers (20%) believed that the present methods used in research methods classrooms are effective.

Question 14: What are the factors which hinder the improvement of the teaching/ and learning of research methodology?

Options	N	%
Students ' negative attitude towards RM subject	4	16.67
Lack of using ICT tools	5	20.84
Lack of effective teaching tools and Methodologies	8	33.33
less practice, time and motivation	6	25
High level of anxiety	1	4.16
Total	24	100

Table 43: Factors which hinder the teaching of research methodology.

The results above showed that the majority of teachers (33.33%) believed that amongst the factors that hinder the improvement of teaching research methodology subject is the lack of effective teaching tools and methodologies. In addition, 25% of teachers thought that the teaching of research methodology lacks practice, time and motivation.

However, 20.84% argued that the lack of ICT tools is another factor that negatively affect the teaching of the aforementioned subject, 16.67% asserted that there is a negative attitude from the part of students towards research methodology, whereas only 4.16% of teachers supported the idea that high degree of anxiety is an influential aspect that decreases the effectiveness of the methods employed in research methodology classrooms.

Question 15: Have you noticed any gape in your students' learning process of research methodology?

Options	N	%
Yes	14	93.33
No	1	6.67
Total	15	100

Table 44: Students' gaps in learning research methodology.

As it is shown in the table, most teachers (93.33%) have noticed gaps in their students while learning research methodology. In this regard, they claimed that EFL students do not acknowledge that research methodology serves as the backbone of a research study. Also, EFL students do not comprehend that research is basically composed of two main stages: planning and execution.

If yes, could you please provide concrete examples?

Options	N	%
Lack of students' understanding of research process	4	26.67
Lack of awareness of research concept and approaches	11	73.33
Total	15	100

Table 45: Examples and signs of students' gaps in research methodology.

A quick glance at the table will reveal that the ultimate percentage of teachers (73.33%) claimed that students' lack of knowledge about what research is and its various approaches represents a very good sign of students' weakness in the said subject. Other (26.67) show that lack of students understanding of the research process gives insight about the weak level of students in research methodology.

Question 16: In your opinion what are the effective teaching methods used in research methodology teaching?

Options	N	%
Learner– centred method	12	57.14
Teacher– centred method	4	19.05
Content– based method	00	00
Interactive /participative method	05	23.81
Total	21	100

Table 46: The effective teaching methods.

The table above showed that the effective teaching method which can be used in teaching research methodology is the learner- centered. Accordingly, 57.14% of teachers believed that learner– centered method is the most effective teaching method that can be adopted in teaching research methodology.

They claimed that EFL students should be introduced to research at the secondary school level to be acquainted with the research process at University studies.

On the other hand, 23.81% of them saw that the learners' performance appear to improve through the implementation of interactive/ or participative method in research. The rest of teachers (19.05%) thought that the teacher- centered method is an effective teaching method to rely on in teaching the subject matter.

Question 17: What suggestions would you like to make for the improvement of research methodology course in Higher Education in order to make it more effective and relevant to students' needs?

Options	N	%
Train learners to do actual research	3	6.82
Conducting workshop sessions in small size classes	4	9.09
Integration of ICT	6	13.64
Updated content and effective tools	10	22.73
Teaching RM at an early stage	1	2.27
Extending time of RM teaching	13	29.55
Managing interesting activities	5	11.36
Providing learners with resources	2	4.54
Total	44	100

Table 47: Suggestions for improving research methodology teaching and learning.

The findings in the table above showed some suggestions proposed by EFL teachers in order to develop the status of research methodology courses in English classes. First, 29.55% of teachers strongly believed that it is very important to extend the time of research methodology courses in order to give learners more time to practice the research methodology rules. Second, 22.73% of them claimed that the content of research methodology courses should be updated besides the use of effective research tools.

