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**The Effect of the Researcher's Character on the Quality of Research
The Case of Master Two EFL Students at Biskra University.**

**Dissertation Submitted to the Department of Foreign Languages as Partial
Fulfillment of Master's Degree in Sciences of Languages**

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Dedication

I dedicate this work:

*To the fond of my father **Yahia** whose soul will always be with me*

*To the ones that gladly brought me into life: My dear Mother **Fatima** that offered me everything and supported me all the time with her prayers*

*To my dear second father **Zian** who pushed me to do my best and to reach the higher grades*

*To my second mother **Djamila** whose enduring love guided me all along*

*To my beloved Brothers **Chaker** and **Yasser** for their unlimited support and encouragement*

*To our gorgeous and sweet nieces **Ibtihal, Wail, Ghofran***

*To my grandmother **Massouda** and to the soul of my grandparents **Assma, Khoulofi, Mohamed***

*To my wonderful sister **Hadjer***

*To my friends that I passed great time with **Fatiha, Ahlem, Fatima, Nour, Charifa, Rim, Assia, Amira, Imane***

To my precious family: Aunts and Uncles

To all my cousins

To all who know me

I gladly dedicate this work and these words.

Thank you

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All the thanks and gratitude to Allah who gave me strength to finish this work

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Abstract

The current study is an attempt to investigate the effect of the researcher's character on the research quality. It aims to shed light on the factor that affect the EFL students' research quality in the Branch of English at Mohamed Khider University of Biskra. Master two EFL students at Biskra University generally come up with poor research works; because they face many problems are related to the requirements needed for any research project such as personal skills, academic skills, social skills and critical thinking. Therefore, this study attempts to prove that mastering these skills is necessary for EFL postgraduate students to improve the quality of their research. Hence, we hypothesise that if EFL students master those skills and develop a strong character, their research work will be of a good quality. This investigation was based on the descriptive method which unravels the relationship between the two variables: the researcher's character and the research quality, and to show the extent to which each one affects the other. Moreover, as an instrument to collect data for certifying the research hypothesis interviews have been used for teachers (3) and questionnaires have been used for master two students of English (a sample of 30 students chosen randomly). The research findings revealed that the researcher's character affects the quality of students' research work.

List of Abbreviations and Acronyms

EFL: English as a foreign language

Dr: Doctor

RP:Research Process

SM:The Scientific Method

P: Page

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Introduction

Conducting research as a final project is an essential component and requirement for the completion of academic degrees. Therefore, the researcher should know, as a first step in his research, that research is not a random process of collecting information but it is a systematic, formal, rigorous and precise process of gathering data and investigation in certain field of knowledge, and which is undertaken to establish facts and reach a new understanding. This latter fact makes conducting research an important endeavor in the academic setting. Hence, experienced researchers (i.e teachers and supervisors) should help graduate and postgraduate students to develop research skills affecting quality of research since the quality of educational institutions highly depends on the quality of research itself. Consequently, we shall try throughout this study to shed light on the notion of "quality" in research, and the different factors that affect this quality and may hinder postgraduate novice researchers from accomplishing their research. At this level, it is worth to mention that our focus will be limited on one factor which is considered to be the most important requirement for any research conducted at the university level. This factor is the "researcher's character".

1-Statement of the problem

The postgraduate students are obliged to make project works or conducting research as a crucial condition for graduating. The main purpose from this work is acquiring special knowledge and skills, but that is not enough to ensure quality research among students. They need a clear understanding of what quality means and what sources of quality are in the context of research. Additionally, they should take into consideration the main factors that affect the quality of research such as the researcher's character. Because the final project is deemed to be crucial for success because most of EFL learners evaluate their levels based on how effectively they conduct a research work and how they produce this work. However, the majority of English as foreign language post graduate students seem to encounter obstacles when preparing their dissertations. Some of these obstacles may range from miss-use of methodology, lack of knowledge and some gaps in the researcher's character that affect the research work. Therefore, several studies have discussed the effect of researcher's character which interrupts the researchers to do well in their work. This becomes a real problem that should to be solved because the quality of

research may affect the quality of education. Accordingly, this study aims to investigate the role of the researcher in the research quality and how the researcher's characteristics can help to develop their academic performance.

2. Significance of the study

This study is significant as it focuses on the difficulties that EFL post graduate students face when preparing their theses. Indeed, this work deals with the factors that affect the quality of research and seeks to identify the notion "Quality" in research. Besides, we try to shed the light on the effect of researchers' character on the quality of research and try to suggest solutions for this issue which becomes an important concern to the faculties at Mohamed Kheider University of Biskra.

3-Aims of the study

The general aim of the present study is to investigate the effect of the researcher's character into the quality of research.

More specifically this study aims to:

-Enrich EFL post graduate students'comprehension about the importance of the research.

-Shed light on the characteristics of good researcher and the role of the researcher's character in conducting a research.

-Suggest some solutions to such phenomenon.

4-Research Questions

This study is based on the following research questions:

Main question:

- What is the effect has the researchers' character on the quality of research?

Sub questions:

- What are the characteristics of good research?
- What are the most skills that every successful researcher should have?
- What do we mean by research quality?

5-Hypothesis

Taking to the previous questions, we hypothesize that the researcher's character heavily affects the quality of research.

6-Research Methodology

6.1. Research Method

Since we described the relationship between the researcher's character and its effects on the quality of research, we opted for a descriptive method that serves our main purpose.

6.2. Population of the Study

Since our research is about the researcher's character that may affect the quality of research that may be encountered by EFL postgraduate students. We have decided to choose second year master students in the Branch of English at Mohamed Kheider University of Biskra as a population.

6.3. Sample of the Study

Since Master two students (Science of the Language and Civilizations and Literature) at Mohamed Kheider University of Biskra are more concerned with research. We decided to choose randomly from their total population of 180 students 36 students to represent as our sample. Moreover, a number of 3 teachers had been chosen randomly to share their opinions about the topic under study.

6.4. The Data Gathering Tools

As a tool for this study, we chose the questionnaire and the interview for this study to gather valuable data. We conduct questionnaires with students and interview with teachers to collect their opinions about the effect of the researchers' character on the quality of research.

7. Limitation of the Study

Our research is concerned with Master two students (Science of the Language and Civilizations and Literature) at Mohamed Kheider University of Biskra. This study was limited to a representative sample of those participants because it had been some difficulties with gathering data from all students and teachers.

8. Structure of the study

Our research is divided into three chapters. The first chapter presents the theoretical framework about the first variable (The Researcher's character). Through this chapter, we attempt to give definitions, qualities, and characteristics to those concepts that are closely related to this variable. The second chapter is divided into two sections. The first section is (Research meaning) the second section is (Research quality). The third chapter is devoted to the field work means that a detailed description for the data gathered and analyses of students' and teachers' questionnaires.

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Introduction

This chapter sheds light on the researcher's character as a factor that affects the quality of research. We are going to introduce some skills that the good researcher should have. People often use a systematic process when they gather information to solve certain problems in their daily lives; it is a scientific method of collecting and analyzing data. The process of collecting and analyzing data is called "Research". Therefore, to be a good researcher you should have some skills and qualities that any research needs. Indeed, conducting a research needs skillful researchers that should have some qualities to achieve excellence such as: personal qualities, academic qualities, social qualities and cognition qualities. We try to explain these qualities one by one in the following paragraphs.

1.1. Definition of Researcher's Character

Any research requires many factors to contribute in its development and it can be influenced by one of the requirements needed for the conduction of the research. At university making dissertation is a true gate into the research enterprise. In this sense, conducting a research as a final project is an essential component and requirement for the completion of master degree. Therefore, conducting research is not only necessary for the completion of the master degree, but also for other esteemed academic purposes. Research, therefore, is a form of investigation designed to gather information about certain topic for the sake of improving or advancing knowledge. To carry out research needs a good researcher. According to Dornyei (2007, p. 17), good researchers are those who have curiosity about their topics, common sense and good ideas. Additionally, the skilful researchers are disciplined, honest, confident, motivated and good in reading and writing skills. In the same fashion, for Kothari, an ideal research is the one which is systematic, rigorous, empirical and replicable (2004, p. 20). Many scholars and specialists concerned to this field provided different sets of qualities and characteristics that any good researcher should possess.

1.2. Qualities and Characteristics of A Good Researcher

The good researcher should have certain qualities and characteristics to succeed in any research study. These terms different from each other (as cited in Douida, 2015). By the term qualities, we refer to the different types of skills needed for the success of any

research project while characteristics are the effects of research on the researcher's personality. However, in other references, both of them refer to the features that any good researcher should have. If the needed qualities are available to achieve certain objectives, then success is a consequence of being good (Apita, 2010).

1.2.1. Qualities of Good Researchers

Being good, according to Webster's Universal Dictionary and Thesaurus (2005), means having the right and proper qualities. Apita (2010) suggested some basic qualities of good researchers which are: intelligence, honesty, curiosity, enough knowledge, and being good in oral and written communication. Having these qualities means being a good researcher that can achieve his or her objectives. These qualities are categorized into four categories: personal, academic, social and cognition qualities. These elements are presented in the follows respectively.

1.2.1.1 Personal qualities

Personal qualities are personal characteristics of an individual and these characteristics are responsible for making up one's personality. They help a person get along in a new situation. For example, flexibility and open-mindedness, discipline and responsibility, autonomy, creativity and curiosity are qualities that a good researcher ought to have. Moreover, personal qualities enable the researcher to be called a good researcher so these elements which we try to explain in the following should be taken into consideration by all researchers.

1.2.1.1.1 Flexibility and Open-mindedness

They help the researcher to analyze his findings. Spencer (2011) sees that these two qualities are needed for any research when analyzing and discussing the data which they have already collected through the different data gathering tools.

1.2.1.1.2 Discipline and Responsibility

Dornyei (2007) considered discipline and responsibility to be amongst the most important qualities of any good researcher. The good researcher should respect his study discipline, rules and present his findings in a right academic way using evidences and

supported data. However, the good researcher should be a well arranged person and he should know how to evaluate his findings in responsible way with supported data.

