

People's Democratic Republic of
Algeria Ministry of Higher Education and
Scientific Research

University of 8 Mai 1945 / Guelma
Faculty of Letters & Languages
Department of Letters and English Language

جامعة 8 ماي 1945 / قالمة
كلية الآداب واللغات
قسم الأدب واللغة الإنجليزية



OPTION: LINGUISTICS

**Teachers and Students' Awareness about the Use of Online Databases for Conducting
and Publishing Academic Research**

The Case of Second Year Master LMD Students of English at the University of 8 Mai 1945,
Guelma.

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

Board of Examiners

Chairwoman: Dr. BENDJEMIL Khawla (MC.B) Université de 8 Mai 1945/Guelma
Supervisor: Mrs. HENAINIA Hosna (MA.A) Université de 8 Mai 1945/Guelma
Examiner: Ms. SERHANI Meriem (MA.A) Université de 8 Mai 1945/Guelma

Submitted by:

Ms. Nardjes MEFTAH

Ms. Racha ZERGUINE

Supervised by:

Mrs. HENAINIA Hosna

June 2022

Dedication

I dedicate this work to:

My miracle and ultimate source of inspiration my beloved mother, a strong and gentle soul who taught me to believe in myself for her sacrifice to make me the person I am today.

To the person whom I owe a big debt my dear father, words are not enough to describe your favor, I will never forget your prayers for me and your eager eyes asking me if I can finish my dissertation. May god protect you.

To my beloved sisters and brothers, may Allah bless them all.

To my twin, my soul mate Jouhaina for her help even with words.

To my dear friend who I consider my sister Racha Zerguine, who has been supportive, caring, and helpful.

To my chosen few friends.

Dedication

I dedicate this work to:

My beloved Mom and Dad, who have been my source of inspiration and strength, for their endless love, support, and encouragement that I needed throughout this research. They were the reason of what I become today.

My sister, my brothers, my cousins, my uncles, my aunts, my grandmother, my classmates and my friends who shared their words, advices and guidance to finish this work.

A special thanks to my soul mate, my best friend like a sister Nardjes Meftah, for her understanding and encouragement in many moments of crisis. Her sincere friendship changed my whole life.

Thanks to everyone who contributed in this period.

Acknowledgements

It does not matter how slowly you go as long as you do not stop. The path to success is never paved with roses, and no work would be completed without motivation and sacrifice.

Our deepest gratitude is to the one who should be praised first, to Allah whose help enabled us to fulfill our dissertation.

First and foremost, we would like to express our sincere gratitude to our supervisor Mrs. Henainia Hosna for her invaluable advice, continuous support, knowledge, and patience during our Master study. Without her invaluable experience and advice, we would have found more difficulty to finish this dissertation.

We would like to thank the board of examiners; Dr. Bendjemil Khawla and Ms. Serhani Meriem for having devoted some of their time and accepted reading and commenting on this dissertation.

We would like to acknowledge all teachers from the English department, especially who answered our questionnaire, despite their limited time.

We thank our colleagues' Master II students at the University of 8 Mai 1945, Guelma for their contribution in this study.

Special thanks go to Soundous, Souha, Abir, Manel, Akrem, who helped in sharing the questionnaire.

Abstract

The present investigation endeavors to explore teachers and students' levels of awareness about the importance of using online databases in research preparation and publishing. It seeks to unveil teachers and students' attitudes about the implementation of these computer-based information platforms in making research and later sharing its main upshots. Accordingly, the descriptive quantitative method was used to answer the theoretical questions of the research and reach a comprehensive understanding of the whole topic. The descriptive quantitative method was used through the administration of two questionnaires that allowed for the gathering of quantitative and qualitative data. A total of fifty-seven (57) students and thirty (30) teachers at the level of the English Department in the University of 8 Mai 1954-Guelma took part in this research. The analysis and interpretation of the collected data revealed a positive attitudes from the part of both teachers and students concerning the use of online databases in making and publishing research. Nevertheless, the results have showed that some students do not implement online databases the way they meant to be despite acknowledging their vitality in achieving personal and professional prominence. Yet, the results have shown that all teachers are keen on the use of online databases for research and publishing. It is extremely advised then to reconsider the position of online databases in the academic sphere and train learners on how to appropriately use them in academic research contexts.

Keywords: Online databases, Research, Teachers, Students, levels of awareness, Conducting, Publishing.

List of Tables:

Table 3.1: Learners' Choice to Study English.....	63
Table 3.2: Learners' Total Years in Studying the English Language.....	63
Table 3.3: Types of Academic Research.....	65
Table 3.4: Reading Sources for an Academic Task.....	66
Table 3.5: Most Used Sources of Information.....	67
Table 3.6: Types of Online Sources.....	68
Table 3.7: Benefits of Reading from Online Platforms.....	69
Table 3.8: Possession of a Professional Email.....	70
Table 3.9: Using the Professional Email.....	70
Table 3.10: Having an SSDL Account.....	71
Table 3.11: The Use of SSDL Account.....	71
Table 3.12: Possessing a Moodle Account.	72
Table 3.13: Use of Moodle Account.....	72
Table 3.14: Familiarity with Online Databases.....	73
Table 3.15: Publishing an Academic Research.....	73
Table 3.16: The Benefits of Publishing Academic Research.....	74
Table 3.17: University Ranking.....	75

Table 3.18: Teachers' Qualifications.....	78
Table 3.19: Years of Teaching English at the University	79
Table 3.20: Types of Academic Research already Conducted.....	80
Table 3.21: The Most Used Online Databases.....	81
Table 3.22: Teachers' Attitudes towards the Use of Online Databases.....	82
Table 3.23: Publishing a Research Paper.....	83
Table 3.24: Difficulty in Publishing Academic Research.....	83
Table 3.25: Having Professional Accounts.....	85
Table 3.26: Posting Research(es) on Platforms.....	85
Table 3.27: Teachers' Attitudes about Guelma University Rank.....	86
Table 3.28: Criteria Used for Ranking Universities.....	87

Table of Contents

Dedication	i
Dedication	ii
Acknowledgments.....	iii
Abstract	iv
List of Tables.....	v
Table of Contents	vi
General Introduction.....	1
1. Statement of the Problem.....	2
2. Purpose of the Study:	2
3. Research Questions	3
4. Research Methodology Design	3
4.1. Data Gathering.....	3
4.2. Research Population.....	4
5. Structure of the Dissertation:	4
Chapter One: Conducting an Academic Research	5
Introduction.....	6
1.1 Definition of Research	7
1.2 Definition of Academic Research	8
1.3. Forms of Academic Research.....	12
1.3.1. The Academic Essay.....	12
1.3.2. Conferences' Presentations.....	13
1.3.3. The Research Paper	16

1.3.4. The Dissertation.....	18
1.3.5. Books	18
1.3.6. Classroom Presentations	19
1.3.7. Training Reports	20
1.4. The Importance of Research	21
1.5. Steps of Conducting an Academic Research.....	22
1.5.1. Advanced Reading	26
1.5.1.1. Looking for Sources	26
1.5.1.2. The Nature of Sources	27
1.5.1.3. Techniques of Reading.....	29
1.5.1.4. Techniques of Note Taking	30
1.5.2. Advanced Writing Strategies	30
1.5.2.1. Applying Writing Strategies	31
1.5.2.2. Academic Writing Styles	32
Conclusion	33
Chapter Two: Online Data Bases & Publishing Academic Research.....	34
Introduction.....	345
2. 1. Definition of Publishing Academic Research.....	36
2.2. Publishing between the Past and the Present	36
2.3. The Process of Publishing Academic Research.....	38
2.3.1. Peer-reviewing	39
2.4. Difficulties of Publishing Academic Research	40
2.4.1. The Concept of Publish or Perish.....	42
2.5. Definition of Online Databases.....	43
2.6. Advantages of Databases	44

2.7. Platforms of Databases.....	46
2.7.1. Elsevier.....	47
2.7.2. Springer Link.....	47
2.7.3. Blackwell.....	48
2.7.4. LinkedIn.....	48
2.7.5. Scopus.....	49
2.7.6. Google Scholar.....	50
2.7.7. Research Gate.....	51
2.7.8. Academia.edu.....	52
2.7.9. EduMed.....	52
2.8. The Role of Databases in Ranking Universities.....	53
2.8.1. Ranking Universities.....	53
2.8.2. Norms of Ranking Universities.....	54
2.9. Disadvantages of Online Researching and Publishing Using Databases.....	55
2.9.1. The Problem of Plagiarism.....	55
2.9.2 The Problem of Confidentiality.....	56
2.9.3. Anonymity.....	56
2.9.4. No specific Methodology.....	57
2.9.5. Data Security and Lack of Control.....	57
Conclusion.....	58
Chapter Three: Field Investigation	60
Introduction:.....	61
3.1. The Research Method.....	61
3.2. Students' Questionnaire.....	62
3. 2. 1. Population of the Study.....	62

3.2.2. Description of Students' Questionnaire	62
3.2.3. Administration of Students' Questionnaire	63
3.2.4. Data Analysis and Interpretation	64
3.3. Summary of Results from the Students' Questionnaire.....	77
3.4. Teachers' Questionnaire	78
3.4.1. Sample	78
3.4.2. Description of the Teachers' Questionnaire	78
3.4.3. Administration of the Teachers' Questionnaire.....	79
3.5. Data Analysis and Interpretations	79
3.6. Summary of Results from Teachers' Questionnaire.....	89
Conclusion	91
General Conclusion.....	92
1. Concluding Remarks.....	92
2. Pedagogical Implications and Recommendations	92
3. Limitations of the Study.....	94
4. Suggestions for Future Research.....	95
References.....	96

Appendices

Appendix A : Students' Questionnaire

Appendix B : Teachers' Questionnaire

Arabic Summary

French Summary

General Introduction

Since the dawn of humanity, people were constantly questioning and analyzing the world around them. All aspects of their basic daily life, from eating and sleeping to hunting and surviving, presented phenomena that needed understanding. Indeed, thoughtful considerations of individuals' experiences would enable them to better approach these phenomena to find most suitable ways to deal with them in less time and by making less effort. With time, humans' life became more complicated since they have more issues to handle and more problems to face. Thus, they needed to make more research efforts as modern problems necessitate modern solutions. In modern times, research came to hold a very powerful position in civilizations' growth and continuity. It became a well-established intellectual practice that yields many benefits for the individual and society alike, all through following specific guidelines and using certain tools.

In the academic sphere, researchers endeavor to unveil new truths and contribute in the building of human knowledge through sharing their life work. The process of publishing added even more value to the worth of research; it basically assisted scholars in both gaining prominence in their fields and having the recognition they merit. Furthermore, publishing not only uplifts researchers' careers but also boosts the academic extension of the institutions they belong to. Subsequently, conducting research and publishing are seen as complementary processes that one cannot perform without going through or considering the other. In other words, one cannot conduct a research without thinking of sharing his findings with the world on the one hand. On the other hand, one needs to have a valuable content first before thinking of publishing it.

The presence of modern technologies and digitalized platforms noticeably influenced the methods of information collection and diffusion. This progressive transition of scientific literature publishing from paper forms to the web-based environment leads many researchers

today to rely heavily on online databases. Chiefly, databases preserve researchers' efforts and time and allow them to access priceless bibliographic data sources related to the topic under investigation. Moreover, databases present a stage for researchers who crave to achieve eminence in their specialty and reach out for larger audiences.

1. Statement of the Problem

The current prevalence of digitalized bibliographic data sources in the scholastic and academic fields had dramatically changed the landscape of research preparation and publishing. Nevertheless, some researchers lack the basic knowledge about how to maximize the benefits of such educationally attractive tools. Moreover, few researchers underestimate the role online databases play in data gathering and diffusion from the one side. On the other side, they are unaware about how rewarding the use of these platforms is on intellectual, occupational, and institutional levels. They need to acknowledge how the implementation of online databases in academic research procedures helps researchers fulfill different tasks with ease and efficiency. Some teachers and students at the level of the English Department at the University of 8 Mai 45 Guelma are no exception to this unfamiliarity. As novice researchers, students may demonstrate a lack of awareness about the use of online databases since they have a humble experience in dealing with research. Therefore, raising teachers and students' awareness about the importance of online databases may play an important role in enhancing students and teachers' research skills.