Third, 13.64% of them believe that research methodology subject is better taught through the implementation of ICT tools and the use of some interesting activities that look interesting to learners. Besides, 9.09% of the respondents stated that research methodology courses should be conducted in small size classes and they supported the idea of arranging workshop sessions.

However, 6.82% of EFL teachers argued for training the students to do actual research by themselves, and 4.54% of them asserted that resources should be available for learners in order to help teach research methodology subject, while only 2.27% claimed that research methodology subject should be taught at early stages.

3.3. Classroom observation:

Being a quantitative method of measuring classroom behaviors from direct observations that specify both the events and behaviors that are to be observed and how to be recorded, classroom observation is the purposeful examination of teaching and/ or learning events through the systematic processes of data collection and analysis (Bailey, 2001a, p. 114). Generally, the data that is collected from this procedure focuses on the frequency with which specific behaviours, or types of behavior occurred inside classrooms, and measure their duration. Classroom observation makes teaching and learning more visible by encouraging colleagues to collaborate to improve teacher practice and student learning. Besides, classroom observation is seen as a process by which the observer sits in on one or more classroom sessions, records the instructor's teaching practices and student's actions, and then meets with the instructor to discuss the collected observation notes. Therefore, it is a collaborative process.

3.3.1. Description of the classroom observation:

In addition to students' questionnaire and teachers' questionnaire, we decided to use another research tool; which is classroom observation. A distinctive feature of this research tool is that it allows us to naturally observe research methodology courses in EFL classes and naturally gather data from the natural environment.

Our classroom observation was carried out at Mohammed Seddik Benyehia University, in Jijel, with third year classes of research methodology subject, and it lasted for two months and a half i. e. we attended ten sessions with third year students when having a research methodology course.

3.3.2. Aims of classroom observation:

Through classroom observation, we aimed at:

- ✚ Determining the types of materials used in research methodology classes at Mohamed Seddik Benyehia University;
- ✚ Identifying approximately the students' level in research methodology;
- ✚ Discovering the main difficulties that teachers, as well as students, encounter while teaching and learning research methodology;
- ✚ Highlighting the situation where the mother tongue is used;
- ✚ Putting forward the reasons behind students' demotivation towards research methodology courses;
- ✚ Identifying the teaching method/ strategies used to teach this subject;
- ✚ Recognizing the supporting tools used by the teacher to teach this subject;
- ✚ Defining the type of activities students do in class;
- ✚ Discovering whether students practice in class what they have learnt or not.

3.3.3. Observation scheme:

With a view to accomplish the classroom observation, an observation scheme was used. This observation scheme is originated from the Communicative Orientation of Language Teaching (COLT). Nunan (1992a) stated that the aim of such scheme is to help the observer to be precise in his description of the classroom.

This scheme is divided into two main parts: part A describes the classroom activities; it is divided into five parts which are: the activity type, the participant organization, the contents, the students' modality, and the materials.

On the other hand, part B is concerned with communicative features; and it covers seven parts: the use of the target language, information gap, sustained speech, reaction to code/ or message, incorporation of preceding utterance, discourse initiation, and relative restriction to linguistic form (p. 97).

The table below states the key questions in relation to these principle features.

Features	Questions
Part A: classroom activities	
1a. Activity type	What is the activity type-e.g. drill, role play, dictation?
2a. Participant organization	Is the teacher working with the whole class or not? Are the students working on groups or individually? If it is group work, how it is organized?
3a. Content	Is the focus on classroom management, language (form, function discourse, sociolinguistics) or others? Is the range of topics broad or narrow? Who selected the topic: teacher, students, or both?
4a. Student modality	Are students involved in listening, speaking, reading, writing, or combination of these skills?
5a. Materials	What type of materials are used? How long is the course? What is the source/ purpose of the materials? How their use is controlled?
Part B: Classroom language	
1b. Use of target language	To what extent the target language is used?
2b. Information gap	To what extent is requested information predictable in advance?
3b. Sustained speech	Is discourse extended or restricted to a single sentence, clause, or word?
4b. Reaction code or message	Does the interlocutor react to code or message?
5b. Incorporation of preceding utterance	Does the speaker incorporate the preceding utterance into his or her contribution?
6b. Discourse initiation	Do learners have opportunities to initiate discourse?
7b. Relative restriction of linguistic	Does the teacher expect a specific form, or is there no form expectation of a particular linguistic form?