1.2.1.1.3 Good Observation and Listening Skills

Listening and observation are proper qualities of being good researcher. They are seen to be the main features of real researchers. The good researcher should pay attention to both verbal and non-verbal messages to interpret effectively what others are saying. In other words, listening and observation is the key to all communication that can enhance the researcher to conduct a research in an effective way.

1.2.1.1.4 Autonomy

In Kantian moral philosophy, “autonomy is the capacity of an agent to act in accordance with objective morality rather under the influence of desires”. That to say, an autonomous researcher does not need the help of others. He is the one who is initiative and works independently (Spencer, 2011). Thus, the autonomous researcher is independent and has the right of self-government.

1.2.1.1.5 Creativity

Creative researcher is the one that discovers new facts that have not been observed before. Being creative researcher is to look for unique and valid research project not just repeating previous works. Dornyei (2007) and Spencer (2011) believe a good researcher to be the one who is creative, innovative and original. A creative researcher is the one who works to make others' fleetingly ideas a reality.

1.2.1.1.6 Curiosity

Oxford Advanced Learner's Dictionary defines curiosity as a strong desire to know about something. According to Dornyei (2007), good researchers are those who are always after something intriguing. In other words, they use different materials, look for newness and ask more questions about the chosen subject. She said that "a study without questions in mind will not be a research study" (Saihi, 2013). To express things from other perspective (Sesay, 2011) mention the good researcher as a researcher who has a sense of curiosity in order to seek for solutions. That points out the curiosity as what determines the depth of knowledge about the selected problem (p. 27)

1.2.1.1.7 Common Sense

According to Oxford Advanced Learner's Dictionary common sense is the ability to think about things to make sensible decisions in a practical way. For instance, one can make good judgment naturally and behave sensibly to word certain topic. Farooq (2013) stated that common sense is needed in any research because it is one from the quality of a good researcher.

1.2.1.2 Academic skills

Academic skills are made up of core skills such as study skills, academic writing, presentation skills (or spoken communication) and referencing. It is not only considered essential for acquiring good grades and useful for learning but for conducting a good research. Practicing these skills leads to the development of graduate attributes such as problem solving and analytical ability, effective communication, and creativity and innovation. (Academic Skills Specialists, 2013)

1.2.1.2.1 Study Skills

The researchers should learn how to be able to learn on their own way. Study skills area variety of techniques that empower students to achieve autonomy in learning (Guendouzi and Ameziane, 2012). It includes reading, writing, note taking and time management.

1.2.1.2.1.1 Reading Skills

Finding an exact definition of reading is not an easy task to achieve. Reading is a very important language skill that many researches and theorists tried to outline what reading is. Gough and Hoover (1996) define reading as a two processes: decoding and comprehension. Since, decoding is "The word recognition process that transform print to words" Kamhi and Catt (2002, p.45), and comprehension means "Understanding the message that the print conveys" Nation (2005, p.41). This means the reader needs first to decode and explain the message sent by the writer then shift to comprehension to link these codes and get meaning from it. Another definition given by Baudoin et al. (1994) defines reading as "a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language;

and comprehension, the process of making sense of words, sentences and connected paragraphs.

According to this definition readers move their eyes through the text to recognize what they are reading. In this way, the brain takes information and gives it a logical significance. In addition, Smith (1994) claims that reading is much more than simply recognizing written symbols; “reading is a matter of making sense of a written language rather than decoding print to sound”. Smith claims that without bringing reader’s own understanding of the world, experience and prior knowledge they will not be able to comprehend any passage.

Goodman (1967) looks at reading as an interactive process that takes place between the reader’s mind and the printed text. To some extent, both Smith (1994) and Goodman (1996) agree about the sense that reading is not a word-by-word deciphering until meaning is reached. This makes comprehension crucial in the process of reading.

Goodman (1996) reports that:

As readers use cues from the linguistic text, they bring their knowledge and beliefs about the world to bear on making sense. They guess what’s coming, making predictions and inferences; they are selective about use of text cues and they monitor their guesses for contradictory cues. Effective reading, then, is not accurate word recognition; it is getting to meaning. And efficient reading is using just enough of the available cues, given what a reader brings to the reading, to make sense of the text. (p.7)

In other words, successful reading requires the reader to use its knowledge about the world not only the information from the passage in front of him/her.

As to comprehension “is not a quantity, it is a state – a state of not having any unanswered questions” (Smith, 1985, p.83). He explains that comprehension should be regarded as a basis for successful reading instead of being its logical outcome. In other words, comprehension is assumed to be the result of a balanced interplay between the reader’s prior knowledge and the information supplied by the text. (Rumelhart, 1977; Stanovich, 1980).

Snow (2002) describes reading comprehension as the process of “simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). This definition draws attention to the text’s deficiency. Likewise, three components for comprehension can be identified, “the reader, the text and the activity” to achieve successful understanding (Snow, 2002, p.11). These components do interact in a socio-cultural context that is made up of external factors such as how society and culture consider readers and reading, social and cultural contexts, limitations and constraints to reading.

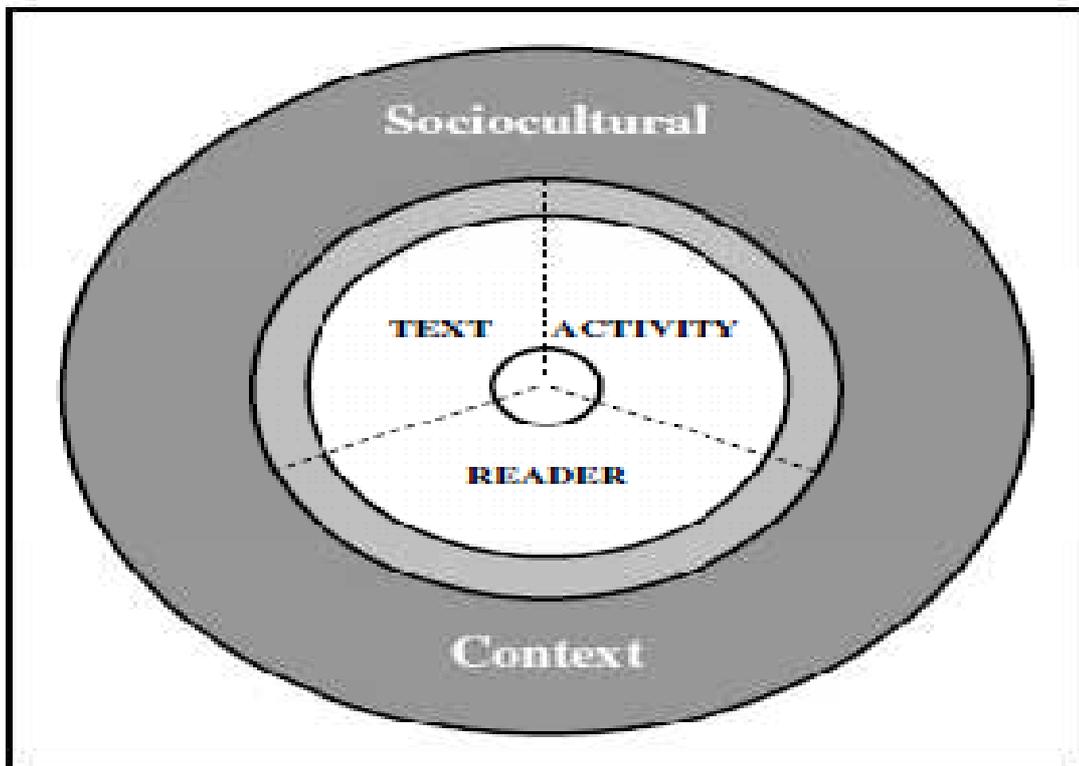


Figure 01: The Components of Reading Comprehension (Snow, 2002)

Snow’s view of reading comprehension maintains that during a transaction with a text, the meaning exists in the thinking processes of the reader were arising. Most of definitions above show the complex structure of comprehension by explaining its components and give evidences for the importance of reading comprehension as the aim for reading.

1.2.1.2.1.2 Writing Skills

Writing is more than putting sentences together; it is a thinking process in its own right that demands conscious intellectual effort which usually has to be sustained over a considerable effort of time (White and Arndt 1991, p.3). It is means of communication that makes students more creative. In accordance, Andrews (1999) and Leki (1992, P.17) agree on “the exposure to written texts in a natural process of communication rather than grammatical and theoretical rules on writing.” Therefore, writing is developed through practice.

Nunan (1989) claims that learners need to know many aspects when writing such as: grammar, syntax, organization, word choice, purpose, and the intended audience. The following diagram, suggested by Raimes (1983, p.6), shows what writers deal with when they produce a piece of writing:

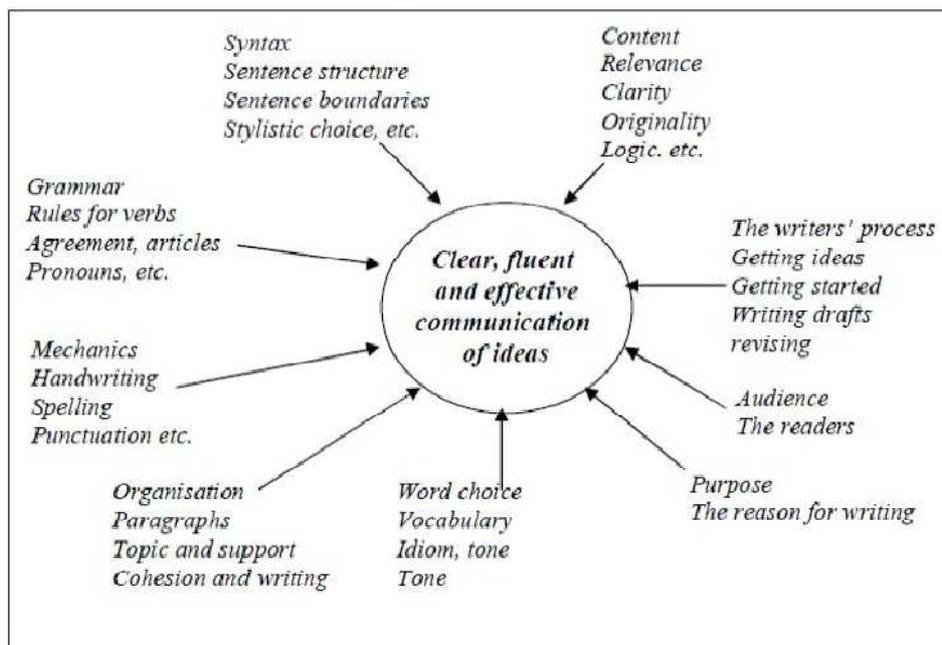


Figure 02: What Writers Deal With as They Produce Piece of Writing (Raimes, 1983, p.6)

There are three types of writing that are used by most people these are: personal, journalistic, and creative writing. Personal writing is a writing type where people note about one's experience, feelings for communication and entertainment as a daily activity

using casual language. Journalistic writing type when the writer wanting informs readers about current events (Monipally&Pawar, 2010). Additionally, Monipally&Pawar (2010, p.76) suggest the creative writing which they define as "...expressing oneself, one's experience or imagination or a combination of both through the written word".