2. Purpose of the Study

Online databases are practical educational tools that assist teachers, students and researchers in information extraction by saving their time, money, and efforts. Yet, not knowing how to use these electronic platforms effectively prevents researchers from taking full advantage of these tools. Accordingly, the research aims to:

- To investigate teachers and students awareness about the importance of using databases in making and publishing research.
- Investigate the extent to which students and teachers use appropriately and efficiently databases.
- Determine the main challenges that would hamper the appropriate and efficient use of databases by students and teachers.

3. Research Questions

The present research seeks to explore the attitudes teachers and students of English in the University of Guelma, towards the use of databases in making research and publishing results. Moreover, it aims at measuring awareness about the importance of such tools. Thus, it aims to answer the following questions:

- Are students and teachers aware of the importance of using databases in research?
- Do students and teachers use such techniques effectively?

4. Research Methodology

The present research adopts the quantitative-descriptive method in order to gather in-depth information about the theme under investigation. The choice of the method is based on the nature of research tools used to extract information about teachers and students attitudes towards the use of online databases in conducting and publishing an academic research. The questionnaire provides the necessary data needed for analysis and interpretation.

4.1. Data Gathering

First, an online questionnaire administered during the second semester to second year Master students in order to assess their ways of using databases and measure their dependence on such tools. Second, another questionnaire administered on teachers for similar goals.

4.2. Research Population

The current research sample is composed of second year Master Students and English teachers from the Department of Letters and English Language, at the University of 8 Mai 1945, Guelma. The reason behind opting to work with this sample is that Master students are assumed to have more or less basic knowledge about the field of research and the use of online databases in collecting information. Moreover, they are in the process of preparing their Master dissertation and they already received an 'online research' course in the first semester. Similarly, the choice of teachers as a sample is based on the assumption that they are knowledgeable about the process of research and publishing alike. As being part of the digital era, teachers are assumed to be using online platforms of information for different academic purposes. Accordingly, students and teachers of English at the University of Guelma make the perfect population for this topic.

5. Structure of the Dissertation

This dissertation is divided into two parts, the theoretical and the practical parts. Firstly, the theoretical part includes two chapters; the first chapter tackled the concept of research. It goes through definitions of research across disciplines, types and forms of research, importance of research, and the main stages of writing a research. The second chapter is devoted to publishing and online databases. It moves from defining publishing, its history, process, and difficulties, to tackling online databases starting from definitions, importance, to their disadvantages. It also discusses the role of databases in ranking universities. Chapter three, however; is devoted to the practical part of the research and highlights the description and aims of the research tool, and covers analysis and interpretation of the information collected from the questionnaires. Additionally, it provides an explanation for the reached results. The dissertation concludes with some pedagogical implications, recommendations, and study limitations.

Chapter one

Conducting an Academic Research

Introduction

A basic requirement for the world's development and continuation is research. Conducting a research plays a vital role in the advancement of science and knowledge, which respectively facilitates and betters humans' life. Researchers across fields are on an endless journey for unveiling truth regarding unfamiliar, unusual, and/or contemporary issues. Nevertheless, a research work is a very complicated task that requires special care and persistency on one hand. On the other hand, there are specific procedures and predetermined steps to follow, depending on the field of research, in order to reach desired ends.

Accordingly, the current chapter is devoted to the discussion of research as a main part in academic life and the processes to follow in order to make a scholastically sound research work. The chapter starts with a variety of definitions assigned by different scholars for the concept of research. Then, it moves to introducing the several existing types of research bodies. After that, the chapter shows the significant of academic research and its benefits. Besides the chapter tackles the main and sub processes necessary for writing research, starting from the very moment of reading-materials' selection till the very final stage of typing and scripting the conclusive product.

1.1 Definition of Research

The term research has been assigned different definitions by several scholars, critics, and writers in the field. Broadly speaking, a research is an “investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws” (Merriam-Webster, 2022). This entails that research is the process of uncovering truth related to current issues or checking validity of pre-established ones. In a similar fashion, Kabir (2016) maintained that research comes from the old French word “recherchier” which means to “search again and again” (p. 2). This goes in consistency with the first definition and accents that research is a continuous process that is not solely directed towards the study of new phenomena; there is always a room for new discoveries and refinements even with already studied events.

According to Woody (1927), a research is a careful process that comprises of “defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis” (p. 172). This denotes that research is a systemic investigation with interrelated significant processes that all work together for the purpose of uncovering truth. Analogously, Navindhra (2021) argued that not every information collection process is research; research is a “systemic inquiry” (p. 47) that has specific steps and methods that cannot be disregarded.

Overall, the term research could be defined as the detailed study of a given problem, starting from noticing the issue itself and contextualizing it to finally arriving at a sufficient explanation for this particular issue. Of course, the whole process needs to be founded on sound basis so that knowledge creation flows in an organized way.

1.2 Definition of Academic Research

In the scholastic field, research is defined as any type of scientific conduct performed by students and scholars for the aim of obtaining a degree (Pokrivčáková & Pokrivčák, 2016, p. 154). This indicates that academic research is different from other types of research as it is oriented mainly towards professional career building. On similar grounds, Vincent-Lancrin maintained that an academic research is any types of research performed under a higher education authority or an educational institution (2006, p. 1).

Academic research is the type of inquiry that aims at uncovering durable truths rather than temporary explanation for issues in an organizational context (Piccoli & Wagner, 2003, p. 30). It is the “process of adding something of value to the body of theoretical and practical knowledge in response to a question or questions” (Remenyi, 2018, p. 3). In other words, academic research is knowledge oriented rather than achievement oriented as far as researcher goals are concerned.

On the whole, academic research is a research mostly intended for the sole purpose of creating knowledge. It is a problem-driven conduct performed under the supervision of specific educational institutions by specific agents.

The term research is a very wide term that encompasses many types with different interests and objectives. The following are some examples of the most established types of research.

Scientific Research vs. Humanistic Research.

A scientific Research, as defined by Çaparlar and Dönmez (2016), is a “research conducted for the purpose of contributing towards science by the systematic collection, interpretation and evaluation of data and that, too, in a planned manner” (p. 212). This entails that this type of research follows a step-by-step approach in approaching phenomenon. It

makes use of the scientific method in moving gradually and rationally from the observation to problem solving phase with a prime emphasis on logic. According to Çaparlar and Donmez (2016) a scientific research could be classified into several types based on four main criteria which are: “data collection techniques”, “causality relationships”, “relationships with time”, and “the medium through which they are applied” (p. 212). The following are the classification they presented:

- **According to Data Collection Techniques**

- **Observational Research:** is based on close examination of the participants or phenomenon in their original contexts and generally unveils causal relationship between research variables (p. 213).

- **Experimental Research:** or “interventional research” is an examination conducted in a controlled environment whereby research variables could be modified by the researcher. The researcher analyzes the effects of the variables on the chosen sample in order to draw research conclusions (p. 214).

- **According to Causality Relationships**

- **Descriptive Research:** is the type of research used to depict and define the characteristics of a given population in relation to the special and temporal characteristics in which participants operate (p. 213).

- **Analytical Research:** is the type of research that uses evaluative and critical analysis of events in order to reach conclusions (p. 213).

• **According to Relationships with Time**

- **Retrospective Research:** is the research that relies on past circumstances of participants to explain present states; it uses backward reasoning to reflect upon the current situations of samples. This type of research is applied generally in medical studies (p. 213).

- **Prospective Research:** is an examination where by the development of a given sample of patients in relation to given factors is traced over time (p. 213).
- **Cross-sectional Research:** is also related to medicine and it aims at analyzing the development of effects over a specific period of time (p. 214).
 - **According to the Medium Through which They Are Applied**
- **Clinical Research:** is a health related types of research that aims to determine the rates of effectiveness of a given solution such as medications or specific treatments (p. 214).
- **Laboratory Research:** is a type of experimental research that can be found in medicine and biochemical sciences whereby the researcher manipulates a given factor and traces change in the research results (p. 214).
- **Social Descriptive Research:** it is a type of descriptive research that is exclusively related to social phenomenon (p. 214).

The humanistic research focuses mainly on the examination of “lived experiences of individuals as active participants in the life world” (Bland & DeRobertis, 2018, p. 1). Unlike scientific research, humanistic research reaches conclusions based on the social, cultural, and psychological circumstances of the participants. Respectively, Allender (2004) held that humanistic research accents the importance of the study of the self to reach conclusions (p. 483). Humanistic research then is any type of research devoted to studying social skills, feelings, and practical experiences of individuals. The humanities include many subfields such as “philosophy, history, literature, art history, classics, music, and religion” which all put the humans self at the center of interest (Stanford Humanities University, 2013, para. 1).

Although humanistic and scientific research emerged as a result of man's constant quest for truth, these research types differ greatly when it comes to the approaches they follow and the ends they attempt to reach. First, Scientific researchers move along a scientific reasoning and induction. In contrast, humanistic research depends largely upon speculative approaches

(Manly, 1930, p. 244). Mcleed (2015) further elaborated on the differences of tools and approaches between scientific and humanistic research. He argued that “Humanism rejects scientific methodology like experiments and typically uses qualitative research methods. For example, diary accounts, open-ended questionnaires, unstructured interviews and unstructured observations” (p. 2). Accordingly, the humanistic research follows an individual approach in dealing with phenomenon under investigation, as it holds that every being is unique and this needs to be preserved. While scientific research is rather objective as it deals with pure truths and drives conclusions based on thorough analysis and examination.

Theoretical Research vs Practical Research

Theoretical research, according to Kothari (2004), is a research for the sake of research and knowledge, it aims at enlarging “the already existing organized body of scientific knowledge” (p. 3). It is a research that deals with issues in an abstract way with the intention of merely defining the problem and not solving it. On their part, Adom et al. (2018) claimed that a theoretical research contextualizes knowledge for other types of research (p. 438). In other words, the theoretical research provides a framework for researchers and the topics in quest. An example of theoretical research is philosophical studies, which aim at framing theories and assumptions based on existing phenomenon without actually having to apply the findings in real world settings.

The practical research however focuses chiefly on finding solutions for immediate problems in the real world (Newlon, 1926, p. 1). The practical research is then an end-oriented research as it is more into generating resolutions. Likewise, Kothari maintained that practical research, unlike theoretical research, is a not a research for the sake of knowledge building, it is rather an investigation for the sake of solving problems (2004, p. 3). For instance, making a research about students' lack of reading fluency is meant to identify the

problems that cause such phenomenon in order to fix and find solutions for this issue so that students' reading would improve.

1.3. Forms of Academic Research

In the world of research, a research work may take many forms depending on the context of the research and on the researchers' goals. The coming varieties are the most famous forms of research.

1.3.1. The Academic Essay

Academic essays are amongst the most used forms of academic writing in educational context and the hardest to write (Creme & Lea, 2008, p.25). Simply because academic essays must “adhere to certain rules, strategies and stylistic conventions” (Eunson, 2012, p. 224) this entails that not every essay is an academic essay; there are certain criteria that characterize the latter including specific writing patterns, forms, and aesthetics aspects to keep in mind while writing academic essays.

Every academic essay is composed of three main parts, which are the introduction, body, and conclusion. In the introduction the writer makes a general statement about the topic and inserts the thesis statement. Then comes the body, which composes of a group of paragraphs each dealing with a partial idea related to the topic. The last stage in an academic essay is the conclusion, where a restatement of the main ideas mentioned is made. (Oshima & Hogue, 2007, p. 148). Obviously, the academic essay is a tightly controlled piece of writing that necessitates a careful attention to the flow of ideas and writing style from the part of researchers. When writing academic essays, students improve their writing skills and their abilities to perceive and interpret information. It would also allow teachers to reflect upon their students' writing in order to assess their development and pinpoint their weaknesses and strengths (Maureen, 1994, p. 379).