Table 48: Questions relating to the principal features of the "COLT" observation scheme. (Source: Nunan, 1992a)

Collecting data:

The classroom observation showed the following results:

Activity type	Students do not do any type of activity in class.
Participant organisation	The teacher works alone with few students participate rarely.
Content	<ul style="list-style-type: none"> □ The teacher: being the sole responsible for selecting the content of Research Methodology course □ Students: No responsibility in choosing RM courses □ contents: Quantitative Research Paper, Writing Styles: MLA & APA styles □ Topics: questionnaires, survey, general rules of MLA research paper, APA research paper.
Students' modality	<ul style="list-style-type: none"> □ Speaking is not really taken into account (students just answer the teacher's questions, and ask questions about items that they did not understand). □ Students write the lesson that the teacher dictates for them. □ There is no involvement neither in reading nor in listening (they are completely neglected).
Materials	<p>§ The type of materials used in teaching RM is the black board (and rarely handouts)</p> <p>§ The source of these materials is the teacher, the purpose of these materials is to present the lesson and provide further examples to students.</p> <ul style="list-style-type: none"> □ The course lasts for one hour and a half per week.
Use of the target language	<ul style="list-style-type: none"> □ Almost all the time, the teacher is using English; however, from time to time he used either French (Second language) or Arabic (mother tongue) to provide some extra explanations of some key words. □ Students use English only for answering teacher's questions or speaking with the teacher. While, they use the mother tongue all the time when they speak to each other during the course.
Discourse initiation	<ul style="list-style-type: none"> □ The teacher always initiates the discourse either through introducing the lesson, asking questions, or through supplying new information about a new topic.
Difficulties encountered by the teacher	<p>§ The teacher is not able to motivate learners during the course.</p> <p>§ The teacher is not successful in controlling the whole class even when it is a small one.</p> <p>§ Teacher sometimes find it difficult to deal with specialized terminology related to students' field of study.</p> <ul style="list-style-type: none"> □ The teacher faces the difficulty of providing the necessary materials to present the lesson, as well as using supporting tools to further explain and illustrate the lesson for students.
Difficulties encountered the students	<p>§ Students who lack motivation are always absent.</p> <p>§ Some key words and expressions are difficult for students to get their meaning, so they need either to be translated either to French or Arabic to get the exact meaning, or need further illustrations and examples to be understood.</p> <p>§ Some students are fluent and their pronunciation is acceptable.</p> <p>§ Students who are not motivated most of the time talk to each other neglecting to teacher's explanation, and the teacher's presence.</p>

Table 49: The main data derived from the observation of research methodology

classes at Jijel University.

3.3.4. Data analysis:

This section is devoted for the analysis of the classroom observation conducted at Jijel University for the purpose of giving a full description and a complete overview of how research methodology classes are carried out in EFL classes. Through classroom observation, we noted that most of the students had negative attitudes toward research methodology.

This classroom observation was a facilitating tool to detect the different reasons that have an impact on both: the teaching and learning of research methodology. These reasons can be stated briefly as follows:

❖ **Activity type:**

Throughout this observation, students did not do any type of activity; the lessons were totally theoretical, students were just writing down the lesson dictated by the teacher. For this reason, learners were always feeling bored and lack motivation to answer teacher's questions. As a result, students were always interested in doing other things during the course; like talking to each other, asking for permission to go outside and respond to the phone calls they receive, and at times they eat during the course.