1.2.1.2.2 Intellectual Skills

According to Puttapalli (2012) the intellectual skills include:

- **Knowledge:** It is the researcher's awareness about historic and the methodological issues that may facilitate his work.
- **Application:** It is the researcher's ability to apply previous knowledge or experiences and acquired skills to new situations.
- **Evaluation:** It is the researcher's ability to make judgments and to present ideas and arguments in a well-organized way. This process passes through a series of steps, usually of gradually increasing difficulty to criticize constructively.
- **Analysis:** It is the art of breaking down and manipulating the data gathered.
- **Synthesis:** It is combining and forming different ideas to new and more comprehensible form.
- **Comprehension:** It is the ability to interpret the data gathered and transforming them from one form to another, in order to solve problems.

All the above core skills underpin more complex skills which are often more difficult to develop they include "Critical thinking" (Academic Skills Specialists, 201

1.2.1.3. Critical thinking

'Critical' is a term that is derived from the Greek word "kritikos" which means to judge, and Socratic argument comprised thinking at that time then the word kritikos passed

to Latin as 'Criticus' that is the type of spreading to world languages from it (Hançerlioğlu,1996). Yet, in modern Western philosophy, the term "Critique", often refers to Immanuel Kant and his three great books, Critique of Pure Reason(1780), Critique of Practical Reason (1785) and Critique of Judgment. In other words, critical thinking is a process of analysis and judgment where the brain work with deep thinking does not merely accept anything is told. Moreover, critical thinking is a process that allows individuals seeks out details to the information provided and does not accept what is told to them. Otherwise, critical thinking makes individuals think rationally and do not let their emotions cloud their arrangements.

Critical thinking can help individuals to acquire new knowledge and to improve their theories to be experienced through solving different problems. Therefore, many theorists define critical thinking as a process of solving problems. For instance, Richard Pull, Douglas Martin (1989) reports that "Critical thinking is a process through which one solves problems and makes decision. It isa process that can be improved through practice, though never perfected. It involves self-discipline and structure. Sometimes it can make your head hurt, but sometimes it comesnaturally".

In other terms, critical thinking is the ability to analyze and evaluate our thinking in an organized way that make one more aware to find clear and logical ways that help to informed better thinking.

1.2.1.3.2.Characteristics of Good Critical Thinking

Since critical thinking is intellectual process that allows an individuals to avoid assumptions and dealing with facts to consider any subject. Critical thinkers are individuals who conceptualize and analyze the information by putting aside all religious, politics, society thinking. Therefore, critical thinkers often analyze subjects under consideration without regard for personal preferences.

From the various definitions above, we can infer a general idea about the characteristics of critical thinking individualswhothink analytically and syntheticallythen evaluate the information with preciseprocesses.Paul and Elder (2008) revealed a list of critical thinker's characteristics. They list the characteristics of critical thinker as:

- Raises vital questions and problems and formulating them clearly and precisely.
- Gathers and assesses relevant information.
- Using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions.
- Testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought.
- Recognizing and assessing as need be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in figuring out solutions to complex problems.

1.2.1.4.Social Skills

Dictionary defined social skills are “the ability to communicate, persuade, and interact with other members of society, without undue conflict or disharmony”. Simply, social skills are the skills a person needs to communicate with others. Based on that skills one may judge whether a person is socializer or not. Social skills are essential in life and especially in the education environment because socialized students who have good verbal social skills usually speak confidently with clear voice which help them to present their dissertation comfortably and in a good way. Therefore, socialization should be encouraged in schools and teachers should lead this charge through their curriculum. Similarly to parents who considered the first teachers to children, teachers should foster this charge to advocate equitable outcomes for students because that will allow them greater success.

1.2.1.4.1.Meaning of Social Skills

Many scholars define social skills from their own perspectives. Gresham and Elliott (1984) defined social skills as "socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses and assist in avoiding negative response".

Moreover, Libet and Lewinsohn (1973) defined social skills as the “complex ability to maximize the rate of positive reinforcement and to minimize the strength of punishment elicited from others.”(p.311)

Furthermore, Cook, Gresham, Barreras, Thornton, and Crews (2008) described social skills as "involving learned behaviors that involve interactions with others which enable individuals to function competently at social tasks". In other words, social skills are the skills needed to interact with others verbally and non-verbally in a given context that create positive interactions. Good social skills are enabling us to know what to say and how to behave in diverse situations. These skills can influence the academic performance and social family relationships

1.2.1.4.2. The lack of Social Skills

Often people make efforts to learn social skills. This process of learning can be challenging for people with anxiety, failing in learning and acquiring social skills is called “Social Ineptitude”. The term of social ineptitude is used to describe inability to use these skills to communicate. A lack of social skills leads to many behavioral difficulties in school and interpersonal relationships which makes building relations difficult and cause poor self-concept, in addition to academic failures and concentration difficulties.

1.2.1.4.3. Types of Social Skills

There are hundreds of important social skills to learn and to identify the most common ones we followed the “Stop and Think” program which organizes skills into four areas:

1. Survival skills: such as listening, following or ignoring distractions, using nice or brave talk.
2. Interpersonal skills: such as sharing, asking for permission, joining an activity.
3. Problem-solving skills: such as asking for help, apologizing, accepting consequences, deciding.
4. Conflict resolution skills: such as dealing with teasing, losing, accusations, being left out, peer pressure.

Since these social skills are important, the students should learn because good social skills can influence their academic performance. Whereupon, with a full repertoire of social skills, they will have consequences that will strengthen their interpersonal relationships and facilitate success in school.

1.2.2.Characteristics of Good Researchers

Universities appoint supervisors to undergraduate researchers who guide and support them. Therefore, the researchers need their help to overcome the difficulties they may encounter when preparing their dissertations. In addition to the previous characteristics that Puttapalli (2012) identified, He suggests others such as:

- A good researcher is a motivator and encourager to others through his own actions.
- He uses available resources to the best of his abilities.
- He accepts the responsibility and regular to the meetings which mean he should be a good collaborator in a group.
- He is the one who progresses forward by accepting his/her errors.
- He likes to be a life-long student with a good commitment.
- He likes to gain knowledge continuously.
- He sees the work and happiness as one and the same object.
- A good researcher understands that success is a journey but not a destination.

Since the quality of researchers affects the quality of research as well as the final outcomes, a competent researcher must have these characteristics which are considered as the most needed one that contribute in the success of any research project because it makes him/her able to present an effective research paper in a good and organized way. Yet, these vital required qualities need to be accompanied with research skills and academic skills which should characterize every good researcher.

Conclusion

In this chapter, we tried to give a general overview about the researcher's character. Moreover, we have mentioned some insights for students who might raise their awareness about the researcher's character and its effect on the research quality, as we have focused

on qualities and characteristics of good researcher that probably help students to be aware when conducting their research projects. Since the researcher's character is considered as a contributing factor in the success of a research work, we have focused on personal skills, academic skills and social skills which help students in enhancing research quality. To sum up, one can say that this chapter tries to clarify how the researcher's character may affect the research quality and to raise EFL students' awareness about its impact on their research projects.

Chapter Two: Research Quality

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Introduction

This study is an attempt to raise English Language Learners' (ELL) awareness about the main points concerning research in education. Through this chapter, the attempt is to define the concept of research quality as well as other concepts that are related to the field of research. It is devoted to shed light on the main objectives of conducting a research. Furthermore, different types of research are presented from different perspectives. Besides, this chapter addresses characteristics of research as well as qualities of a good research.

PART ONE: Research as a Concept

2.1. Definition of Research

The word research is derived from the fourteenth century French word "Rechercher" or "*recherche*", a compound word from "re-" + "cherchier", or "searcher", which means to examine something thoroughly. The earliest recorded use of the term was in 1577 (as cited in Santrock, Wolshyn, Galagher, Di Petta and Marini, 2007, p. 12). Research has several definitions that differ from each other. Some of these definitions give a general idea about what a research is in nature while others present technical meanings. The following are some of these different definitions that appear different from one author to another:

Kothari (2004, p. 1) defines research as follows, "a scientific and systematic search for pertinent information on a specific topic". Thus, he means that the researcher should follow specific steps and accorded a great attention to details. He adds "research refers to the systematic method consisting of enunciating (expressing) the problem, formulating a hypothesis, collecting the facts or data, analysing the facts and reaching certain conclusions" (p. 1).

According to Cohen and Manion, Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth (As cited in Waliman and Baiche, 2001, p.10).

Waltz and Bausell (1981) stated that research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships (as cited in wikieducator.org, 2013).

The word « Research » is a combination of two syllables Re + search. Re: is a prefix meaning again, a new or over again, while search: is a verb meaning to examine closely and carefully, to test or to probe. Together they form a noun describing a careful, systematic and painstaking and investigation in some field of knowledge, undertaken to establish facts or principles (Chelli, 2014).