1.3.2. Conferences' Presentations

Buddie (2016) defined the academic conference as “a one-day or multiday event during which researchers present their work to each other. Conferences are an important way researchers stay connected to others in their field and learn about cutting-edge scholarship” (para. 1). Likewise, Li et al. asserted that conferences are great educational tools that provide “a great platform for scholars to publish and exchange their latest researches, which boost the development and spread of new techniques” (2018, p. 17153). Accordingly, conferences are very attractive educational opportunities for collaboration and sharing knowledge amongst researchers.

Experienced researchers and students preparing their PhD degrees are the only people allowed to take part in conferences (Tribe & Marshall, 2020, p. 30). This practice is organized for professional discussions of important topics in different fields. That is why conference presentations have specific guidelines to follow. First of all, presenters at conferences need to have definite reasons behind their participation in a conference. Researches need to reflect upon what pushed them to participate in a conference so that they would do their best to prepare and deliver the presentation (p. 31). Second, presenters need to have a good “dissemination strategy”, which means that researchers need to put their audiences at the center of their presentation's writing and delivery (p. 32). In other words, presenters must have an idea about who their audiences are going to be. Accordingly, presenters would be able to effectively capture their attention by any means necessary to make them recognize the importance of what is discussed. Third, presenters must chose the most suitable context for their presentations as not every conference theme or conditions are suitable to the content of presenters and their financial state (p. 33).

Now that the presenters have a clear idea about their audiences and the conference they are going to be part of, they can start writing their presentations. Initially, presenters have to

write an abstract to submit to the conference organizers. The abstract would help presenters better contextualize their research and explain why such content needs to be presented (Tribe & Marshall, 2020, p. 35). The abstract must be written according to the following guidelines:

- 1. Objectives:** including the primary aim/ hypothesis tested or research questions.
- 2. Design:** a description/overview of the study and rationale for its selection.
- 3. Methods:** how participants were selected, number of participants, materials employed- if appropriate, the methods of data collection and analysis.
- 4. Results:** brief overview of the data.
- 5. Conclusions:** including theoretical, methodological, applied / policy/ practice implications as appropriate and the key limitations of the study (British Psychological Society Conferences as cited in Tribe & Marshall, 2020, p. 37)

Subsequently, the abstract summarizes the conference presentation and explains every single process the researcher went through. The next step is preparing the presentation itself. The latter is a very important process as it determines how the presenter is aiming to approach the audiences and how much value he/she is giving them (Tribe & Marshall, 2020, p. 41). At this stage, presenters need also to consider other things than the audiences, which will make them look good and achieve the desired impact. The presentation's content must be precise and brief; the slides need not to be full, they rather need to contain key points that would help the presenter recall what he/ she needs to talk about next. As Hay et al. referred to it by "prepare for the ear and the eye" of the audiences (2005, p. 163). Differently put, presenters must carefully consider what they say and what they show to the target receivers. Furthermore, presenters must use their time wisely and make sure to cover everything in the presentation in the limits of time granted. Moreover, presenters must show confidence and avoid improvising or reading from the slides. After the presentation has ended, presenters must give their audience the opportunity to ask questions about the topic and inquire about

the content. This will open door for effective knowledge exchange and educational discussions (Knott et al., 2020, p. 159).

There are several types of conference presentation in the academic field that differ in terms of timing and purpose. The following are the most common types of conference presentations according to Barthel (2010).

- **Full Paper:** is the longest types of conference presentations as it takes between “20-40 minutes” and that may or may not have room for questions discourse at the end (para. 1)
- **Short Paper:** this type of conference presentation is shorter than the previous one as it takes twenty minutes maximum divided between the presentation and question time. As their name entails, short presentations must be short or the “timekeepers” at a conference would cut presenter off if he/she exceeds allocated time (para. 2).
- **Workshop:** unlike the other above kinds, workshops are more into application as they allow for the use of activities along with discussions. Workshop presenters are given the chance to exhibit the feasibility of what is being presented (para. 3).
- **Poster:** is a presentation in which diagrams and images are used to further elaborate about the topic in discussion (para. 4).
- **Discussion Paper:** is a form of presentation presented at the beginning by the presenter in order to clarify further his/her opinions and justify the presence of some elements in the paper (para. 5).
- **Discussion / Panel Presentation:** is the kind of presentation given by experts in given fields or on behalf of specific institutions (para. 6).
- **Roundtable Discussion:** is a presentation whereby a main speaker presents his paper, and then the other members will have equal opportunities to take part in discussions (para. 7).

1.3.3. The Research Paper

Another famous form of research is the research paper, which is defined as a form of academic writing based on the gathering, comparison and analysis of related researches by other scholars for the purpose of supporting a given research belief (Bhakar & Sikarwar, 2014, p. 1). Therefore, the drive behind research papers is not to review relevant studies but to mobilize support for one's own scientific views. On similar grounds, Grudzina and Kolba (2008) asserted that a research paper is “a thesis driven essay that uses relevant credible arguments to support its ideas and arguments” (p. 10). This further accents the main function of a research paper, which is reinforcing the writer's claim.

Prathap et al. argued that formatting a research paper must go through the following steps, which are “choosing a topic, researching the topic, making an outline, and doing the actual writing” (2019, p. 489). Hence, the writer of a research paper must initially choose a topic that triggers his/her curiosity and motivates him/her to explore it. Then, the researcher must tailor down the topic to render it more specific and researchable in the time allocated and sources' availability. At this point, the researcher could script the framework to stick to throughout the writing phase (489). Now that the topic is chosen and the primary source selection has been made, the researcher could proceed with the other stages that are explained hereafter.

- **The Abstract:** is a concise overview about the whole research that presents all the key elements of the work in one place. Though it is the first thing to be found in the research paper, it is written at the final stage of the research (Prathap et al., 2019, p. 490).
- **Introduction:** At this level researchers are supposed to provide a profound coverage of the topic, its variables, and the motives behind opting for such topic (p. 491).
- **Review of Literature:** is a process that encompasses of going through related sources to the topic of investigation; “A literature review is an objective, thorough summary and critical

analysis of the relevant available research” (Ramdhani et al., 2014, p. 48). It essentially aims at providing a context for the topic and support for its main claims.

- **Objectives:** as any other type of systemic investigation, a research paper has objectives that the researcher wishes to attain. These objectives are undoubtedly related to results the researcher seeks to uncover at the end of the research (Prathap et al., 2019, p. 491).

- **Methodology:** at this point the research gets to determine which suitable method to enlist in order to organize the way research is going to proceed. Besides, the choice of the method would dictate the choice of the research tool to use for data gathering (Prathap et al., 2019, p. 491).

- **Results’ Findings:** the use of data gathering tools would generate the necessary data for analysis and interpretation. The latter would assist researchers in understanding the problem being examined (Prathap et al., 2019, p. 492).

- **Drawing Conclusions and Writing the Research Paper:** the analysis and interpretation of the findings would provide answers for research questions and fulfils its objectives. Moreover, it will help researchers have a complete picture about the topic studied. So, the researcher would be able now to write the research he/she conducted and finally publish it following the academic writing styles (Prathap et al., 2019, p. 492).

Research papers can be written by anybody, nevertheless a research paper written by a student does not have the same impact as a research paper written by a scholar. Differently explained, a research paper for a student is seen as an opportunity for him/her to improve the writing styles, the analytical skills, and research practices. While for academics and scholars, a research paper is much more than that. They see it as an opportunity to explore immediate problems faced by their communities (Schwglar & Shamoon, 1982, p. 820). In addition, making and publishing research papers helps academics to cope with the dynamic world

around them, be part of active knowledge building, receive appreciation and appraisal, and reach higher positions (Wa-Mbaleka et al., 2022, p. 526).

1.3.4. The Dissertation

A dissertation is a lengthy piece of writing produced under the supervision of a given institution of higher education for the purpose of obtaining a diploma. It seeks to answer a question or questions related to a given academic issue following a scientific methodological approach (Pokrivčáková & Pokrivčák, 2016, p. 154). Moreover, this type of research work has two main objectives as far as knowledge is concerned. First, it presents a perfect opportunity for students to develop their research skills and scientific reasoning. Second, as a type of research, a dissertation results would add more information to the already existing body of knowledge (Katz, 1997, p. 6). Thus, in an academic sphere, dissertation production is highly rewarding on personal and professional levels.

The structure of research paper and dissertation are nearly identical as the dissertation also encompasses an abstract, introduction, literature review, research methods, results' interpretation, and conclusion (Richer, 2013, p. 13). Yet the dissertation includes other parts such as lists of figures, list of abbreviations, and appendixes (Moura, 2015, para. 10). Besides, when compared based on length, the dissertation is longer than the research paper (para.11). On the basis of results for instance, the dissertation makes more in-depth analysis and makes use of graphs and tables to better illustrate results. While in research papers the focus is simply on the analysis of most enlightening results (para. 16).

1.3.5. Books

A very important source of data for researchers is academic books. Books are valuable commodities that enable researchers to inspect huge sums of research raw materials (Krista et al., 2017, p. 10). Academic books then largely affect the direction a research goes and inspire researchers views about given topics. On her part, Muhammadi (2019, p. 1) asserted that

paying careful attention to library resources such as books in a university significantly develops and maintains a high “research culture” amongst students and teachers alike.

Academic books or “scholarly books” are the books by means of which knowledge about various fields is transmitted. They are mainly used as primary sources of information for investigations and inquiries and are generally produced by educational institutions and universities (Culinary Institute of America, 2022, para. 1). While ordinary books or “non-scholastic books” are not reliable sources for research as they are produced by common people for diversion purposes. The main aim behind the production of such books is financial gain (para. 2).

1.3.6. Classroom Presentations

Classroom presentations are amongst the innovational techniques used in the academic setting. When used in a classroom context, a presentation typically promotes collaboration and information sharing, motivates participation, raises interest in content, and develops autonomy and independent learning (Sander et al., 2002, p. 78). Hence, it pushes students to do research about topics prior to the presentation to have a saying during discussion, or to learn further about the topic after.

In order to prepare an effective presentation, students must effectively plan their topic and look for the content they are willing to present. This process involves searching the topic and deciding upon the content to include in the presentation (Chivers & Shoolbred, 2007, p. 21). Second, students need to plan the time allocated in relation to the content they want to discuss. They must divide time according to the weight they accord to each part of the content. As a result, they would give themselves the time they need to comfortably discuss and explain the elements on the presentation day. Moreover, they can make final decisions about what can be included and what cannot be included and can start writing their presentations (p. 22). Students at this point should be able to outline their final presentation content that would be

displayed later for audience to inform them about how the presenter is going to proceed. Rehearsing and continuously assessing content prior to the presentation day would give learners more confidence and stage performances (p. 24). While presenting, students need to explain content in a way that captures their audience attention and keeps them focused. So, students need not only to focus on their oral performance but also their use of body language and visual elements in the presentation (p. 25). Obviously, the use of technologies would increase the impact and effectiveness of students' presentations if it is well implemented (p. 27).

1.3.7. Training Reports

As part of their academic journey, students may be required to experience trainings in their field of interest. It was found that this type of academic practice highly influences students' interests in academic research and related scholarly activities (Szymanski et al., 2007, p. 144). Because the main aim behind trainings is to put learned theories and abstract knowledge into actual practice, which means that students would have the chance to learn more about their field of specialty on concrete grounds. Differently put, training is a form of practical research that can help boosting learners' research skills and creativity. So, writing a training report would be more than needed to document these significant practical experiences.

The training report according to Leonard (2018) must include the following elements. First, this type of documents must describe the types of training, its circumstances, and the main phases the trainee has undergone. Trainees need also to specify the objectives of the training they have undergone (para. 1). Next, trainees need to report the main experiences they went through and how it affected them (para. 3). Finally, they need to report the main training results (para. 4). Dutta (2017) also argued that the training report needs to include a

section to discuss the methodology of training and the main materials or activities performed by trainees (para. 3).

Overall, there is no single form for research as it could be adjusted to fit different circumstances, contexts, and objectives. This is what explains the variety of research forms existing in the literature related to research.