This, in fact, denotes that the teacher, facing these cases, is in need of modifying the method he uses to teach, or provide some activities for students to do in class; to practice what they have theoretically learnt, so as to attract students' attention and motivate them to learn this subject.

❖ Participant organization:

Through this observation, the teacher was always trying to engage learners in the explanation of the lesson by asking them to provide examples or define some key words, students respond to the teacher's questions. However, sometimes they fail to do so because of the lack of knowledge and failure to retrieve their background knowledge, and most of the time this failure is because they did not the lessons of the previous years. The teacher was always trying to work with the whole class, but most of the students were not motivated; they prefer to keep silent. In addition, students are allowed to ask questions about the lesson, and the teacher provides further explanation for them.

❖ Content:

By carefully analyzing the data collected during the classroom observation, it was clear that the lessons were in the form of lectures, dealing with different topics such as questionnaires, surveys, MLA research paper, and APA research paper. Lectures were conducted through dictation and occasionally the use of handouts as a tool to make it easier for the teacher to present the lesson. In addition, the content was selected only by the teacher; he chooses what students should learn.

From this we can infer that the approach used to teach research methodology sounds to be teacher- centered: The teacher acted as the source of knowledge and the main authority in class; he supplied students with the necessary information and controls the lecture. Also, he asked students questions related to the lesson. In fact, students received information and responded to teacher questions.

Besides, they were allowed to ask questions for clarification from the part of the teacher who, in return, answered their questions in a positive way. Moreover, the teacher wrote new concepts and difficult terms, with explanations and illustrations, on the blackboard.

❖ **Students' modality:**

The lectures were about topics related to students' field of study. Students during the course were engaged in writing the lesson that the teacher dictated to them, and taking notes from teacher's explanation and illustration. In addition, students are involved in speaking when they respond to teacher's questions or ask questions. However, the reading and listening skills are not practiced; they are neglected.

❖ **Materials:**

During the classroom observation, third year EFL learners, most of the time, were not exposed to any type of materials except the black board, which was the only material used for presenting research methodology lectures. i. e. The teacher used it to explain the lessons. However, in the last two sessions the teacher gave students handouts which contained the last lesson.

This means that learners were not exposed to any type of supporting materials to help them better understand the content; such as, data show, tutorial videos, PowerPoint, and other ICT tools along with handouts to present the lesson with further illustration and real examples.

In other words, the administration of English Department at Jijel University does not give any importance to research methodology. Also, it does not supply the teacher responsible for the necessary materials and tools to teach the subject matter for EFL learners.

❖ **The use of the target language:**

During the ten sessions of this classroom observation, we noticed that, in all research methodology lectures, the teacher, in addition to his role as a teacher, acted as a translator. The teacher tended always to translate the difficult and new terms and expressions of research methodology both in Arabic and French in order to simplify and clarify them. Also, he acted so to help his students memorize these items. Most of the learners used English only to respond to teacher's questions, or to ask questions. However, the mother tongue was used to talk to each other throughout the course.

❖ **Discourse initiation:**

Throughout the period of this classroom observation, a distinctive point that we noted is that the teacher was the only person who initiated the course through giving the title of the lesson, asking questions about the previous lesson, and dictating the new lesson. Also, during research methodology sessions, although teacher's talk exceeded learners' talk, but students were always given the chance to talk and ask questions whenever they wanted.

❖ Teacher's difficulties:

The difficulties that research methodology face when presenting the course are summarized in the following points:

- ✓ Sometimes, the exact terminology is a real obstacle that teachers encounter, in such cases; the teacher tended to provide the Arabic or French equivalent, or try to provide examples about the term. Thus, the lack of mastery of research methodology and lack of teaching experience are serious obstacles that disturb the teacher and the learners during the teaching and learning processes;
- ✓ During the research methodology courses, noise is among the real problems. The teacher in most cases cannot maintain students' behavior and control the class. In this regard, students sitting in the back were more annoying in class;
- ✓ Third year research methodology teachers were unacquainted with using ICT tools in class although such tools facilitate and support the teaching and learning of research methodology.