According to Singh, research is when a person observes a phenomenon again and again, collects data and on the basis of the data he draws conclusions. The following figure gives a clear idea about what research is.(Singh, 2006, p. 2)

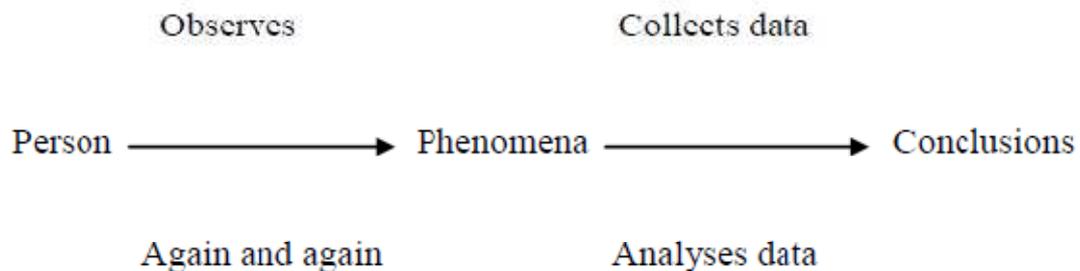


Figure 03:A Summary of Research Process proposed by Singh (2006, p. 2)

Some of the above definitions give a general idea about what research is innature and some others provide technical meanings. Table 01 presents some of both categories.

Definitions About The Nature of Research	Technical Definitions of Research
<p>-As cited in Kothari (2004, p. 1), Slesinger and Stephenson in the Encyclopedia of Social Sciences define research as « the manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify knowledge, whether that knowledge aids in the construction of theory or in the practice of an art. ».</p> <p>-« Research is systematic, critical and Self-critical enquiry which aims to contribute to the advancement of knowledge and wisdom. » (Bassey, 1999, p. 38).</p> <p>- According to Cohen and Manion, (1994, p. 5), « Research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth. » (ascited in Waliman and Baiche, 2001, p. 10).</p>	<p>- John W. Best (as cited in Singh, 2006, p, 3) considered research to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions.</p> <p>-Waltz and Bausell (1981) stated that research is a systematic, formal, rigorous and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships (as cited in wikieducator.org, 2013).</p>

Table01: Some Definitions of Research in Nature and Research as Process.

Most scholars and writers in the domain of research always mention two things: «Research process and Scientific method » as the main basis that any researcher has to be aware of.

2.1.1 Research Process (RP)

Research Process (RP) refers to the different steps or stages which are necessary to effectively carry out a research (Kothari, 2004, p. 10). According to Gupta and Gupta, failing in any one of these steps may lead to a critical lapse « mistake » in the whole attempt which will end in unsatisfactory results (2011, p. 18). In their works, Kothari(2004) & Gupta and Gupta stated that RP consists different

of stages. These stages take the form of activities that the researcher does when conducting his/her study which are mentioned in the figure 04:

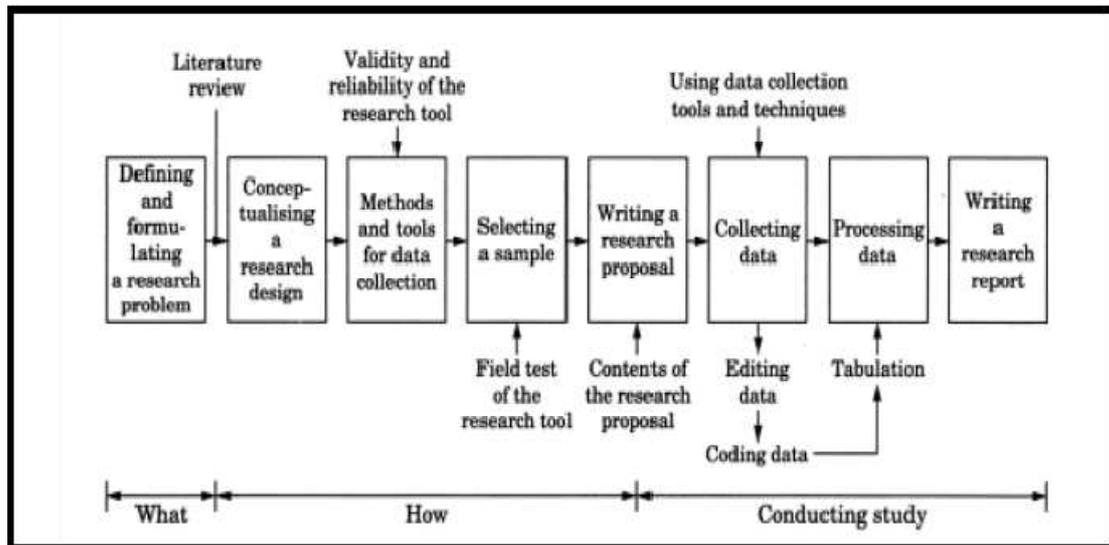


Figure04: The Research Process Proposed by Gupta and Gupta (2011, p. 21)

2.1.2. The Scientific Method (SM)

The scientific method refers to any method of research that provides a set of clear and agreed upon guidelines for gathering, evaluating, and reporting information in the context of a research study. However, it was first described by the English philosopher and scientist Roger Bacon in the 13th century (Cozby, (1993), as cited in Marczyk, DeMatteo and Festinger, 2005). There are many steps of SM which vary in terms of number and order from discipline to another and from a source to another. In terms of number, there are scientific methods with four steps, six, seven, and nine and even with fourteen steps. What is agreed upon is that in the scientific research there are six key steps which are:

- The Research Question (RQ)
- The Hypothesis
- The Experiment
- The Observation
- Analysis of the data
- The Conclusion

The following figures give an idea about the types of SM according to the number of steps:

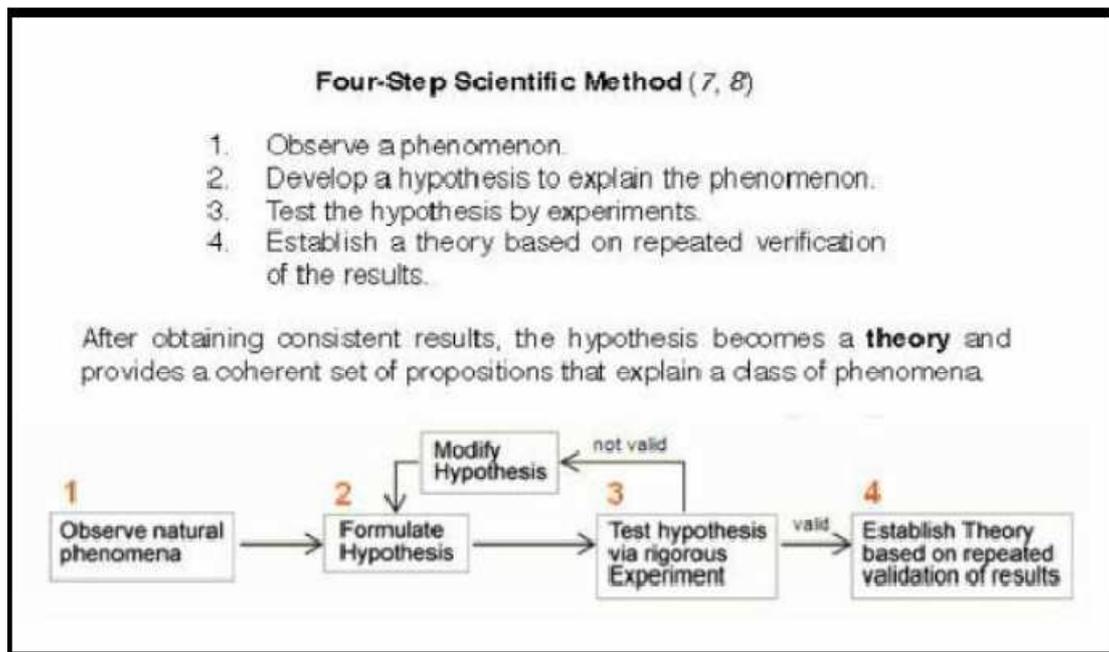


Figure 05: Four Step Scientific Method (Zamora, 2015)

2.2. Objectives of Research

The research objectives may differ from one person to another because the results that the researcher expects to achieve from conducting a research are different and Kothari (2004) argues that each research study has its own specific purpose; therefore, one can think of research objectives as falling into a number of following broad groupings:

1. To gain familiarity with a phenomenon or to achieve new insights (studies with this object in view are termed as exploratory or formulative research studies);
2. To portray accurately the characteristics of a particular individual, situation or a groups (studies with this object in view are known as descriptive research studies);
3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies).
4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies).

In the same vein, Reynolds notes that there are five common objectives of scientific research: categorization, explanation, prediction, sense of understanding, and control (1977 as cited in Walliman 2001, p. 190). Accordingly, research has many common objectives which researchers share, it could be a tool to develop knowledge or solve problem and a way to seek job opportunities.

2.3. Types of Research

There are many different types of research which guide the researcher in which way a research is to be carried out. Gupta and Gupta (2011) provide a detailed distinction between three types from three different perspectives which are:

The application perspective, the objective perspective, and the mode of inquiry. The following figure is presented by Gupta and Gupta (2011, p8).