1.4. The Importance of Research

Nowadays, research plays a vital role in the world and it has affected every single aspect of people's lives. On her side, Mohammadi (2019) maintained that any type of research in whatever field is important. She emphasized that a research is what “gives a practical vision to a problem” (p. 2). This entails that if it was not for research; problems would not be understood properly and cannot be eliminated. She also added that academic research in the social context helps in “the cultural, aesthetic, spiritual, social and educational growth of a country” (p. 3). This highlights the developmental role research plays in the lives of individuals and their communities alike.

Similarly, Ravichandran (2018) stressed the problem-solving mission research fulfils and its role in societies development (p. 138). He also maintained that conducting research offers a suitable academic stage for learners to work on their skills from one side. From the other side, it motivates them to pursue new knowledge and uncover fresh practices (p. 141).

Research is one of the most important pillars in humans' life as it generates great inventions for societies. First, research “increases the quality of life” as it had assisted in finding solution to troublesome issues related to healthcare and medicine for instance; thanks to research medicines for specific illness has been discovered (Study International Stuff, 2020, para. 2). Moreover, research “drives progress forward” since it has been effective in pushing science forward. Take the example of covid-19, if it was not for research, such fatal disease could not have been controlled and held at minimum (para. 4).

1.5. Steps of Conducting an Academic Research

After having dealt with the importance of research and its different forms, it is wiser to tackle the process of performing such practice. Like any other type of research, an academic research is a very sensitive practice that must be “systematically planned and organized. At the same time, the gained data must be interpreted in line with the rules of scientific methodology” (Pokrivčáková & Pokrivčák, 2016, p. 155). On the light of what has been said, many researchers and prominent publications in the field cited the following steps for making an academic research.

- Defining a Research Problem

The first step in any research project is defining a research problem. The research must be facing some sort of problem or has a troubling thought in the mind that can make the target of a scientific examination (Boudah, 2011, p. 22). Kothari added that a research problem can be derived out of any “difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for” (2004, p. 24). This entails that finding research problem could be the result of reviewing previous researches in a given field of interest, or it could simply be a challenging situation facing the researcher in his daily life. Nevertheless, not every problem is a research problem. Thus, Kothari argued that a research problem must be an authentic problem faced by a majority and can be studied under the scientific methodology (p. 24).

- Doing Background Research / Reviewing Sources

After selecting a topic for research based on given problem, the researcher now moves to reviewing related literature to his/her topic of research. This process would help the researcher gain more insights about the research problem and narrow it down (Kothari, 2004, p. 28). The researcher must do a background check about the topic prior to starting the work as he/she must build an “awareness of previous researchers, existing theories, and various

information sources” relevant to the problem (Pokrivčáková & Pokrivčák, 2016, p. 156). This step helps in identifying where the research problem stands in the body of related literature, shaping the topic, and deciding upon the methodology to use in approaching this area of inquiry.

- **Formulating Research Questions /Hypotheses**

At this point, the research is equipped with the necessary Knowledge that would enable him/her to write research questions and hypothesis. A research question must be very precise and bare no vagueness (Arthur & Hancock, 2007, p. 9). The research question or questions must be formulated very carefully because the way they are formulated affects the hypothesis formulation respectively. Hale and Napier (2013) argued that research questions function as “a plan” for how the research would progress as they determine “the type of data to be collected and the methods to be used” (p. 8). In other words, research questions draw a specific frame for research to follow all along the investigation.

After formulating the questions, the types of relationships between variables start shaping, which facilitates the phrasing of the hypothesis. The latter is accordingly the statement that expresses the possible relationships between the research variables (Magawa & Magawa, 2015, p. 8). Similarly, Anupama referred to the hypothesis as “a prediction” about what brings variables together (2018, p. 78). Anupama added that in order to formulate a hypothesis a researcher must keep in mind that this particular statement only expresses his/her expectations about a particular topic. This means that hypothesis are written based on what the researcher assumes the results would be according to his/her background knowledge or the literature review that was conducted (p. 79). Accordingly, a hypothesis could be rejected as it could be validated.

- **Testing the Hypothesis by Using Valid Research Methods**

The choice of the research method is dictated by the above mentioned steps; the type of the research method is directly linked to the literature review, research questions, and hypothesis (Boudah, 2011, p. 29). The choice of the method is also affected by the type of data gathering tools the researcher wants to use, and the research objective (Clifford et al., 2008, p. 24).

Research methods “specify the mode of data collection” in a given research. They are systemic processes used for gathering necessary “qualitative or quantitative” data for research analysis or a mixture of both (Jalil, 2013, p. 6). Most famous examples of quantitative tools are “surveys, structured interviews, observation checklists,etc ” that generate merely algebraic data for analysis. However, in cases of researchers inquiring about where people stand in relation to a given topic, the qualitative tools are used. The latter could be illustrated by the employment of “interviews, focus group discussions, open ended questionnaires...” Unlike quantitative data, qualitative data is of non-statistical nature (p. 12). Thus, what determines the nature of the data collected is the type of research tools used that is respectively affected by the nature of topic under investigation.

- **Interpreting Data and Drawing Conclusions**

After the end of the data collection process, the process of data analysis and interpretation starts. At this level, the researcher closely examines the data and makes scientific interpretations in order to answer research questions (Magawa & Magawa, 2015, p. 12). The process of data analysis goes mainly through “editing, coding, classification and tabulation” (Kothari, 2004, p. 122) which aim at facilitating the objective interpretation of results.

The data interpretation follows the types of the method used. For qualitative data, analysis is individualistic in nature as it relies on the researcher's personal interpretation of the gathered data (Dawson, 2002, p. 112). If given the same qualitative data, two researchers

would not interpret them the same way and would accordingly arrive at different conclusions. In contrast, quantitative research relies more on numbers. In other words, the numerical data gathered informs researchers about the major results in a given conduct and guides him/ her through the analysis (p. 124). Nevertheless, interpretation is a very challenging process that requires providing logical accounts of the reason why results are the way they are. Researchers also must make use of theoretical information he/ she collected for the topic in the interpretation. Some researchers even opt for colleagues' help and review of the results' readings. Clearly, interpretation must be made away from “false generalization” via taking into account all possible factors that may alter the results of the research (Kotari, 2004, p. 345).

Now that interpretations have been made, the researcher moves to formatting the conclusion. The latter is the part that draws on the main outcomes of the research (Pokrivčáková & Pokrivčák, 2016, p. 161). The conclusion, according to Baron (2008) not only reports the chief findings of the research but also show the answers of the key research questions and whether the research hypothesis is proven or rejected (p. 24-25). He added that finding and research conclusion are two different things as “several findings may be used to support one conclusion; it is also possible that one finding might give rise to several conclusions” (p. 25). Subsequently, there is a strong relationship between the findings and the conclusion's structure.

- Communicating Final Results

The final and most important step in research progression is results' publishing. At this step, the researcher organizes the main results of the research in a research report, which will be presented or published. The more well structured the paper is the higher the chances of getting republished. Researchers can disseminate their results in whatever form they prefer taking into consideration mentioning the other important parts of their research such as

objectives and questions for better elaboration (Ntui, 2012, p. 59). Nevertheless, most researchers opt for research reports. The latter differs from one university to another but it is generally composed of five main parts, which are the introduction, the review of literature, methodology, results and findings' discussion, and finally the summary of results and recommendations (Magwa & Magwa, 2015, p. 12-13). Of course, the research report must be organized in a systemic logical way, and clearly states the main aspects of the research.

All in all, the above mentioned steps show how hard it is to write a research since it incorporates multiple key processes that need careful design and implementation. However, research conduction is highly rewarding on both individual and institutional levels.

1.5.1 Advanced Reading

As it was shown before, literature review is at the heart of successful research making. The way a researcher deals with sources' finding and reviewing impacts the way the research progresses. Hence, having a good command of sources' reading, assessing and selecting, is very crucial for every researcher to survive in the research realm.

1.5.1.1. Looking for Sources

The process of looking for relevant and beneficial sources for a research is a very complex and time-consuming process (Purssell & McCrae, 2020, p. 31). One could spend hours searching and end up with few decent sources or nothing at all. Moreover, there is a wide variety of sources out there, but not all of them are fit for academic contexts and research (p. 31).

In order for sources searching to be successful, Fink (2014) suggested that it must be "systemic, explicit, comprehensive, and reproducible" (p. 15). This entails that the researcher must be organized and knows exactly what he/she is looking for. The researcher must also be willing to redo the process over and over again until reaching desired objectives.

1.5.1.2. The Nature of Sources

In scholastic sphere, researchers come across a wide variety of sources of information in both electronic or paper forms. Yet, with the prevalence of using digitalized databases and with everybody sharing whatever content online, it became of crucial value to make distinction between the available data sources.

- Reliable Sources vs. Unreliable Sources

Conducting a fruitful material selection for research depends largely on the researcher's ability to assess the reliability of the sources found. The researcher must have a critical look at sources to evaluate their credibility and decide which ones to use (Sanchez et al. 2006, p. 662). Reliable sources are those sources that provide "accurate and trustworthy information." Reliable sources are either written or revised by accredited specialists in their fields and they are most suitable to be used in researches (Lloyd, 2020, para. 2). Unlike reliable sources, unreliable ones provide faulty and misleading data that could ruin the credibility of the research if detected (para. 4).

In order to evaluate the reliability of a data source, Mandalios (2013, p. 475) claimed that the researcher must check the author and the publisher's background, the type of references used in the source, and the general appearance of the source so that he/she could be able to decide upon the reliability of the source. However, there are some source types that are commonly referred to as reliable sources such as academic books and peer reviewed articles as they are edited, checked, and approved by experts (New Mexico State University Library, 2022, para 1). Whereas, dissertations for instances are considered as non-reliable sources as they are prepared by students and cannot be used as authentic data sources (para. 6).

- Primary Sources vs Secondary Sources

In research literature, a primary source is defined by Ojimekwe as the source that "provides first-hand evidence about an event, object, or a person" (2018, p. 1). It is

synonymous with original studies containing data of the researchers themselves. She also added that a primary source could take many forms including “historical and legal documents, eyewitness accounts, and results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications” (p. 1). The importance of primary sources laying important historical and theoretical foundations in cases of conducting a study on the academics who wrote these sources (Western Nevada College, 2022, para. 1)

On the other hand, secondary sources are “Description or summary by somebody other than the original researcher, e.g. a review article” (Cornin et al. as cited in Ramdhani et al., 2014, p. 51). In other words, a secondary source stands somewhere between the primary source and the researcher; they are those sources devoted to analyzing primary sources. The main importance of secondary sources is that they can be used in studying theories and views of the writers of primary sources (Western Nevada College, 2022, para.2)

- Relevant Sources vs Irrelevant Sources

While looking for sources for a research project, researchers may come across a variety of sources from which they will select the most suitable ones for their inquiry. Taherdoost (2022) argued that a researcher must know how to differentiate between sources on the basis of their nature and information they report. A relevant source contains data directly linked to the research questions or/and research variables (p. 56). On similar basis, Horkoff argued that relevant sources do not just pop out from nowhere, it is the researcher's ability to review and analyze sources that enables him/her to locate pertinent information (2021, p. 251). The researcher would be more comfortable and research process would move smoothly if appropriate sources are used. Consequently, an irrelevant sources are those which do not conform to the topic under examination.

1.5.1.3. Techniques of Reading

Finding sources for research and reviewing them is an important part of academic study. As a matter of fact, when reading the selected sources for a given research, the researcher will have a clearer idea about the contents of the different materials. The researcher then would know exactly what to use for what title and what source is better to use. However, going up and down all those materials is a time-consuming process. That is why researchers must follow specific reading techniques to minimize time and review a greater number of sources. The following are the main techniques for effective reading that will assist a researcher in doing so.

- Skimming

Skimming is a sketchy reading of materials with the intention of identifying the general type of information in these sources (Dildora & Mirava, 2020, p. 66). Schaffzin (1998) also maintained that skimming is a general process that helps the researcher rapidly check the document for main titles and key words (p. 138). Skimming then helps in deciding whether a data source is relevant or not and saves researchers' time and effort.