❖ Learners' difficulties:

Throughout the period of observation, almost all students seemed to be demotivated in research methodology courses. More specifically, students showed their demotivation in several ways: through missing the courses, eating during the course, create excuses to leave the course, or talking to each other and making noise. In addition, few students were active and participated in the course.

As a result, students face any obstacles in understanding the rules, and techniques and strategies of research methodology, as well as the key terms, which they often try to translate them into Arabic to get their meaning. This led to students' low levels and lack of mastery of the subject, and in many cases failure to conduct researches.

Conclusion:

In brief, the major concern of this chapter was to analyze, present and discuss the results of the data gathered through three research instruments, a students' and a teachers' questionnaires and classroom observation, used to describe the actual status of research methodology teaching at Mohammed Seddik Benyahia University, Jijel. In the same vein, based on the main findings of this chapter, it is worth saying that research methodology teachers at the English department of Jijel University should change their ways of teaching this subject by exposing the learners to the process of conducting pieces of research to get an effective teaching, overcome the obstacles and difficulties that both teachers and learners come cross, and raise learners' level of motivation.

Pedagogic recommendations:

In the present research, we analyzed the difficulties and demotivating factors that both English teachers and students encounter in research methodology courses. It has been found that the aforementioned problems; such as, the lack of using effective teaching methods have impacted both teachers' and students' motivation towards research methodology teaching and learning. Therefore, with the change and shift to use more effective methods and tools in EFL teaching and learning, it is recommended to integrate ICT tools and innovative methods in research methodology classes at the English department to improve the teaching of research methodology to Algerian EFL learners. We have some necessary recommendations and useful strategies that can be formulated in order to provide research methodology teaching with some insights and ideas that are useful to improve research methodology teaching and learning. Thus, in the light of the research findings, we recommend the followings:

- ✚ It is important for teachers of research methodology to implement ICT tools for content delivery. These will help students to enhance their language skills; namely reading, listening, writing, and speaking. Also, they promote understanding and raise students' motivation. Moreover, these tools facilitate learning by allowing the students to reach authentic materials in their real contexts to widen their knowledge in research methodology;
- ✚ It is necessary for the English department to provide research methodology teachers with ICT tools needed for each course. Accordingly, integrating ICT tools in research methodology classrooms could help to broaden students' knowledge, increase their ability to conduct pieces of research and their motivation, and build confidence in research methodology learning. Moreover,

ICTs provide students with rich, guided learning environment and put them in real life situations;

- ✚ Teachers should create new ways to make their students more cooperative and responsive by showing them audio- visual aids, using rewarding techniques and provide incentives to increase the students' motivation and involvement which will automatically reflect on the teachers themselves;
- ✚ It is necessary for research methodology teachers to familiarize their learners with the methods and techniques of conducting research materials in order to make them aware about the research process as well as to promote students' motivation;
- ✚ Research methodology teachers should adopt different teaching strategies to keep up with the students' needs and to maintain their motivation during the whole duration of the course;
- ✚ The English department should create its own academic and administrative web site in which research methodology teachers will be post their lectures in different formats; such as, PowerPoint; assignments, home works, resources; books, articles, and other activities in order to promote research methodology learning. Actually, the web site has several benefits in the sense that universities will be able to cope better with the challenges of preparing the students for the information society. Moreover, students will have an exploration with a much deeper understanding of research methodology;
- ✚ Throughout Facebook, research methodology teachers can create their own pages to post assignments, home works, questions, projects, monitoring student's work and being able to keep in touch with them;