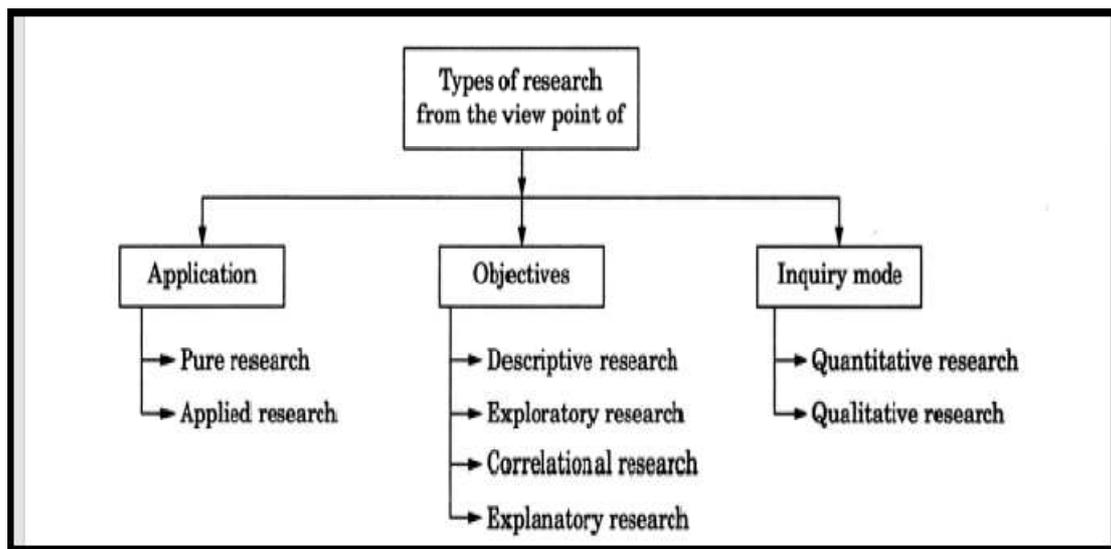


Figure 06: Types of Research (Gupta and Gupta, 2011, p.8)

2.3.1. From the Application Perspective

Research includes two types: pure and applied research. Pure research, known as basic or fundamental research, is explanatory in nature, and does not need setting previous goals in mind to improve personal knowledge (Saihi, 2013). Through the application type, researchers attempt to explain why things happen and then report the findings in technical language. As to, applied research demands setting goals in order to solve the research problem. According to Saihi(2013), “applied research is

designed from the beginning to apply its findings into a particular situation”. For Kothari (2004), this type aims at finding solutions for immediate problems. Thus, it relies on many fields like: education, medicine, and technology.

2.3.2. From the Objective Perspective

There are four types under this perspective which are:

- Descriptive
 - Exploratory
 - Correlational
 - Explanatory
- **Descriptive Research:** This type of research allows the researcher to completely describe a situation as it exists in the real world. The researcher has no control over the variables. He can only report what has happened or what is happening (Kothari, 2004). This type of research includes surveys and facts and describes attitudes towards an issue.
- **Exploratory Research:** This type of research gives information about certain concepts and tries to explain certain situations that are not clearly defined. It is flexible and can answer what, who and why questions (Chelli, 2013).
- **Correlational Research:** Its purpose is to discover the existence of a correlation relationship between two variables or more; whether an increase or a decrease in one variable corresponds to an increase or a decrease in the other variable (Kalla, 2011). Kalla (2011) mentions three types of correlations which are: Positive correlation, negative correlation, no correlation.
- **Explanatory Research:** This type of research is experimental in nature. According to Grinnell (2001), “the explanatory research is when trying to determine the causal relationship between the independent and dependent variable” (p, 255).

2.3.3. From the Mode of Inquiry Perspective

There are two types under this perspective:

- **Quantitative Research:** Quantitative research is used to quantify data in order to generalize results. It is hard to design and highly detailed. According to Kothari (2004), is to quantify the variation and diversity in a phenomenon, situation or in an attitude that can be expressed in terms of quantity.
- **Qualitative Research:** This type of research is concerned with phenomena that involve quality or kind. It deals with designs, techniques and measures that do not produce discrete numerical data (Lara Swati, 2014). It makes use of unstructured or semi-structured techniques such as individual in-depth interviews or group discussions.

2.4. Characteristics of Research

Kothari (2004) identifies some criteria to carry on a good research project. These qualities of a good research are:

1. Good research is systematic: It means that research is structured with specified steps. Thus, systematic characteristic of the research does reject the use of guessing in arriving at conclusions.
2. Good research is logical: This implies that research is guided by the rules of logical reasoning and the logical process of induction and deduction which makes research more meaningful in the context of decision making.
3. Good research is empirical: It implies that research is related to one or more aspects of a real situation and deals with concrete data that provides a basis for external validity to research results.
4. Good research is replicable: This characteristic allows research results to be verified by replicating the study.

O'Leary (2004), however, proposes that the characteristics of a good research are as what appears in the following table:

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

Table 02: Characteristics of good research drawn upon O'Leary (2004, p.56)

PART TWO: Research Quality

2.1. Definition of Research Quality

According to Oxford Advanced Learners' Dictionary (2010, p. 1198), the word quality means "a feature of something, especially one that makes it different from something else". Thus, good quality research is based on the use of set of criteria which Kothari mentioned under the term of "ideal research" which is systematic, rigorous, empirical and replicable (2004, p. 20). Keeping in view the major characteristics of the research identified by Fink (1998, p. 36):

The quality research is that research which bears all the characteristics which are required by its users. It may have internally and externally valid research design, reliable data sources, free from plagiarism practices, application of appropriate tools, and meaningful interpretation of results in practical and statistical terms. (36)

In the same fashion, and as mentioned before, Gupta and Gupta (2011) described a good research as the one that is valid and verifiable, critical, objective and its findings may be generalised. Accordingly, the research quality is research that bears the totality of features such as reliability, validity and accuracy which are required by researchers to complete any research work.

2.2. Definition of Research Paper

Hubbuck (1996, p.3) suggests, "A research paper is a report that an individual presents to others about the conclusions he or she has reached after investigating a subject and carefully assessing the information he or she has gathered"

In other words, the research paper is a meaningful piece of writing presented by researcher's own expressions through a careful analysis of data used to accomplish specific purposes. According to Singh (2006), "A research paper has to present a number of opinions as expressed by others or researcher himself. It is necessary to document those opinions of others by pin-pointing their sources so that anyone if in doubt can 'verify any of them' ". This means, when writing a research paper, we refer to original sources of information and cite the references.

2.3. Elements of a Research Paper

The elements of the research paper come in logical order where ideas flow from general to specific. King proposed the following model of an hourglass that shows the order of elements.

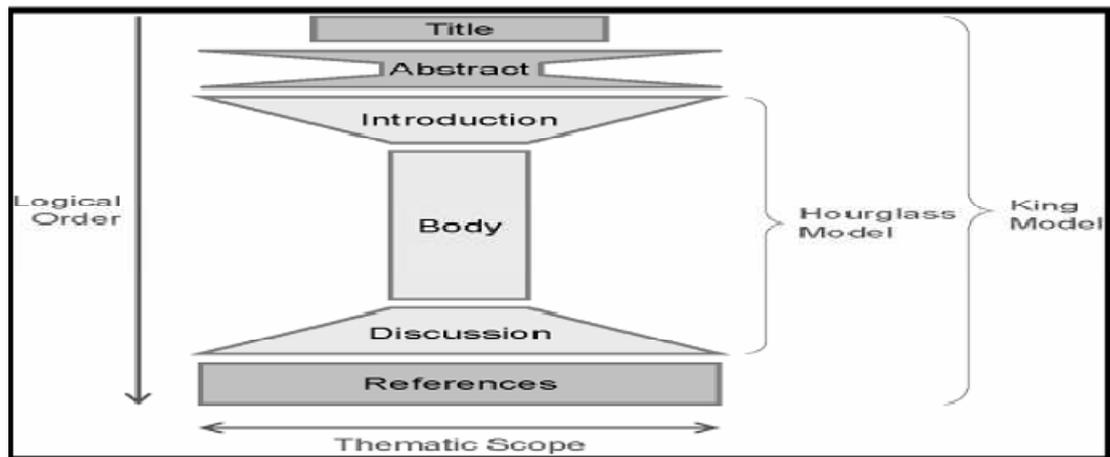


Figure07: King Model of Elements in a Typical Paper Structure (Swales 1993)

➤ **The Title:**

Day & Gastal (2012) defines a good title as “the fewest possible words that adequately describe the contents of the paper”. It contributes to present the whole work. Thus, the choice of titles words should be done with a great care in which words are ordered in short specific and clear statement. Moreover, to Bhakar & Mehta (2011) who agree that a title in a research paper should be descriptive and informative at the same time (p, 39)

➤ **The Abstract:**

It is a summary to the whole paper that helps the reader to know the main discussed points among the research paper (Koopman, 1997). He suggested the main parts of a useful abstract which are: motivation, problem, solution, results, and implication. Similarly, Gastal and Day (2012) list a number of characteristics of a good abstract as follows:

1. The abstract should state the principal objectives and scope of an investigation.
2. It describes the methods employed.

3. It summarizes the results in a single paragraph of 4-10 full sentences.
4. An abstract should state in present tense the principal conclusions.
5. An abstract presents recommendations.

➤ **The Introduction:**

It is a piece of writing that introduces the content of a research paper. It moves from a broad subject into to the specific subject matter of the paper. Gastal & Day (2012) agree upon some conditions for writing an introduction. Thus, the introduction should clearly present the scope of the problems. It should briefly review the pertinent literature to orient the reader, it should state the method that the researcher choose and reasons for choosing it, and it should state the conclusions suggested by results.

➤ **The Body:**

The body comprises several sections where all the information will be presented. This information presented upon different paragraphs where the author talk about each idea individually. Each paragraph in the body should contain a topic sentence that guides the reader to know the discussed points in each paragraph (Dees, 1997). Accordingly, the body is the core of the research paper.

➤ **The Discussion:**

It summarizes the results to be discussed from the specific to the more general. Day and Swales (1993) argue that the discussion part presents the aims and the background of information of the research study. It is like a brief summary of the result and a comparison of these results to the previous studies. Next, we find in the discussion a sort of follow-up research questions and outlook on further work.

➤ **References:**

It is a crucial condition in conducting any research work. Thus, allows the researcher to commit an organized and justified work with relevant sources. There are

different methods to references-listing process depending on the author's style (APA, MLA) this is displayed as what follows:

- Name and Year system (just put the name of the author and the year of the publication).
- Alphabet-number system (lists references into alphabetical order).
- Citation order-system (it depends more on organizing references with their ordered numbers rather than alphabets).

To sum up, the structure that proposed by King who adds other complementing elements which are similarly significant. It comes to insure a smooth flow of ideas from general to specific and these elements range from the title to references. Accordingly, the extended form of the hourglass is a visual resemblance for the papers' different elements.