- Scanning

Scanning is searching for “particular bits of information” in a reading material (Aritonang, et al., 2018, p. 103). Compared to skimming, scanning is more intensive and aims at examining the source to locate specific data (Dildora & Mirava, 2020, p. 66). This entails that scanning is a form of selective reading.

- Intensive Reading

According to Haider and Akhter (2012, p. 126), intensive reading “involves a slower process of reading of a relatively small amount of materials with the view to extracting specific information”. In other words, intensive reading is a slower and thorough information

extraction. It helps researchers gain an in-depth understanding of the topic (Muchtar, 2019, p. 2).

- **Extensive Reading**

Extensive reading refers to reviewing large amounts of different information in a relatively short period of time (Lytaya, 2011, p. 26). Similarly, Haider and Akhter (2012, p. 126) claimed that extensive reading is the exposure to a large body of literature in a given topic for comprehension purposes. Briefly put, extensive reading targets knowledge building and reading skills development.

1.5.1.4. Techniques of Note Taking

Note taking process is an essential step in research preparation, as it complements materials' reading. In their view, Boch and Piolat (2005), note taking techniques are highly beneficial for academic conducts as they represent a “rapid transcription of information by using a few condensing techniques, such as shortened words and substitution symbols, for the creation of an external memory” (p. 101). So, note taking facilitates the retention of valuable data in very simple and fast ways. Boch and Piolat further asserted that note taking has been found very effective in research field (2005, p. 15). In intellectually complex tasks such as research, a technique like note taking would immensely minimize unnecessary efforts and help researchers retrieve data easily.

1.5.2. Advanced Writing Strategies

Writing the final research report is one of the hardest processes in conducting a research. Mainly, because the researcher has many tasks to pay attention to, starting from following the academic principles and strategies of writing a research; to reporting results; to referencing following academic styles. Hence, the researcher must follow a set of writing strategies for his/her research to be well reported.

1.5.2.1. Applying Writing Strategies

In order to write an academic research, there are some writing strategies, related to the use of data sources. The strategies are paraphrasing, quoting, and summarizing which are primarily used to back up researchers' claims and provide context for their declaration. An explanation of the previous terms is provided here after.

- Paraphrasing

As a writing technique, paraphrasing means to take others' ideas and express them in a personal style with accurate citation. It functions as a tool to show the researcher's understanding and command of the topic (Beins & Beins, 2012, p. 7).

Nevertheless, paraphrasing is not “merely substituting a few words here and there” (Kuhlthau, 2010, p. 162). Paraphrasing is much more than playing with words. Paraphrasing is a multifaceted process urges researchers to focus not only the reformulation process but also appropriately conveying the original meanings.

- Summarizing

Like paraphrasing, summarizing entails using others' ideas and phrasing them in ones' words. Yet, summarizing does so through compressing ideas in shorter forms. Once again, it is necessary to attribute summarized ideas to their original source (Beins & Beins, 2012, p. 7).

The main aim behind using summarizing, said Turabian (2010), is conveying relevant and only worthy pieces of information in a condensed way (p. 90); there would be no point of including the whole source for merely few important lines.

- Quoting

Unlike paraphrasing, quoting involves “using language directly from the source and placing double quotation marks around those words” (Beins & Beins, 2012, p. 7). In other

words, quoting entails insertion of original expressions from data sources in the written research text and properly referencing it. Moreover, the quoted passage must be identical to the text of the original source.

The use of quotes is not favorable for research because researchers need to present their own interpretations of what has been said. Yet there are certain cases in which one cannot avoid using quotes, which are:

- For particularly memorable language.
- When paraphrasing would make the idea more complicated or difficult to understand, a quote might be more appropriate.
- When the author's wording is important for supporting a point that one is trying to make. (Beins & Beins, 2012, p. 7)

Differently stated, using one's personal writing styles and expressions matter more than the use of quotations. Nevertheless, some cases require the use of original expressions.

1.5.2.2. Academic Writing Styles

As a part of writing a research, researchers make use of different sources of information to build the theoretical foundation for their investigation's hypotheses and assumptions on the one hand. On the other hand, these data sources form the support base for a particular research conduct. Thenceforth, it is of high importance to academically enlist all the sources used following specific writing styles. Hereafter, MLA and APA writing styles are presented.

- MLA and APA

MLA and APA writing styles were created as ways of referencing research sources by the “Modern Language Association” and “American Psychological Association” respectively. The MLA is widely used in humanities, while APA refers is used in social sciences. Both styles have specific use manuals when dealing with the different types of materials (Lipson, 2011, p. 8). So, there is not a single form of citation for all types of research and the different

the information source the different the citation way would be in order to preserve the uniqueness of each style.

In order to make citation, a researcher is required to collect certain information about the sources such as names of writers, publishers and so on, for the purpose of “revealing the uniqueness of each source” whether with MLA or APA referencing forms (Lunsford & O'Brien, 2011, p. 162). Writing styles were essentially created to “codify the many components of scientific writing to increase the ease of reading comprehension” (APA Style, 2019, para. 1). In other words, the use of referencing and in-text citation would facilitate for readers to consult the original work for learning purposes. Moreover, the use of writing styles shows the academic honesty of researchers and their adherence to research ethics (para. 5).

Conclusion

This chapter is completely committed to the discussion of research as a concept and the process of research conduction. Thus the chapter thoroughly explained the concept of research and showed how research functions nearly the same across fields. Then the chapter moved to making illustrations about prevailing types of research forms in the academic field. Moreover, the chapter uncovered all the processes related to conducting a research. It tackled the process of research and unveiled the sub-process underlying this academic practice. It sought to explain all the processes involved in research from the very moment of topic selection to research dissemination.

Chapter Two

Online Data Bases & Publishing

Academic Research

Introduction

Success is the goal of research and scientific investigation, be it at the personal or the professional level. Academic success has always been related to the quality first and then the quantity of publications a researcher produces. Only those with a great ambition, a creative vision, and a strong will get to share their findings and discoveries with the world. Obviously, this is not an easy task to achieve as it takes a lot of time and involves many tiring sub processes in addition to expert's consultancy and monitoring. That is why publishing has been accorded a higher position as far as research is concerned. Such significance may not be reached in this era if it was not for the availability of modern tools like online databases that make information storage, retrieval and spread possible. Nevertheless, the use of these databases does not always conform to the expectations of researchers or/and research ethics, which adds even more challenges for researchers.

This chapter is devoted to discuss online databases and the process of publishing in Academia. It begins with a set of definitions of the concept of publishing as one of the core concepts tackled here. Then this part deals with the history of publishing and traces the most important phases this practice has undergone throughout time. After that, the chapter moves towards the definition of another related term to publishing, which is 'information databases'. Additionally, it displays a presentation of the chief advantages associated with the implementation of online databases in research accomplishment. As there are benefits of using online databases, there are problems related to the use of these services. The chapter concludes by highlighting the role such technologies play in academic research in general and in ranking universities in specific.

2.1. Definition of Publishing Academic Research

The most basic definition of the word publish is to “make something known to the public” (Oxford, 2012, p. 573). Therefore, the term in its essence means to share and disclose a new idea for people for the mere purpose of informing. On professional grounds, publishing is seen as a tool for researchers' skills refinement and societies' development on multiple levels (Wilkins et al., 2021, p. 4). Publishing is then regarded as not only an opportunity for ones' self-improvement, but also a means by which one could push his country to move forward. In a parallel view, Kaur (2013) Asserted that publishing “forms the basis for both new research and the application of findings, they can affect not only the research community but also, indirectly, society at large” (p. 221). This also stresses the aspect of personal and societal responsibility the term publishing bears.

Wisker (2015) went further saying that publishing “is an opportunity and a vehicle for communicating what you want to inform others about your knowledge, research, skills, experience, values, attitudes, beliefs and arguments” (p. 15). If it was not for publishing, research would have been meaningless. The existence of publishing is what gives research its present value and purposefulness.

To sum up, one can say that publishing is the academic practice of informing about advancements in any given field of research. This practice is highly rewarding at the level of the individual himself/ herself, his/her professional life, and his/her communities.

2.2. Publishing between the Past and the Present

The early record of publishing dates back to very ancient times in mankind's history. Since their early days humans opted for whatever available means to depict their lives and transmit information (Baker et al., 2019, p. 5). This was not a very common practice and was famous amongst a very selective few. However it kept evolving from stone tablets and

papyrus to the creation of the first reading book which is the “Diamond Sutra” in 868 CE (Baker et al., 2019, p. 7) and have not stopped evolving ever since.

In 6th century CE in China, printing was invented and spread throughout other parts of the world (Tucker, 2020, para. 4). This has ultimately changed the way publishing was performed; it paved the way for more books and manuscripts production and more publishing to take place. Then in following decades, the commercialization of publishing begun and many bookstores and publishing houses started to appear (para. 5). At this period, publishing grew bigger and writers and publishers were more motivated disseminate their work because of the profit it brings.

With the increase of modern technologies and the internet use in the 1980's, the publishing industry has known a wide expansion and flourishing worldwide. Related industries have also modernized their methods to cope with the continuous evolvement in the field. Take the example of books and journals' retailing, and papers submission, and review that has grown bigger on online platforms (Thompson, 2005, p. 77). This has largely benefited publishers, authors and retailers, since it cut off unnecessary spending. That is what Forgues & Liarte (2013) also noted. They argued that due to technological advancement, academic publishing has been “the fastest- growing media sub-industry in the last decade” (p. 740) in terms of profits and size.

Publishing has taken a giant leap from where it has started be on the level of costs, speed, scope, or involvement. It has moved from traditional ways of recording and transmitting information to end with online data sharing and publicizing. Surely, it will not stop at this point; it will improve more with the ceaseless advancements in related technologies and online services.

2.3. The Process of Publishing Academic Research

Once a research work is finally complete, the researcher now shifts attention towards the next step, which is publishing his work which could take the form of scientific articles, books, book chapters, presentation, and conference proceedings ... (Kaur, 2013, p. 222). Evidently, not every research work makes it to the pages of journals and many researchers have to face the painful trauma of rejection. Therefore, it is highly advised for researchers, in a pre-publishing stage, to well prepare their papers and mold them for whatever purpose they want to achieve to avoid such horrible scenarios. In order to do so, Wilkins et al. (2021) asserted that any researcher must follow the “3Ws” of academic research or simply the what, when, and where to publish processes in preparing and later submitting their work (p. 6). First, the research must make sure to wisely choose what to write about and write it well as far as academic ethics and stylistics are concerned. Second, they must select the proper timing for paper submission; it must not be too early nor too late. Finally and most importantly, researchers have to decide what type of audience, reviewers, and publishers they want for their papers (p. 6). This last step would help them better tailor their papers and increase the chances of getting published. Bullard (1987) stressed the importance of the choice of journals. He recommended researchers to opt for “most professionally or personally beneficial” outlets for their work submission and the ones that best suit their papers' theme (p. 335-336). Analogously, Mishra and Kumar (2015) stressed the importance of “the choice of channel for publication” for researchers (p. 8). A thorough analysis of existing relevant journals boosts researchers' chances to get published. Thus a careful attention must be devoted to this phase.

When the paper reaches the phase of submission, which is performed by means of online platforms, it goes first through an editor who is most of the time a “leading expert in his field”. The editor is hired by the publisher to assess the fit of the paper submitted to the

journal's scope and goals (Mabe, 2009, p. 8). Day and Gastel (2016) asserted that the editor is the one responsible for letting the manuscript submitted make it to the next stage or not, based on the degree of fit the latter has with the journal (p. 129). So, the fate of the manuscript is in the hands of an expert that has predetermined and fixed set of criteria for evaluation that cannot be altered or ignored no matter what.

If the paper makes it through the editor, it goes directly to the review process with carefully selected reviewers or “referees”. The reviewers take the task of assessing the manuscript on scientific and academic soundness basis (Day & Gastel, 2016, p. 131). Finally, a decision on publishing or not the manuscript is reached. The author can be notified via electronic mediums with a yes, a yes with conditions, or a mere no (p. 134). Undoubtedly, both types of yeses are better than rejection; the author's manuscript would be published directly or after he/she makes few recommended modifications. Whereas in the case of rejection, the author could simply go for a different journal or try to work more on his/her manuscript following the feedback the journal staff has provided.