- ✚ Conducting project works and exposés for learners in research methodology classes will have strong effects not only in putting the students in touch with the native speakers, but also in creating an essential tool for communication;
- ✚ Furthermore, teachers can attract the students' attentions towards research methodology lessons by following these steps:
 - Research methodology teachers should keep their students motivated even when they are outside the classrooms through assigning projects after each course. This will give learners a feeling of confidence and accomplishment when they present their works after researching for new information;
 - Research methodology teachers need to encourage students to set their own goals. Students can help themselves to achieve their goals by determining their own language needs and by defining why they want to learn the language. So, setting goals and expectations leads to increase learners' motivation which in turn leads to a higher level of language competence;
 - The teacher should present research methodology activities in manageable steps, or in small chunks, and they do not have to move to the next one till the students mastered that step;
 - Devote more time to teach research methodology in order to give the learners more practice on how to process in doing pieces of research.
 - Teachers should encourage their students to do actual research by themselves so that they develop more readiness to be successful in conducting research.

- Research methodology teachers should collaborate and work more in workshops and seminars to evaluate their learners' level and their points of strengths and provide them with corrective feedback.

General Conclusion

As a matter of fact, the English Department at the University Mohammed Seddik Benyahia of Jijel encounters many problems and difficulties in regard to research methodology teaching, although the latter has witnessed an evolution and development in teaching context all over the world since 1960's. Thus, the current study was primarily designed to highlight the effectiveness of using appropriate teaching methods so as to enhance the learning of research methodology, as a subject matter from the part of third year LMD English students. Within this context, it was hypothesized, in the present study, that if third year English students were introduced to appropriate research methodologies and teaching methods, their level of learning the subject matter would be developed, as well as their interests and motivation.

As far as the dissertation's structure is concerned, it comprises three main chapters. While the first and the second chapter constitute a descriptive overview which is related to the literature review, the third chapter is mainly a practical study of the topic of research in which results were obtained and analyzed from data collection procedures.

The first chapter shed light on the historical evolution of education in different points in time; it shed light on the major types of teaching methods, and their characteristics, and its strategies and their relevance to the field. Moreover, it represents the definition of motivation, its types, and the sources that enhances the degree of learners' motivation.

In regard to the second chapter, it brought to light research methodology teaching, the definition of research and its importance. The types of research, basic and applied, are also taken into consideration as well as a comparison between both types. The research objectives and the reasons that encourage people to conduct researches are a great part of the chapter. Also, the chapter also deals with differentiating between the two concepts of *research methods* and *research methodology* by providing a definition of both concepts. Accordingly, it also discussed the importance of research methodology in research study and the stages that a researcher has to go through in conducting a piece of research. In addition, the chapter deals with the teaching of research methodology in the Algerian context, tackling different points such as the English curriculum modules within the L.M.D system, factors influencing the Algerian EFL learning of the research methodology subject. The effective teaching methods in teaching research methodology.

As far as the third chapter of the dissertation is concerned, it represented a sphere of investigation that is based on both students' and teachers' questionnaire, in addition to classroom observation as the main research tools to carry out this research. Firstly, concerning the students' questionnaire, it was administered to 40 students at Mohammed Seddik Benyahia University. The main aim behind conducting this questionnaire is to explore the perceptions and attitudes of learners towards research methodology learning, as well as to prove the effectiveness of the teaching methods in research methodology classrooms. Secondly, classroom observation was conducted, for ten sessions, in order to gather more data. The major aim behind observing a classroom is to examine the learners' reactions and behaviors naturally.

Through the analysis of the research tools, the questionnaires and classroom observation, the findings revealed that the research methodology courses that are taken in the university are not adequate in relation to learners' needs and interests, and it was proved that the majority of English students give a significant importance to the use of motivating tools in research methodology classrooms instead of relying on the handouts and theoretical lecturing. In this regard, almost all the students assumed that research methodology teaching is a very important subject since the Algerian society is actually moving toward a global and economic system in which the English language is labeled as the "lingua franca" of the modern era. They asserted that English has become an international language, and everyone needs it either for academic or occupational purposes due to the necessity of this language.