2.4.Characteristics ofResearch Papers

There are a set of characteristics that the researcher needs to consider in terms of improving the quality of outputs provided for the coming researchers. Accordingly, writing research paper is not just a matter of gathering an amount of information and putting it in an order. The researcher should give a great care to some specific points that give quality to his work. Rozakis (2007) indicates ten characteristics of a good research paper as follows:

- 1-Successful papers stay tightly focused on their thesis, and the point they are arguing
- 2-The paper proves the writer's understanding of the topic and the source material used.
- 3-It shows the writers' critical view on the works of recognized authorities in the field.
- 4-The paper includes an acknowledgement of the opposition but shows why the point being argued is more valid.
- 5-Proof for the paper's thesis is organized in a clear and logical way.

6-Each point is supported by solid, persuasive facts and by examples.

7-The work is original, not plagiarized. Every outside source is carefully documented.

8-All supporting material used in preparation of the paper can be verified.

9-The paper follows a specific format, including the use of correct documentation and citation.

10-The paper uses standard written English. This is the level of diction and usage expected of educated people in colleges, universities even workplace.

To conclude, the researcher should keep in his mind the characteristics that presented above while writing a research paper to make it valid, and beneficial.

2.5. Types of Research Paper

The research paper has different kinds which differ in-terms of content length, form and purpose depending on the field that will be conducted for. Slade (1997, p.26-28) denotes different types of research paper which are presented on what bellows:

- **Academic research paper:** This type is based on source materials to defend the presented arguments. It is conducted for specific courses. It is used to distinguish a library based work from other forms of essays.
- **Report:** It describes an experiences and empirical studies. Its information should be objective to attract readers.
- **Term paper:** This type of research is a summarization of a mastery of the work of the term or semester.
- **Review Article:** This type presents the secondary sources which are organized and evaluated. It gives the reader ideas about the current emerging issues for further research.

- **Thesis:** in USA it refers to a master's paper, but it might refer to a doctoral work. It is a written research project about a specific issue which makes use of specific ideas and arguments.

- **Dissertation:** It is a research project that requires more effort, developmental ideas and elaborated writing skills than a master thesis. The researcher should understand the subject well to avoid confusing the previously types of research paper.

Conclusion

We divided this chapter into two parts. In the first part we shed light on the research meaning in general. We tried to provide the readers with a general overview about various objectives, types, and characteristics of conducting research. Whereas, in the second part we tried to give an amount of information about research quality and research paper. To sum up, this chapter has attempted to provide a general overview about the concept of research, research quality and research paper shedding light on different aspects of them in which students should be taught to prepare good quality research works.

Chapter Three: Field Work of the Study

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Introduction

This study is an attempt to investigate the effect of the researcher's character on the quality of research in the division of English Language at Mohamed Khider Biskra University. In order to collect data for our investigation, a questionnaire has been distributed to second year master students (M2) and an interview has been conducted with teachers, including those who are engaged in the supervision process. This chapter tends to provide some clarifications about the used methodology, the sample of the study as well as the data gathering tools. In addition, it was devoted to the analysis and discussion of the questionnaire and interview of both participants, including aim, administration, description, and the analysis of the results.

3.1 Review of Research Methodology

3.1.1 Research Method

A mixed research approach has been adopted for this study. We thought that it is the appropriate way that serves our main purpose which is to describe and interpret the obtained results about the effect of the researcher's character on the research quality. We do also believe that a descriptive method is the most convenient to describe and determine the relationship between the two variables, the researcher's character and research quality.

3.1.2 Sample of the Study

As a representative sample for this study and to conduct our research we randomly selected a sample of thirty (30) students from the total population of English Master two (Sciences of the Language and Civilisation and Literature) at Mohamed Kheider University of Biskra. In addition, three (3) teachers who are currently supervising have been chosen to provide us with their valuable thoughts through interview.

3.1.3 Data Gathering Tools

The research tools used in this study are: A questionnaire which has been handed for Master Two students at Mohamed Kheider Biskra University in order to

collect their opinions and attitudes about the topic, an interview with teachers chosen in order to collect the needed information.

3.2. Students' Questionnaire

Students' questionnaire is distributed hand to hand to Master one EFL students of Biskra University.

3.2.1 Aim of the Questionnaire

The ultimate aim behind the use of this questionnaire is to obtain the different views, opinions and attitudes that students have concerning the effect of the researcher's character on the research quality.

3.2.2 Administration of the Questionnaire

This questionnaire is distributed hand to hand to master two students of both branches science of the language and civilization and literature. We have received more than (30) copies of our questionnaire but we selected the completed questionnaire which they may enrich the current study with valuable data; some of respondents gave back their answers instantly while others gave back their answers few days later.

3.2.3 Description of the Questionnaire

Students' questionnaire contains sixteen (16) questions; it is divided into two sections: background information and the effect of the researcher's character on the research quality, followed by a space of comments and suggestions. Section one includes six (N=6) questions which are designed in order to gather personal information about the students and their attitudes towards research. Section two includes ten (N=10) questions which are designed to know what students think about the effect of the researcher's character on the research quality and to get an idea about some skills that any researcher should have.

3.2.4 Analysis of the Questionnaire

Section One: Background Information

- **Question 01:** Specify your gender

Option	Number	Percentages
Male	5	16%
Female	25	84%

Table 01: Students' Gender

Results from the **table 01** show that the majority of the participants are females. Females represent (84%) of the sample from Master two students at Biskra University, while males represent (16%) of the sample. It may be induced that girls seem more interested in learning English as a Foreign Languages then, boys.

- **Question 02:** Why do you apply for a Master degree?

Option	Number	Percentage
To get more job opportunities	23	77%
To get research opportunity	4	13%
Others	3	10%

Table 02: Students' Reason to get a Master Degree

It is clear from the results of **table 02** that presents EFL students' reasons for apply for a master degree that most students (77%) applying for a master's degree for

the purpose of getting more job opportunities. To them, applying for a master degree is no more than a tool to expand their job opportunity.

- **Question 03:** How long have you been studying English at university?

Option	Number	Percentages
5years	28	93%
More than 5years	2	7%

Table 03: Period of Studying English at the University

Results from **table 03** disclose that the majority (93%) of the respondents have been studying English at university for five years, whereas only (7%) of them spent more time, this may of previous years. Therefore, they spent more than five years.

- **Question 04:** Have you conduct a research during this period?

Option	Number	Percentages
Yes	27	90%
No	3	10%

Table04: Conducting Research during the Period of Studying English

The results from **table 04** indicate that most EFL Master Two students of Biskra University (90%) have conducted research including the period of studying English at the university. This means that EFL students are familiar with research which are help them to develop their research skills, while (10%) have not conducted research during this period. Therefore, students would be willing and diligent to do

research practise because the more students engaging the process of research, the better they get knowledge and the more they learn from it.

➤ **Question 05:** How you find this task?

Option	Number	Percentages
An easy task	5	17%
A hard task	25	83%

Table 05: Students' Attitudes towards Research

From **table 05**, it is clear that only (17%) of the participants found research an easy task because they may be familiar with its steps. However, the majority of the respondents (83%) found it difficult to conduct because the research process needs effort, important study skills, valuable references and guidance.

➤ **Question 06:** In your opinion what does research mean?

Option	Number	Percentages
A necessity to complete your degree	8	27%
A tool to improve your knowledge	9	30%
An attempt to find a solution to a certain problem	13	43%

Table 06: Student' Opinions about Research Meaning

According to the results from the table above, Students see research from different points of view. The highest percentage of students (43%) is defining research

as an attempt to find a solution to a certain problem. This means research is systematic investigation where the researcher gathers information about a specific problem in order to find facts that would be unveil the discussed issue. Other students (30%) define research as a tool to improve knowledge. They see research as a rigorous process of inquiry to discover the hidden facts about a phenomenon, whilst others (27%) see research as a necessity to complete their degree

3.2. Section Tow: The Effect of Researcher’s Character on the Research Quality

- **Question 07:** The researcher’s character has a great impact on research quality

Option	Number	Percentages
Agree	12	40%
Strongly agree	17	57%
Disagree	1	3%

Table 07: Students’ Opinions about the Effect of Researcher’s Character on Research Quality

It is indicated in **table 07**, which represents students ‘opinion about the effect of researcher’s character on research quality that (57%) of them strongly agree. The respondents considered the researcher’s character to have a great effect indetermining the quality of research because there are many factors which controlled the personality of the researcher in addition to certain skills and qualities that should have been mastered to have a positive affect quality of research. Less than the first percentage, (40%) of students agree. This confirms our view, while others with infirm percentage (3%) disagree.

- **Question 08:** Any good researcher should master some skills. Among the following what are the most important ones in your opinion?

Option	Number	Percentage
Personal skills	4	13%
Academic skills	23	77%
Social skills	3	10%

Table 08: Students' Opinions about the Skills that the Researcher Should Master

Table 08 indicates the skills that should be provided while conducting an academic research. These skills differ according to the students' requirements. Among these skills, the highest portion is given to academic skills. Seventy-seven of students (77%) state that the researcher should know about the academic skills; therefore, they need to master the four (4) skills that are reading, writing, listening, and speaking. On the other hand, some students (13%) state that the personal skill is the most important among the other skills whereby the researcher should be patient, active, curious, confident, autonomous, and aware enough as to how to undertake a research. With a less percentage, (10%) of students state that the social skills are the most important skill. Therefore, the researcher should be sociable enough to know how to find the support from his classmates, teachers, and family.

- **Question 09:** What are the obstacles that the researcher might face to master these skills?

The researcher might face many obstacles to conduct an academic research. These obstacles differ according to the task that should be fulfilled. We asked Master two students of the Division of English at the University of Biskra about the challenges they face while conducting an academic research and their answers were different. We found that some students have insufficient knowledge about how to conduct a research because of the unfamiliarity with methodology and research skills. Another obstacle is the lack of research opportunities offered by their program that is considered to be most crippling while conducting research. Moreover, some students

consider lack of materials to be most challenging while conducting a research. they acclaim their complaints about the lack of books, unavailability of sources, setting, libraries and the limitation of time. Most of them blame their supervisor's insincerity to offer the intransitive guide and the circumstances surrounding them. Little of them admitted that most challenges are more personal and the researcher is the responsible to overcome them. They consider psychological problems as most obstructing factor. These psychological factors mainly are demotivation, hesitation, lack of confidence, and anxiety. In addition to academic equipment, grammar, vocabulary, summarizing and paraphrasing. As a result, it is obvious that students face obstacles in research, and that are mostly related to the lack of personal, academic and social skills.