2.3.1. Peer-reviewing

According to Mabe (2009) a peer review is defined as “the systematic, critical review of a submitted paper by two or more scholars from the same academic community as the author” (p. 5). Differently explained, a peer review is a tool that allows reviewers and publishers to measure the significance of the work in the field of research and its conformity to research ethics. It acts as a whether to publish or not reference. For Mishra and Kumar (2015), peer-review as an assessment system is what makes journals “reliable and faithful accounts of scientific progress” (p. 9). Since manuscripts are handed to experts and professionals for quality review, the approved papers must be truly genuine and faithful contributions to knowledge.

The process of peer reviewing differs from one journal to another; still all peer reviews' processes undergo the following stages:

- editorial staff who make initial checks that papers fall within a journal's scope and meet its standards as to format, research ethics, and so on;
- editors, who – with support from editorial boards and staff - select reviewers and make the final decision on which papers are published; and
- reviewers, who assess the quality of papers submitted to them, and make recommendations to the editors, usually based on a review template (Johnson et al., 2015, p. 48).

This entails that all submitted papers to journals must pass three important checkpoints before being granted the green light to be published. Starting first with seeing if the paper fits the journal's interests and to check its soundness academically speaking. Second, the paper is examined by carefully selected professional reviewers. Finally, the opinions of reviewers would help deciding whether the paper is worth publishing or not.

2.4. Difficulties of Publishing Academic Research

Commonly speaking, the process of publishing is known to be a complicated task as it involves many interrelated processes. These processes, starting from the initial submission to the approval/rejection stage, are described by Van Noorden (2013, p.428) as “costly functions.” He continued:

Publishers may administer the peer-review process, which includes activities such as finding peer reviewers, evaluating the assessments and checking manuscripts for plagiarism. They may edit the articles, which includes proofreading, typesetting, adding

graphics, turning the file into standard formats such as XML and adding metadata to

agreed industry standards. And they may distribute print copies and host journals online.

Some subscription journals have a large staff of full-time editors, designers and computer specialists (p. 428) .

This indicates that the more effort a publisher puts on a submitted manuscript, the more spendings he/she will have. Even if the paper is rejected, the costs are nearly the same as those of the approved manuscripts.

In the field of academic research and publishing, peer reviewing is accorded a great importance due to its role in filtering quality research from nonsense on one hand. On the other hand, it helps improving the quality of research submitted for publication through the feedback reviewers provide. Yet, too much peer reviewing could be problematic and may cost researchers and publishers alike a lot of time, patience, and even money (Orlandia, 2019, p.59). That is why a lot of researchers go for open access journals instead where less complicated and lengthy reviews are provided. Besides, superficial peer reviewing may increase the acceptance rate of papers and saves researchers face as not everybody deals with rejection sagely.

Another problem that many non-English speaking researchers face with international publishing is the poor control of the English Language, which is regarded now as the international medium of science and knowledge (Cargill & Burgess, 2017, p. 2). The matter which, according to Gea-Valor et al. (2014), puts “equal access to the international academy as well as participation in knowledge production and dissemination at stake” especially in non-Anglophone countries (p. 48). Moreover, the use of English for publishing papers “adds considerably to the already strong pressure experienced by academic supervisors/advisors to achieve international publications and citations themselves” (Cargill et al., 2017, p. 169). This

academic requirement would enormously affect the quality of these researchers' work and reduces, if not eliminates their chances in publishing. Besides, such practice would exclude an important portion of research work and weaken such researchers' contributions in their domain of investigation.

From what has been mentioned above, one can understand why publishing is so challenging and at the same time infers that only outstanding work in their fields are disseminated.

2.4.1. The Concept of Publish or Perish.

The ultimate aim of every researcher is to publish his/her research findings with the world and enjoy a sense of accomplishment and self-worth. Researchers can only be one of two opposing alternatives nothing more, they can either “become known or remain unknown” (Day, 1995, p. 3). The amount and type of publication disseminated is what differentiates between a researcher and another; some researchers have publications thus made themselves a name in the academic field, while others are still fighting to make it to journal pages.

In academia, a researcher cannot last without financial support by the institutions they belong to, which can only be gained with publications in academically prestigious journals. It is widely acknowledged that “Peer-reviewed papers and their associated data are the main outcome of most funded research” (Baum & Coen, 2019, p. 1). Accordingly, if a researcher cannot fulfil his/her task of investigating and then sharing the outcomes of the research, he/she is putting his/her academic life on the line. Not publishing represents an academic death for every researcher.

Correspondingly, the expression “publish or perish” puts a huge pressure on researchers as their academic lives and career depends on this notion. Yet, what can harm their professional interests is also what keeps them going (Cárdenas, 2014, p. 12). It is true that not

publishing ruins academics' profession, but at the same time, the desire to publish is what pushes them forward with their career. It motivates them to work harder and keeps them entirely involved in academic life; it gives value to their existence in academia.

2.5. Definition of Online Databases

In online-based technologies, researchers came to acquire different rules as they have now to operate in web-based contexts when looking for information for a research and/or share their own contributions.

From its name, an online database is a “computerized version of standard printed indexes” (Parkin, 1986, p. 6). This entails that an online database is a wellspring filing system for information access and storage that is made accessible to its users by means of computers. Similarly, Higgins (2012, p. 20) claimed that online databases are web-based systems of structured forms of knowledge that are organized in a way that facilitates to researchers to access and use them. Likewise, Alberico & Snow defined online databases as:

A collection of information organized in such a way that specified pieces of information can be easily retrieved. The "pieces" of information that together form a data-base are called records. The records in a database could be newspaper articles, statistical tables, bibliographic citations or any of a number of other information units. Records can be easily added to and removed from computerized databases (1985, p. 4).

Accordingly, online database is an assortment of materials of various kinds that could be easily altered. Yet, all databases have shared educational intentions. On her side, Bell (2015, p. 1) accented the qualitative and quantitative characteristics of database research results. She also added that research records can be either of “numerical or textual, or even visual” nature, which allows for more thorough results extraction.

To summarize, online databases are dynamic diversified collections of numeric forms of information that could only be accessed through the use of computers or similar technologies. This computer mediated searching bodies supply their users with an array of information options that can be effortlessly attained and used.

2.6. Advantages of Databases

According to National Research Council, Databases are “valuable commodities” that have facilitated the whole information retrieval process for researchers in whatever field and have ensured “considerable investments of time, money, and other resources” (1999, p. 14). Respectively, Bullini Orlandi et al. (2018) argued that in 1997 “The costs of buying, storing and managing printed journals became unsustainable” and a lot of people started thinking in shifting to a more affordable alternative (p. 57). So, the creation of online journals and online systems of information retrieval came at a time where the costs of using printed material were unbearable, and it has been helping ever since in opening free windows on new relevant research materials for everybody. Similarly, Ramalho Correia & Teixeira emphasized the important role online databases paly in eliminating the so called “serial pricing crisis”(2005, p. 351).

In a similar fashion, ReicheI (1983) argued that using online databases is far more beneficial than the traditional research procedures. She provided the following list for online databases' advantages:

- **Combination of Concepts:** Online research involves all the terms linked to a certain idea simultaneously.
- **Speed.**
- **Comprehensiveness:** Huge collections of materials can be scanned because of the computer's speed.
- **Multiple Database searching:** Ability to search different but related files.

- **Free-text vocabulary:** Researchers are given the option of using search terms which normally occur in titles of articles and books.
- **Currency:** The databases are updated regularly and are usually ahead of their print counterparts.
- **Current awareness service:** A researcher can get monthly printouts of items on his/her topic without having to search indexes laboriously.
- **Document delivery service.**
- **Convenience:** searching can be done anywhere with terminal, password, modem and a phone. (p. 1-2)

So, in addition to the ability to perform any research whenever and wherever a person desires using online information databases; they also ensure velocity and allow users to insert multiple ideas at a time and the results would show various contents with many relevant ideas to the topic of research. Moreover, with this type of computer-mediated research, results' examination goes deeply through the available data with consideration to the key research words. As online databases are dynamic in nature, research results are constantly updated and new information appears first. Advantageously, databases would also keep track of users' previous research indexes and keep them updated about new contents related to what they have looked for before. Another benefit of online databases is the ability to order and purchase documents online and get them delivered to any place a person wants.

In line with ReicheI (1983), Alberico and Snow (1985) mentioned similar advantages through making a comparison between online databases and a printed reference work. They concluded that online databases ensure “speed, capacity and flexibility” (p. 6). They added that due to their diversity and the differences in their scope and coverage, online databases present “important gateways to the accumulated discoveries of many disciplines” (p. 5). In other words, any one could find any type of information he/she desires with only a push of a

button. Analogously, Electronic publishing ensures “easier access to academic works, faster publication thanks to reduced backlog and much cheaper distribution” (Forgues & Liarte, 2013, p. 745).

On his side, Parkin (1986) provided a list of research problems that using online databases would help solve, including:

- A complex topic involving several concepts.
- New terminology that has not yet been adopted by the indexes.
- Subjects seldom treated that maybe listed under a broader subject heading in a printed index.
- Information in articles published too recently to be included in printed indexes (p. 7).

Clearly the use of the computer in research is very different than manual and traditional ways of research, because it grants users access to limitless stages of new, fresh, unfamiliar, and sophisticated topics of research.

McNeil, S. G., & Robin, B. R. (2000) maintained that database tools could provide researchers and educational institutions with multiple opportunities to “promote collaboration and the creation of shared knowledge” (p. 1211). They also added that the way of using databases is a very simple process that requires minimum computer knowledge and effort as well. Apart from the trouble-free process of information extraction, McNeil and Robin (2000) emphasized that the way information is displayed can be “customized for delivery according to the user's country and language, time of day, and Web browser used” (p. 1211).

2.7. Platforms of Databases

As far as educational reliable content is concerned, there are many online databases that offer a wide range of indexed interesting topics and contents at users' disposal. The following are amongst the highly renowned electronic information platforms.

2.7.1. Elsevier

Elsevier is one of the largest electronic databases in the present time, yet it was not always an online information platform. The Anglo-Dutch platform started first as a publishing house in 1880. It was named after an ancient Dutch publishing house called “Elzevir” and was pretty successful (Zhang, 2019, para. 10). In the period between 1991 and 1995, Elsevier started thinking of electronic expansion and it collaborated with seven American Universities on the realization of this idea. Accordingly, Elsevier became an online information retrieval platform (Tedd & Large, 2005, p. 5)

Elsevier now operates on several grounds and has many products and services. It mainly covers topics in medicine, physics, engineering, economy, humanities, and social sciences (Elsevier, 2020, p. 5). It has many branches all over the world and disseminates contents in more than thirteen languages including English and French (p. 15). Nevertheless, Elsevier is facing a harsh criticism for its high publication fees and many researchers and universities around the world have boycotted its contents and canceled their subscription in the platform (Zhang, 2019, para. 6).

2.7.2. Springer Link

Unlike the other databases, Springer was not always a computer-mediated search platform; it started first as a bookstore founded by Julius Springer in 1842 in Germany (Springer, n.d. a, para. 1). The bookstore was created in an era of fast scientific and industrial expansion, which made the bookstore grow quickly and became famous (para. 2). Springer was initially oriented towards political manuscripts' publishing but it soon become more oriented towards disseminating scientific papers and translations in 1880's (para. 4). After world war two, Springer moved from a well-known national publishing house to a globally recognized company with many branches in different parts of the world (para. 13-14).

It was until 1996 that Springer officially started operating electronically. It had made a huge success and enlarged its scope and fan base (para. 18). Nowadays, Springer is one of the most prestigious and well-established “scientific, technical and medical” information databases that offers its users a multitude of related materials in various forms (Springer, n.d. b, para. 1)

2.7.3. Blackwell

Blackwell is another electronic database that has started off as a small bookselling business in Oxford in the mid-19th century. It all began with Benjamin Harris Blackwell who sold books in Oxford in 1846. Later in 1879, his son, Benjamin Henry Blackwell, founded bookstore that became one of the most known bookstores in England (Reference for Business, 2020, para. 2). Henry Blackwell was so fascinated with the idea of getting bigger that he started a publishing business especially after the valuable knowledge he gained from working at the Oxford University Press (para. 3). Blackwell publishing house then started thriving and gained good reputations all over the world and entered many fields (para. 5).