As far as the first hypothesis in concerned, it was found that the use of effective teaching methods in research methodology classrooms in the sense that these help to motivate learners, arise their interests, and expose them to the real research field.

Regarding the second hypothesis, it has been confirmed by the results of the research. Actually, they revealed that the students' motivation improves in research methodology courses, and enhances both the theoretical knowledge and the practical part of doing research of learners. Moreover, they enrich the students' research abilities, make the teaching and learning process more interesting and motivating, and help also the research methodology teacher to achieve the course objectives that have been already set. Besides, on the basis of learners' needs, the teacher should adopt activities and teaching aids to motivate students, and give them the opportunity to express themselves and meet their needs.

In the light of the present study's findings, integrating the performance-based approach can stimulate the development of other important skills of research methodology learning. The performance-based approach to learning enables EFL students to use their knowledge and apply skills in research field. In contrast to traditional approaches to EFL, the aforementioned approach strives for mastery of knowledge and skills; it also measures these in the context of practical tasks. Furthermore, performance-based approach focuses on the process students/ or learners go through while engaged in doing task as well as the end product, enabling them to solve problems and make decisions throughout the learning process. Therefore, adopting the performance-based approach will provide EFL learners, in research methodology, with the following opportunities:

- ✚ Integrating and combining different skills,
- ✚ Encouraging problem-solving and critical thinking skills,
- ✚ Focusing on both task production and process,
- ✚ Using of authentic materials,
- ✚ Promoting independent learning,
- ✚ Involving planning,
- ✚ Revising and summation,
- ✚ Building on students' prior experience,
- ✚ Enabling self- assessment, reflection, peer interaction, and collaborative learning.

On the whole, teaching research methodology at the English department of Jijel University, using basically handouts, is a very important issue to discuss, in order to explore the perspectives of language learners and the importance to build well mastered students. Therefore, it is concluded that the application of effective teaching methods and ICT tools in research methodology classrooms would enhance the quality of research methodology teaching and learning process, since these tools would bring major benefits to both teachers and learners.

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Appendix A

Students' Questionnaire:

Dear students, we are undertaking a research project to investigate the effective teaching methods to improve students' motivation to learn research methodology at the university. We are approaching university students because their attitudes and perceptions will be part of our analysis of the research project in order to find out the effective teaching methods to teach the said subject. So, please fill in the questionnaire bellow with necessary information.

Thank you in advance for your help.

Section one : background information

1. Age :.....

2. Sex : Male Female

Section two: Importance of research methodology as a teaching subject

1) Do you conduct researches/ term papers in English?

Yes No

-if "yes", why do you research?

a. Academic purposes

b. Expand your knowledge

c. Others:

Please, specify.....

.....

2) What is the function of research methodology in EFL classes?

- a) Help students when they have difficulty in understanding.
- b) Help students to conduct exposés, presentations, or term papers
- c) Help students conduct their Master's dissertation.

3) How would you evaluate your level in research methodology learning?

- a. Low beginner
- b. High beginner
- c. Low intermediate
- d. High intermediate
- e. Advanced

4) Outside research methodology classroom, do you use research methodology techniques/ strategies in other subjects?

Yes No

Please, justify your answer?

.....
.....

5) What is your attitude towards research methodology subject in EFL classes?

.....
.....

6) How does research methodology influence EFL classes?

.....
.....

Do you consider research methodology an important subject in your academic studies?

Yes No

Why?.....
.....

7) Why do you need to develop your research methodology skills?

- a. To develop your knowledge in your study field.
- b. To improve your research methodology mastery.
- c. To widen your language skills.
- d. Others

Please, specify.
.....

Section three: problems/ factors students face when they study research methodology.

8) In what context does your teacher affect your learning?

- a) Helps me understand better research methodology strategies.
- b) Helps me to be motivated to conduct research papers.
- c) Facilitates my learning.