➤ **Question 10:** Do you think all students know what the personal skills mean?

Option	Number	Percentages
Yes	3	10%
No	27	90%

Table 09: Students' Familiarity with Personal Skills

According to the results from the table above, the highest percentage of students (90%) is unfamiliar with the meaning of personal skills. Yet, a few of them (10%) are not familiar with the personal skill.

➤ **Question 11:** What does mean by personal skills?

We asked Master two students of the Division of English at the University of Biskra about the meaning of personal skills and their answers were different. We found a few number of the respondents whom have sufficient knowledge about the meaning of personal skills. One of them defines its meaning as the attitude of the researcher towards his or her research including self-esteem and confidence. On the

other hand, others define it as the skills that are related to the person like writing style, his background, and way of thinking. Moreover, others define these skills as the researcher creativity and ability in expressing his ideas with his own style. The results are approximately the same; most respondents see that a good researcher is who masters the personal skills being autonomous, patient and a good observer.

- **Question 12:** Are you satisfied with your academic skills?

Option	Number	Percentages
Yes	14	47%
No	16	53%

Table 10: Students' Satisfaction towards the Academic skill

In this question we asked students whether they are satisfied or not about their academic skills. As it is mentioned in the table, the majority of students answered “No” which represents (53%). This lack is due to the little acquaintance with writing and reading skills. Furthermore, (47%) of students claimed that they are satisfied with their academic skills.

- **Question 13:** Do you think insufficient knowledge of social skills may affect the research quality?

Option	Number	Percentages
Yes	28	93%
No	2	7%

Table 11: Students' Opinions about the Effect of Social Skills on the Research Quality

Table 11 reveals that (93%) of respondents consider the social skills as the most affecting factor while conducting an academic research. Because if the researcher was not sociable, the participants will be intimidated and they cannot give the needed help. Students state that the researcher should be skillful enough to know how to deal with participants who wanted to help. Besides, insufficient knowledge of psychosocial development experiences, family support for learning, community participation, learners' confidence, and public speaking and life skills can affect the research quality. On the other hand, a low percentage (7%) sees that the social skills do not affect research quality.

➤ **Question 14:** Do you think that critical thinking is important in research?

Option	Number	Percentages
Yes	23	77%
No	7	23%

Table 12: Importance of Critical Thinking Skills in Research

According to the results from the table above that represents students' position towards the importance of critical thinking, most of the students (77%) supported the fact that critical thinking is important in conducting a research, while only (23%) did not agree on that. The majority justified their answers saying that critical thinking develops their ability to understand and interpret data to make better decisions, and leads to get adequate and valid results and answers. It develops their cognitive ability which helps them make sure of their information before using it as they give their own touch in their research.

- **Question 15:** Among the following characteristics of good research choose two

Option	Number	Percentages
A good researcher is a motivator and encourager to others through his own actions	2	7%
He uses available resources to the best of his abilities	8	27%
He accepts the responsibility and regular to the meetings	7	23%
He likes to gain knowledge continuously	9	30%
He sees the work and happiness as one and the same project	4	13%

Table 13: Characteristics of Good Researcher

Results from **table 13** reveal that the good researcher should have some characteristics that enable him to conduct research. (30%) is devoted to “He likes to gain knowledge continuously”. (27%) is devoted to “He uses available resources to the best of his abilities”. (23%) is devoted to “He accepts the responsibility and regular to the meetings”. (13%) is devoted to “He sees the work and happiness as one and the same project”. Seven percent (7%) is devoted to “A good researcher is a motivator and encourager to others through his own actions”.

3.3. Teacher's Interview

3.3.1 Aim of Teacher's Interview

The interview was designed to gather valuable information from teacher's point view relating to our investigation. It seeks to know their opinions about the factors that may affect the research quality. Furthermore, it aims to realize the effectiveness of the researcher's character as the most important factor on the research quality.

3.3.2 Administration of the Interview

The teachers' interview was conducted with 03 teachers who are engaged in the supervision process in the division of English Language at the University of Biskra. It took one form which was recorded with all teachers; the recorded time was different from one teacher to another because they did not give the same amount of information. Answers were analysed carefully for the purpose of gathering the needed data from another population that has a crucial role in the success of any research project.

3.3.3 Description of the Interview

This interview contained eleven questions the first questions were personal information regarding the teachers' teaching experience, their experience as supervisors and their attitudes towards research. The other questions deal with the researcher's character and the research quality.

3.3.4 Analysis and Interpretation of Findings

Question 01: How many years have you been teaching English?

Teacher 01: Two years

Teacher 02: Six years

Teacher 03: Eleven years

The first question was about the teaching experience at university. It aims to know about the novice teachers from the experienced one. This question indicates that the division of English Language of Biskra University has teachers from different generations.

Question 02: How many years have you been supervising Master tow students?

Teacher 01:One year

Teacher 02: Three years

Teacher 03: Two years

The second question was about the experience as a supervisor because this experience is considered as being the most needed requirement for the completion and for the success of any research project. What is noticeable from the answers is that the majority of respondents have little experience in the supervision process.

Question 03: How do you consider research?

Teacher 01:It is a quest to self-improvement

Teacher 02: It is very important and very crucial, it is something not conduct easily, and it is pant taking.

Teacher 03: It is a major objective of university study and it is very essential step which combines between teaching and preparing learner to be a future researcher.

The third question was designed to know teacher's perception about the meaning of research. All of them find that research is a difficult task for the purpose of improving knowledge, solving problems and completing their degree. This task requires academic, social and cognitive skills.

Question 04: Are you satisfied with your students' research papers quality?

Teacher 01: Not really satisfied

Teacher 02: To some extent

Teacher 03: Not too much

The fourth question was about teacher's satisfaction towards their students' research papers quality. One can say that all of them are not really satisfied. This is because the students have almost no idea about the research methodology and they may have a little knowledge about it.

Question 05: In your opinion, from the following, which a skill has the more influence on research quality?

- a. Personal Skills
- b. Academic Skills
- c. Social Skills
- d. Cognitive Skills (critical thinking)

Teacher 01: The most influential skill is critical thinking and academic skill.

Teacher 02: All of them are important but not equally, academic skills and critical thinking.

Teacher 03: Number one are cognitive skills then academic skills.

All of the teachers considered the academic skills and critical thinking to have the greatest impact on the quality of research. In addition, the respondents gave more importance to the academic skills than to the personal ones because writing and reading are the basis upon which students' learning is assessed besides mastery of language and generating ideas in terms of academic writing which can help to conduct a research easily. Also, raising critical thinking awareness among their candidates is crucial to help students to enhance their research quality according to the same respondents.

Question 06: How does a critical thinking skill contribute to improving the quality of research?

Teacher 01: It mainly helps in the choice of the right topic and analysing data.

Teacher 02: The researcher who is able to think critically is able to evaluate his work collecting and analysing data easily.

Teacher 03: Critical thinking is the core of research. Without planning, brainstorming, preparing the outlines of the layout of research there is no successful research. Because this kind of thinking and trying to discuss the topic in different ways that covers new angles in the research are very important to make the work distinct from other works.

This question aimed at gaining a deeper understanding about the importance of critical thinking in order to have a good research work. As can be seen from the teachers' answers, all of them agreed that critical thinking has great influence on conducting a research. According to them thinking critically help students from the beginning to choose the right topic. Doing so will facilitate the process of research in terms of gathering, evaluating and analysing data. Moreover, the teachers' outcomes about the importance of critical thinking are captured in few significant words as put forward by Moon (2008, p. 21) stating: "Critical thinking is the ability to consider a range of information derived from many different sources, to process this information in a creative and logical manner, challenging it, analysing it and arriving at considered conclusions which can be defended and justified". In other words, it is a process of generating knowledge and working with it in a particular way to conduct research.

Question 07: The lack of social skills is the challenge that students face when they conduct their final research. What are the social skills you think are vital for every candidate?

Teacher 01: The most important skill is having confidence when speaking in public.

Teacher 02: Self-confidence, communication and public speaking.

Teacher 03: To be good speaker, must have consideration of the interesting points in his research, confident and he should consider all issues which serve his research.

This question was designed to know the extent to which teachers believe in the influence of social skills which present a vital part in their candidate's life. All of them replied that the lack of social skills affect research quality. Therefore, the researcher should be sociable and master some skills such as self-confidence, public speaking, the ability to communicate, and interact with other members of society to affect his/her research work positively in different ways. Moreover, these skills are

essential in the education environment because socialized students usually speak confidently with clear voice. Having these qualities will definitely help them to present their dissertation comfortably and in an easy atmosphere.

Question 08: Do you think that this challenge is educator's responsibility or family's responsibility?

Teacher 01: The responsibility of teacher because the teacher can help his/her candidate to overcome partly those social challenges. He can ask them to present parts of lessons, tasks, and research works in front of their peers.

Teacher 02: The responsibility of family and teachers

Teacher 03: Personal responsibility

The last question represents teachers' position towards the responsibility to overcome the social challenges. Where their answers are approximate, they state that overcoming of these challenges is educator's responsibility whereas the third argues that it is the researcher responsibility. Similarly to parents who are considered the first teachers of children, teachers should encourage students to develop social skills in universities and lead this charge through their curriculum which allows students' scientific career a greater success in conducting research.

3.3.5 Discussion of Findings

The major goal of this research is to show the effect of the researcher's character on the quality of research. We tried to investigate the students and teachers' opinions about the factors that heavily affect the quality of research and the required skills and qualities that the researcher should possess to conduct his/her research in a well-organized way through the results of the submitted questionnaire and the conducted interview.

The results indicate that most EFL M2 students found the research difficult to conduct because research process needs tremendous effort, important mastered study skills, valuable references and guidance. To add, the researcher should also show a

full command of certain skills and qualities to assure research's quality. Moreover, findings reveal that a special focus should be given to academic skills i.e. reading, writing, listening and speaking. Additionally, results did pinpoint that critical thinking is important in conducting research because it develops students' ability to understand and interpret data to make good decisions which lead to adequate and valid results and answers.