With the wide spread of technology and digitalized publishing trends in the 1990's, Blackwell launched its own online platform in 1999 (Reference for Business, 2020, para. 11). Currently, Blackwell operates at the level of several fronts. It publishes in main areas of academia like medicine, agriculture, law, humanities, and social sciences (Poynder, 2003, para. 4)

2.7.4. LinkedIn

The creation of LinkedIn was the idea of Reid Hoffman and his four friends who are Konstantin Guericke, Eric Ly, Allen Bleu, and Jean-Luc Vaillant. The five friends shared a similar enthusiasm with internet and “business networking” and they wanted to establish an electronic business of their own. They all met in 2002 and studied the idea and the process of

the creation of LinkedIn for months before they have launched it finally in 2003 (Byers, 2014, p. 63-64).

Unlike the previous databases, LinkedIn is “the world's largest professional network on the internet. You can use LinkedIn to find the right job or internship, connect and strengthen professional relationships, and learn the skills you need to succeed in your career” (LinkedIn Help, 2022, para. 1). In other words, LinkedIn is not devoted to research publishing like the other databases discussed above. It rather focuses on creating profiles and maintaining formal relationships for the purpose of hiring, getting employed, or getting to know other in the same field of interest. LinkedIn is basically “like Facebook for your career” as it endeavors to make business oriented ties amongst people (Nations, 2020, para. 1). This social professional platform enables users to mainly:

- Get back in touch with old colleagues.
- Use your profile as your resume.
- Find and connect with new professionals.
- Participate in relevant groups.
- Blog about what you know (para. 17).

Accordingly, LinkedIn offers individual users opportunities in getting hired, maintaining social ties, sharing their experiences, and reaching out for people with similar attractions. Nowadays LinkedIn is available in twenty-five languages including Arabic, English, French and other Asian and European languages and includes millions of people from over two hundred countries (LinkedIn, 2022, para. 2)

2.7.5. Scopus

Scopus is a “subscription-based database with a selective approach to document indexing” that was set off by Elsevier in 2004 (Martín-Martín et al., 2021, p. 872). In other words,

Scopus is an electronic system of information that is not publicly accessible, so users must sign in the database platform to be able to access data that is organized in specific arrangement for given charges. According to Visser et al. (2021) Scopus largely covers topics in four main areas which are “Health Sciences, Life Sciences, Physical Sciences, and Social Sciences & Humanities” (p. 15). They also added that when it comes to documents coverage by languages, 90% of the documents found in Scopus are written in English and the remaining 10% is composed in other few languages (p. 19).

In contrast to other online databases, Scopus content is determined by “the Scopus Content Selection and Advisory Board” which is composed of fourteen highly knowledgeable specialists in a variety of fields. These experts closely examine the quality of materials before giving the green light to include them in Scopus. While for other databases such as Google Scholar there is no such condition. Subsequently, Google Scholar allows for the inclusion of all what has to do with the key terms of the topic in quest like any other web engines (Lasda Bergman, 2012, p. 377). This entails that the Scopus content is much more reliable and better organized be it at the level of information retrieval or inclusion.

2.7.6. Google Scholar

Google Scholar is a “web search engine” launched by Google Company in 2004. It follows similar searching methods to Google and generates tones of results relevant to search items. Advantageously, the results are from different periods and forms and most importantly, they appear in the desired languages (Jensenius et al., 2018, p. 822). The idea of founding Google Scholar was fed by Anurag Acharya's, an Indian software engineer, who desired to create an electronic platform that would facilitate accessing scholarly literature and spare researchers the troubles of long unsuccessful searches for needed information (Giles, 2005, p. 554). Although Google Scholar was created few weeks after Scopus, it had a wider scope

than existing research engines at that time mainly Scopus which targets solely peer reviewed articles (p. 554).

Unlike Scopus, Google Scholar is a “free access” platform that suggests a wide array of indexed related contents that can be either charge free or payable (Martín-Martín et al., 2021, p. 872). Moreover, many recent studies in computer mediated research disclosed that Google Scholar has a larger coverage compared to Scopus. As a matter of fact, Google Scholar's coverage of educational content is estimated by 300 million records in a wide range of fields, which is almost four times the coverage of Scopus (Martín-Martín et al., 2021, p. 874). Additionally, Rovira et al. stated that when comparing Scopus and Google Scholar on the basis of the use of citation rates in indexing search results, it was found that Google Scholar takes such measure into consideration in the time that Scopus ignores it most of the time (2019, p. 216).

2.7.7. Research Gate

In parallel with Google Scholar and Scopus, Research Gate also had merely a digitalized version. It is an “academic social network” that aims to create a stage for online collaboration and research sharing between scholars, researchers, and students from all over the world (University of Michigan Library, 2022, para. 1-2).

Research Gate was established by Dr. Ijad Madisch and Dr. Sören Hofmayer, and the computer scientist Horst Fickensche in 2008. The leading drive behind the creation of such platform came after the founders came to the realization that there has to be some sort of tool that would facilitate inter-academics collaboration. As a result, they have created an electronic podium that encompasses more than twenty million users who have unlimited inlet to open access articles in various fields of science (Bastis Consultores, 2020, para. 1-3).

2.7.8. Academia.edu

According to Richard Price (2020), the founder of Academia, the whole idea of making this online platform was an attempt to share his own intellectual properties with the whole world (p. 1). He argued that the creation of Academia.edu started all as an idea of creating a “homepage” that will grant everybody a free access to prominent and relevant research work, and save researches time as journal take forever to disseminate manuscripts (p. 1). He spent some time promoting this idea and with some colleagues guidance and the help of Oxford, which offered him an electronic space in its database for his homepage, Academia was set electronically in 2008 (p. 2). Like Research Gate, Academia is an online podium with the main aim of getting researchers with shared intellectual visions together (Fortney & Gonder, 2015, para. 2). In other words, both Academia and Research Gate attempt to foster collaboration and facilitate mutual learning.

Academia was built on the basis of four main corner stones. First, it is meant to be a charges free platform of knowledge disclosing. Second, Academia aims to save researchers time and efforts through ensuring instant search results. Third, it attempts to present the most reliable sources for its users. Finally, the platform supports the dissemination of knowledge in whatever form possible (Pirce, 2020, p. 2-3).

2.7.9. EduMed

The EduMed online database was founded in 2018 by Wes Harris Ricketts, Kim Williams, and Kyle Darland in order to help medical students boost up their chances in better education and enhance professional success (EduMed, 2022, para. 3) .While the already mentioned information databases cover diverse contents in many fields from purely scientific disciplines to humanities and social sciences, EduMed is exclusively devoted to presenting charge free health related topics and offering professional field training opportunities and facilities (EduMed, 2022, para. 1).

On the whole, one can say that current online databases differ in terms of origins, content coverage, content forms, and accessibility. Yet, the ultimate goal of all databases is accelerating knowledge sharing and building through functioning as a bridge between users.

2.8. The Role of Databases in Ranking Universities

2.8.1. Ranking Universities

Over the past few years, the research sphere witnessed an excess in published works throughout numerous disciplines. This phenomena lead to the prevalence of the common practice of ranking universities on the academic level (Torres-Salinas et al., 2009, p. 761). Ranking was initially based on the quantity of publications and citations academics achieved. Yet, with the emergence and widespread of information databases targeting academic publications, the ranking norms changed (p. 762). Some universities nowadays even oblige their researchers to publish in specific journals indexed in specific databases, so that their contribution would be visible (Azman & Kutty, 2016, p. 110). Henceforth, the more publications researchers disseminate in recognized databases, the more advancement it will bring to the rank of the university. This also denotes that the aspect of publishing for informing in the new age is far less important compared to the reward publishing in high ranked outlets will generate for the researchers and their institution.

Yudkevich et al. (2016) used the term “Olympic Games” (p. 3) to refer to the ongoing competition for rankings that academics and universities have with their counterparts. They explained the analogy saying that in both Olympic Games and university ranking charts, people involved “share both an appreciation for the highest levels of performance on a worldwide stage and a drive to compete to win” (p. 3). At the end of the day, succeeding in academia nowadays is all about “achieving greatness on the rankings” (p. 9) regardless of how messed up the system of publishing and ranking is.

2.8.2. Norms of Ranking Universities

Ranking universities does not conform to single criteria nor is a lone body to rank universities. In fact there are several universities rankings globally known such as “QS World University Rankings, Times Higher Education World University Rankings, and the Academic Ranking of World Universities (ARWU)” (Bridgestock, 2021, para. 1). Each of the above mentioned rankings apply a different criteria for ranking University. The QS World University Rankings for instance take into account six main criteria in the ranking process, which are “academic reputation, employer reputation, student-to faculty ration, research citation by faculty members, proportion of international faculty, proportion of international students” (para. 2). Times Higher Education World University Rankings, however; focuses on “teaching, research, research citation, International outlook, industry income” (para. 3). Accordingly, universities could receive varied rankings depending on whose ranking is adopted. Nevertheless, ranking measures seem to overlap especially when it comes to the quality of teaching and research conductions and publications.

As far as academic research is concerned, the Impact Factor is a “measure of the frequency with which the "average article" in a journal has been cited in a particular period” (Johnson et al., 2015, p.65). Garfield highlighted that the impact factor at the commencement “simply reflects the ability of the journals and editors to attract the best paper available” (1996, p. 411). It was originally meant to mirror the quality and significance of a given work of research.

Due to globalization and the wide spread of modern technologies, the world has changed dramatically. Research conduction and production was no exception to this as growing pressure was added to researchers who want to achieve excellence in their domains (Gea-Valor et al., 2014, p. 47). Initially, Impact Factor came to play other roles in academia; it is now used “as a stamp of approval for hiring and promotions, to rate the accomplishments of

academic departments, and the importance of particular disciplines” (Agrawal, 2005, p. 157). This has given the impact factor a whole other different function; it moved from a mere indicator of the significance of a given piece of research to a well-established reference in employing academics, as well as ranking evolvement of some universities.

For the purpose of reaching glory and achieving academic prominence, researchers now are pushed by their universities to publish in high impact international and prestigious journals. Because the “greater the recognition of the platform, the higher the likelihood it will be for people to find and read that research” (Robens, 2018, para. 5). Subsequently, researchers would achieve fame and their universities would be accorded higher ranks and step forward in the ladder of success.

2.9. Disadvantages of Online Researching and Publishing Using Databases

As online platforms are uncontrolled environments, they could be used by anybody for whatever reason they desire. As a result, this may affect both the process of research and publishing in modern times negatively by:

2.9.1. The Problem of Plagiarism

Academic dishonesty has long been a reoccurring problem in research and with the proliferation of technologies' use; the problem has gotten even worse. Namely, because modern ways of data retrieval makes it easy for people to access a multitude of sources tackling the same topics that could be easily copied and pasted through technology (Scanlon, 2003, p. 161). As a result, anyone at any time would have the ability to effortlessly rejoin different chunks of information from different sources with no proper citation and get away with it.

Additionally, Curtis and Tremayne (2019) argued that online research gives users the opportunity to access paraphrasing platforms and plagiarism software (p. 2). This will permit users to camouflage the information obtained and change it in a way it does not look like the

original text, and use it as their own. On a similar basis, Ramzan et al. (2012) underlined that “more and more students and researchers are turning to the internet for cooked solution and shortcuts for writing assignments, research papers and thesis” (p. 73). Likewise, Logue (2004, p. 40) expressed an identical view. He claimed that the use of internet “makes plagiarism easier to execute and harder to detect”. In other words, online research makes up the perfect ground for the unethical researcher to accomplish work faster and with minimum effort.