9) What do you find most difficult practicing research methodology?

- a) Understanding teacher's vocabulary
- b) Lack of motivation
- c) Comprehension of the content
- d) Finding supporting resources

10) Do you think you are motivated to learn research methodology?

Yes No

Why?.....
.....

11) Do you think that motivating the students is the responsibility of the teacher?

Yes No

Please, explain.....
.....

12) Does your teacher establish a relaxed atmosphere?

Yes No

13) Do you think that the syllabi being followed are a pre-determined?

Yes No

Section four: the teaching methods used by the teacher

14) Describe the teaching process/strategy of research methodology teaching in your institution?

- a) Novel (new)
- b) Traditional
- c) Others

Please, specify.....
.....

15) Are you convinced of the learning and teaching strategy of the learning and teaching of research methodology in your institution?

Yes No

16) What is the most effective teaching method your teacher uses in teaching research methodology?

- a) Teacher- centered
- b) Lerner- centered
- c) Interactive
- d) Others

Please, specify.....
.....

17) Does your teacher use any type of supporting tools to present or explain the content of the course?

Yes No

If "yes", give examples

.....
.....

18)Do you believe that students need practice in order to master research methodology skills?

Yes No

Why?.....
.....

19)According to you which teaching strategy helps you better learn research methodology?

- a) Demonstration
- b) Collaboration
- c) Visual learning
- d) Auditory learning
- e) Others

Please, specify.....
.....

20)If you have any recommendations that will contribute to the research please, share it with us?

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

Thanks for your collaboration.

Appendix B

Teachers' Questionnaire

Dear teachers, the following questionnaire is part of a research work that deals with investigating the effective teaching methods to teach research methodology subject. Your answers will be of great help for the research. Would you please, tick the appropriate box and make statements whenever required.

Section One: Background Information:

1. Age:

2. Degree(s) held:

BA (Licence) MA (Master/Magister) Ph. D (Doctorate)

3. Work Experience: (Number of years):

4. Which level you teach?

First year Second year Third year Master One Master Two

Section Two: Importance of research methodology subject:

5. Do you consider research methodology an important subject that your students need to master?

Yes No

6. Knowledge of research methodology skills helps the learner's learning process?

Strongly agree

Agree

Strongly disagree

Disagree

7. Do your students complain about the subject?

Yes No

8. Do you think that understanding the importance of the said subject helps them to focus on the mastery of the subject?

Yes No

Section Three: Factors/Problems faced in teaching research methodology:

9. How would you evaluate your students' level in learning research methodology?

✚ Unskilled researchers

✚ Skilled researchers

✚ Very good researchers

10. In case your answer to the previous question was "unskilled researchers", what do you think the students need to be aware of in order to be better researchers?

.....
.....

11. What are the most common problems noticed in students' learning of research methodology?

✚ Lack of motivation

✚ Steps of research methodology

✚ Knowledge of research methodology

✚ Language mistakes

12. Could you consider the factor of motivation a crucial component of effective learning of the subject?

Yes No

Section four: The teaching methods used by the teachers:

13. Do you think that the teaching methods used to teach research methodology are effective?

Yes No

14. What are the factors lacking in the teaching process of research methodology to improve the teaching/ learning process?

.....
.....





15. Have you noticed any gap in your students' learning process of the subject?

Yes No

-If "yes", give concrete examples:

.....
.....

16) In your opinion what are the effective teaching methods in research methodology teaching?

- | | |
|---|--------------------------|
|  Learner- centered method | <input type="checkbox"/> |
|  Teacher- centered method | <input type="checkbox"/> |
|  Content- focused method | <input type="checkbox"/> |
|  Interactive/ participative method | <input type="checkbox"/> |

17) If you have any recommendations or suggestions that will contribute in achieving an effective teaching/learning of research methodology, please share them with us.

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Thank you so much for your collaboration.