The findings of the analysis of the obtained data from the conducted interview show that all teachers find that research is an extremely difficult task. This reveals that this task needs more effort to develop and requires such skills as academic, social and cognitive skills. This is probably the reason behind teachers' dissatisfaction about their students' research papers quality. As to teachers' position towards the responsibility to overcome the social challenges, they state that overcoming these challenges is educator's responsibility, so we assume that teachers should encourage social skills in their students to become successful researchers.

To sum up, the findings of both of the submitted questionnaire and interview denote the effectiveness of the researcher's character on the research quality because the researcher's character appears at the beginning from the choice of the topic and formulation of the title until the stage of development of the idea of research and the conclusion.

Conclusion

To sum up, both of the submitted questionnaire and interview were useful in terms of gathering data. The analysis of the questionnaires of Master tow EFL students and the interview of teachers at Mohamed Kheider University of Biskra gave us the opportunity to collect different attitudes towards the presented study which aims to denote the effect of the researcher's character on the research quality.

The students' answers revealed that they do try to master the needed skills since these skills benefit them in their dissertations. Yet, most of them admit that they do not have those skills. They have a shortage in the skills that make the researcher's

character such as personal skills, academic skills, and social skills. They added do not have good critical thinking skills. In addition, it was agreed that the researcher's character affect the research quality. Teachers also claimed that they do their best to make their candidate more aware about those skills. They also claim should rely on themselves in developing their character as researchers. All in all, we can say that the quality of research affected by the researcher's character.

General Conclusion

Most of Master's two students blaming the several factors that might affect their research papers. Often, they blame the supervisor for failing to provide the required support, but they forget their selves and the grate role that the researcher character might play on research quality. It is equitable to admit that the researcher's character has a great effect on the research quality. For this reason, this study was conducted to investigate the effect of the researcher's character on EFL students' research quality.

The present study is an attempt to raise EFL students' awareness about doing research at university. It sheds light on the effect of the EFL postgraduate researcher's character on their research projects in the Branch of English at the University of Biskra. This exploratory research have been used, an interview and questionnaire as data gathering tool in order to validate our hypothesis. The questionnaire was designed and distributed to EFL second year Master students from the University of Biskra. The interview was for teachers (especially those who are engaged in supervision process). This study consisted of three main chapters; the first chapter dealt with the first variable which is the researcher's character. It included the main skills that the good researcher should master. The second chapter dealt with the second variable which is the research quality. It discussed the different sides of the researching process, whereas, the third chapter embodied the field work.

The analysis of the findings has confirmed our hypothesis that the researcher's character does affect the EFL students' research quality. Moreover, such outcomes ensured the effect of the personal, academic, social and cognitive skills on the research project, where the candidates have to possess all the required qualities. Teachers asserted that they try to do their best to help their candidates to overcome all the challenges they might face. Hence, we can confirm that by the improvement of the researcher's character and master these skills; the quality of research will be improved.

Recommendations and Pedagogical Implications

Some suggestions and recommendations are addressed to teachers and students based on the different theoretical and empirical findings in this study which are hoped to be future solutions to some problems facing postgraduate EFL students and teachers in the Division of English at the University of Mohamed Kheider, Biskra.

- Research process should be prepared from the first year students to raise their awareness about the necessity to search and to teach them some skills that would help them coping with this process. Since, research is a process task based that needs practice more than theory, the more students practice, the better they get.
- Special courses of research methodology are recommended for teaching students the correct way to do research as a first step because the research methodology affects the quality of any kind of research work. Teachers have to pay more attention about the different aspects of methodology and to give them some hints about time management since most of them have difficulties with managing their time.
- Students are required to take responsibility of doing research independently which leads them to conduct research frequently to enhance their research, academic, and cognitive skills.
- Most of the work depends on the use of grammar, mastery of language, paraphrasing, and summarizing, which means that research needs a good awareness of writing and reading. Therefore, the integration of academic writing within EFL students' programme is recommended to be intensive for the whole learning process at university in order to cope with academic conventions and techniques.
- The most important skill that needs more focus from both teachers and students is critical thinking. Therefore, a special care should be specified to

raise awareness about this skill which helps students to conduct research works. Critical thinking should be integrated in the syllabus as other skills.

- The majority of postgraduate EFL students are not familiar with personal skills which prove why they encounter several problems when presenting their theses. Therefore, it is recommended that teachers should raise students' awareness about personal skills and make them familiar with to overcome the different problems they may encounter when preparing their theses.
- Some psychological factors such as anxiety, hesitation, and fear affect on the students' final outcomes. Thus, supervisors need to focus more on that side through motivating, encouraging and supporting their candidates.
- One of the main problems that EFL postgraduate researchers encounter is the lack of social skills. So teachers are recommended to provide the helpful feedback concerning other aspects such as social skills rather than grammatical issues because they can be fixed. Consequently, socialized students who have good social skills they more confidently. This helps them presents their dissertation in easy conditions. Therefore, special care has to be taken to motivate the unsociable researchers to overcome these challenging problems, and teachers should lead this charge through their curriculum.
- Teachers are not satisfied with their students' research papers; thus, promoting students' research quality must be one of teachers' proprieties.

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Appendices

Student's Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is directed to investigate the effect of the researcher's character on the research quality at university. We would be very grateful if you sincerely collaborate to gather the information needed for the accomplishment of this dissertation. So, please tick your answer(s) in the corresponding box (es), and give your own answer whenever necessary.

Thank you for your collaboration

Section One: Background Information

Q 1: Specify your gender

a. Female

b. Male

Q 2: Why do you apply for a Master degree?

a. To get more job opportunities

b. To get research opportunity

c. Others.....

.....

Q 3: How long have you been studying English at university?

.....

Q 4: Have you conduct a research during this period?

Yes

No

Q 5: How you find this task?

An easy task A hard task

Please justify.....
.....
.....

Q 6: In your opinion what does research mean?

- a. A necessity to complete your degree
- b. A tool to improve your knowledge
- c. An attempt to find a solution to a certain problem

Section Tow: The Effect of Researcher’s Character on the Research Quality

Q 7: The researcher’s character has a great impact on research quality:

- a: Agree
- b: Strongly agree
- c: Disagree

Q 8: Any good researcher should master some skills. Among the following what are the most important ones in your opinion:

- 1- Personal skills
- 2- Academic skills
- 3- Social skills

Justify.....
.....

Q9: What are the obstacles that the researcher might face to master these skills?

.....
.....

Q10: Do you think all students know what the personal skills mean?

Yes No

Q11: What does mean by personal skills?

.....
.....

Q12: Are you satisfied with your academic skills?

Yes No

Q13: Do you think insufficient knowledge of social skills may affect the research quality?

Yes No

Q14: Do you think that critical thinking is important in research?

Yes No

If yes, how do you see this importance?.....

.....
.....

Q15: Among the following characteristics of good research choose two:

a: A good researcher is a motivator and encourager to others through his own actions

b: He uses available resources to the best of his abilities

c: He accepts the responsibility and regular to the meetings

d: He likes to gain knowledge continuously

e: He sees the work and happiness as one and the same project

Others.....

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Please feel free to add any suggestions or comments

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Teacher's Interview

Dear Teacher,

We are conducting an investigation about the effect of the researcher's character on the research quality. The purpose of this study is to see whether the researcher's character affected the research quality. We would be very grateful if you collaborate in order to provide us with your perceptions about this topic. Your answer will be a vital part in our study; therefore, we want to take notes and a sound recording.

Q 01.How many years have you been teaching English?

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Q 02. How many years have you been teaching Master students?

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Q 03.How do you consider research?

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Q 04. Are you satisfied with your students' research papers quality?

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Q 05.In your opinion, from the following which a skill has the more influence on research quality?

- a. Personal Skills
- b. Academic Skills
- c. Social Skills
- d. Cognitive Skills (Critical thinking)

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Q 06. How does a critical thinking skill contribute in improving the quality of research?

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Q 07. The lack of social skills is the challenge that students face when they conduct their final research. What are the social skills you think are vital for every candidate?

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Q 08. Do you think that this challenge is educator's responsibility or family's responsibility?

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We would appreciate any suggestions or comment.....

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المخلص

الدراسة الحالية هي محاولة لمعرفة تأثير شخصية الباحث على جودة البحث حيث تهدف هاته الدراسة الى تسليط الضوء على اهمية هذا العامل الذي قد يؤثر على نوعية بحث الطلاب في فرع اللغة الانجليزية بجامعة محمد خيضر بسكرة. عموما اغلب طلبة السنة الثانية الماستر في فرع اللغة الانجليزية يقدمون اعمال بحثية ضعيفة لانهم يواجهون العديد من المشاكل المتعلقة بالمهارات المطلوبة لأي بحث علمي مثل المهارات الشخصية، المهارات الأكاديمية، المهارات الاجتماعية والتحليل النقدي. لذلك تحاول هذه الدراسة اثبات ان اتقان هاته المهارات ضرورة لا بد منها لطلاب الدراسات العليا في اللغة الانجليزية لتحسين جودة ابحاثهم. حيث نفترض انه اذا اتقن طلاب اللغة الانجليزية هاته المهارات وبنوا شخصية قوية كباحثين سيكون بحثهم ذا جودة عالية. هذه الدراسة تعتمد على الطريقة الوصفية التي تكشف العلاقة بين متغيرين اثنين وهما شخصية الباحث وجودة البحث حيث تظهر مدى تأثير كل منهما على الاخر. ومن اجل اثراء هاته الدراسة بمعطيات قيمة وتأكيد الفرضيات السابقة قمنا بتوزيع استبيان من اجل طلبة السنة الثانية ماستر لغة انجليزية بجامعة بسكرة حيث كان اختيار الطلبة عشوائي لثلاثون عينة واجراء مقابلات مع ثلاثة اساتذة يساهمون في عملية التأطير. النتائج المتحصل عليها بينت ان شخصية الباحث تؤثر على نوعية البحث ولذلك نجزم بان تطوير شخصية الباحث من خلال اكتسابه لمهارات البحث المطلوبة والمذكورة سابقا يؤدي مباشرة الى تحسين جودة البحث.