2.9.2. The Problem of Confidentiality

Due to the fact that the internet is an massively wide information base and it could be accessed and manipulated by all people freely, Schlein et al. contended that “anyone can be a publisher” and content shared may go straight from any “person's fingerprints into cyberspace” (2000, p. 209). Subsequently, any information found in online-based data systems could either be a scam or a genuine piece of knowledge. One cannot trust all the sources he/she finds online and must examine carefully information chunks found before use.

2.9.3. Anonymity

In some types of online-based investigations, researchers may feel the need to use other online users' data for purely academic purposes. Nevertheless, researchers fall into the dilemma of whether they are allowed to use this information since it is visible for everybody or they simply cannot. Moreover, researcher cannot be sure whether the visible data are truthful or not (Saunders et al, 2015, p. 127). The problem then is whether to deal with real identities and internet identities as the same, thus having to take consents of target users though their information could be found everywhere, obviously if they are true in the first place. So, researchers have a great ethical responsibility to hide the identities of their participants, greater than off line research responsibilities.

An extra problem related to anonymity online is that no matter how hard people try to

preserve their anonymity online, some personal information would still be visible. These none hidden information can cause problems to users and jeopardize their lives (Rainie & Kiesler, 2013, p. 2); simply because these information could be used and manipulated by anyone.

2.9.4. No specific Methodology

The internet is a very wide source of information and with a single push of a button millions of results could be generated. Yet, if one lacks the necessary knowledge about how to properly search and select needed information or use databases' software effectively he/she would be wasting his/her time (Bowman, 1996, p. 213). Respectively, Gutenberg (2020, para. 6) asserted that having poor research skills is very problematic. If one lacks the necessary knowledge of how to execute research that yields desired results and if he does not know how to differentiate between reliable and junk information, then that person is doomed academically speaking.

The realization of how important is research in modern times causes some users to cease from using online research means, or weakens their ability to learn how to perfect their research. For this type of researchers, “technophobia” hinders them from achieving self-accomplishment or at least short term success (Mwantimwa et al., 2021, p. 72).

2.9.5. Data Security and Lack of Control

While web browsing, some online systems stalk internet users and trace every movement they do even without them being aware of the whole process. Anything users do or visit online is recorded and later used to give different web sites classified personal information about users to use in different fields namely advertising or hacking. That is why users' internet surfing tracks are regarded as “the ultimate gold mine” for “data-miners” (Schlein et al., 2000, p. 259-260). Researchers as users of online platforms are not immune to such internet issues as they may consult a variety of online reliable and unreliable platforms for the

sake of information retrieval. Such actions endanger users and put their privacy at everybody's reach no matter how ridiculous the data mined may seem. Moreover, what makes it even worse is that the whole thing is done without the consent of the targeted individuals. So, users are left without means to protect themselves and their browsing data because they do not know about the whole matter in the first place. Consequently, Schlein et al. (2000) argued that web users would be the perfect pray for “identity thieves”, who could use browsing data trucks to identify identities of users and hack their personal information. After that, these thieves would be able to access other important data such as bank and social security accounts, cards, or even phone contacts (p. 260).

Due to the above-mentioned problems of anonymity, many internet users complain about the lack of their personal data control. Auxier et al. (2019) asserted that the majority of internet users believe that anonymous parties, such as governments and commercial companies, are using their personal data and internet searching logs (p. 2). Every online movement users make and everything they share or do is being recorded and later sold for companies or used by government to detect security alerts and future threats. On their part, Smith et al. avowed that most websites steal personal information for personal use or to present it to their sponsors for advertising (2011, p. 1001) Thus, Auxier et al. (2019) upheld that web privacy is the biggest lie ever (p. 22).

Conclusion

The main focus of this chapter is the relationship between publishing and the use of online databases. It uncovered pretty much all prominent notions and aspects related to both variables of the research. Throughout the chapter, It was unveiled that publishing is an essential practice in academics' careers and to academia in general. Moreover, the chapter dedicated itself to the discussion of the processes involved in publishing and the importance such practice are accorded especially in modern times.

Given the fact that research is in constant change, the use of online databases and web-based research practices needed to be tackled. Hence, the chapter has also shown how these modern tools are applied for research and the advantages their use brings about. Inevitably, the chapter has also highlighted main problems encountered by researchers when using computer-based research platforms.

Chapter Three

Field Investigation

Introduction:

As the theoretical examination of both variables has been already dealt with in the two first chapters, this chapter addresses the practical side of the research. It aims to explore teachers and students' awareness about the importance of online databases in conducting and publishing academic research. Additionally, the third chapter deals with the methodology and tools of the research. It begins with defining the methodological framework and the sample group. Then, it moves to the description of the questionnaire distributed on second year Master Students of English and on 08 Mai 1945 University teachers at the same Department and discusses the process of administration. Furthermore, it provides an analysis and examination of the results and sums up the findings of the current study. Finally, the chapter affords some pedagogical implications, limitations of the study, and some suggestions for future researchers.

3.1. The Research Method

This research seeks to find out the teachers and students' awareness about the importance of online databases for conducting and publishing academic research by means of a students and teachers' questionnaire. The research follows the descriptive quantitative method. First, the descriptive method was chosen to explore the "conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing" (Best, 1970, as cited in Cohen et al., 2000, p. 205). Besides, the choice of the questionnaire itself permits to generate numerical data that could be easily interpreted and analyzed in order to reach a full comprehension of the phenomenon (Mujis, 2004, p. 1). Hence, the descriptive quantitative method matches best the research aims and orientations.

3.2. Students' Questionnaire

3. 2. 1. Population of the Study

The current research targets second year Master students (Academic year 2021-2022) at the Department of English, Faculty of Letters and Languages from the University of 8 Mai 1945, Guelma. Second year Master students were selected as the population of the study because they have received, at minimum, five years of instruction at the university where they have made presentations, research papers, academic essays, and they are in the process of writing a graduation dissertation. Henceforth, they are assumed to be familiar with the concept of online research and the use of online databases for information extraction. Another reason behind the choice of master students as sample is the fact that they have studied online research as a module in the current year program. So, they are expected to be properly instructed on what a research is and how it is performed, which makes them the most suitable sample for this research topic. In this regard, the questionnaire was distributed on the whole population composed of 105 students; 57 of them responded our online questionnaire despite the long period of time given to them to reply the survey.

3.2.2. Description of Students' Questionnaire

The questionnaire was prompted by the data gathered from the theoretical part of the study. The online students' questionnaire opted to test the research hypothesis. It is composed of three basic sections with a total of twenty one questions. The questions varied from close-ended, multiple choices and yes/no format, which would facilitate both the answering and analysis. Nevertheless, there were few open ended questions that require justifications and explanations in hope of minimizing ambiguities and generating accurate and clear responses. The first part of the questionnaire contains two questions that function as students' profile builder; it aims at obtaining general background information about students such as naming

the reason they chose to study English, and how much time they have spent studying the English Language.

The second part of the questionnaire (from Q 3 to Q 16) is designed to provide an insight about students' relationship with the research as both a concept and a process. It reflects upon the extent to which students are familiar with the academic research and the way they perform online research. It also deals with students' use of online databases in their research.

The third division of the questionnaire comprises the questions 17 to 21. The major aim of the last section is to investigate students' attitudes toward the use of the online database, in general and to highlight the importance of such databases for students who wish to publish their works. It also aims at understanding students' intentions and attitudes behind using online databases.

3.2.3. Administration of Students' Questionnaire

The questionnaire was only administered in its online format because the study covers all second year students. It was not possible to hand them the hard copy because they were not attending any university course during the second semester of the current academic year (the time by which we were freed to work on our dissertations). Thus, the use of online format became a necessity. The questionnaire was posted on Facebook in the group of Master students of English from May 1st, 2022 to June 3rd, 2022. Unfortunately, the number of the respondents did not reach the expectations held or the required number for more authentic results. Though many people were very helpful by sharing the questionnaire with their classmates, only 57 students were kind enough to collaborate.

3.2.4. Data Analysis and Interpretation

Section One: General Information

Q 1: Did you choose to study English?

Table 3.1.

Learners' Choice to Study English.

Options	Number	Percentages
Yes	51	89.4%
No	5	8.7%
Total	51	100%

The goal behind this question is to show whether the EFL learners in the sample chose to study English on their own or not. Almost all students (89.4 %) confirmed it was their personal choice to study English. This indicates that they appreciate the specialty as well as the language. Only 8.7 % of the participants said that they did not choose willingly to study English. Therefore, the majority's willingness to study the English Language (EL) implies that they are disposed to put an effort to embody the qualities of a true academic student and what it takes to fulfill those requirements.

Q 2: How many years have you been studying English?

Table 3.2.

Learners' Total Years in Studying the English Language.

Options	Number	Percentage
12 years	51	89.4%
More than 12 years	5	8.7%
Total	57	100%

The purpose behind this question is to find out to which extent students are competent in learning the EL as master students. In order to calculate and compare their level of awareness with the years they spent studying EL. Looking at the results displayed in table

3.2. It can be deduced that English is part of almost their whole educational journey as most students have a 12 years' experience with a percentage of 89.4%. This indicates that the EL plays a considerable role in students' learning process. Only a small number of students seem to have more than twelve years of experience with a percentage that equals 8.7%. The results indicate that the majority of students have succeeded in their studies while just a few of them may have failed at least one year. Nevertheless, it is assumed that students are familiar with concepts in the field of research after these years of studying at the university level. Thus can provide valid responses about the topic under quest.

SECTION TWO: Academic Research

Q 03: What is your definition of academic research?

For the third question, participants provided a considerable number of definitions for the term. This demonstrates their knowledge about what is meant by an academic research. The reason for selecting this question is to back up the previous question about the students' background knowledge about research. The results showed that all participants have an accurate idea about what is meant by an academic research, as they have opted for a similar version of the following definition: An academic research is a process of a systematic inquiry that necessitates the collection of reliable data in a specific field. Some students defined it as an investigation supervised by an academic entity and piloted under the guidelines of academia, as it should include the following criteria replicability, reproducibility, and transparency. As the answers show all participants were able to define academic research correctly, this implies learners' genuine awareness about research and its process.

Q 04: What type of academic research did you write during your journey in the University?

Table 3.3.

Types of Academic Research.

Options	Number	Percentage
Academic essay	43	75.4%
Classroom presentation	48	84.2%
Conferences' presentations	5	8.7%
Research paper	28	49.1%
Training report	44	77.1%
Dissertation	43	75.4%
Books	2	3.5%
Total	57	100%

From the illustrated results in table 3.3., participants have experience with different types of academic writing. The most known type of academic research for the highest majority of participants is classroom presentations with a percentage of 84.2 %. In the second place, with 77.1% comes the training report. Both academic essays and dissertations ranked third with a similar percentage of 75.4%. Then comes the research papers in the fourth position with 49.1% of the population. However the least familiar and used type of academic research is conferences' presentations and books with 8.7% and 3.5% respectively. Overall, the greatest majority of the population had an encounter with academic research due to their experience with writing different academic forms which needs building an accurate content developed and supported by authentic ideas.

Q 05: What is the importance of conducting academic research to your personal and academic growth?

A considerable number of participants seemed to recognize the importance of academic research in their personal and professional life spheres. The following are some of the participants' significant responses:

- Academic Research allows you to pursue your interests, to learn something new, to enhance your problem-solving skills and to challenge yourself in new ways.
- Academic research results in academic growth in terms of trying different learning experiences and building knowledge about the field of study.

- If we take classroom presentation for instance as a form of research it helps in boosting confidence as well as developing your skills and acquiring new vocabulary.
- Academic research helps learners in solving learning problems and better understanding the studied notions and topics.

Accordingly, the answers of students reflect their recognition of the importance of academic research on one side. On the other side, this is very promising and entails that students would not face problems with the remaining questions as they have a fair knowledge about research and related processes.

Q 06: When reading for an academic task, which sources do you use to collect information?

Table 3.4.

Reading Sources for an Academic Task.

Options	Number	Percentage
Online sources	31	54.3%
Hard copies of books and articles	0	0%
Both	26	45.6%
Total	57	100%

The purpose of this question is to find out what types of sources are frequently used by students while reading for an academic research. If question 5 is set to test the learners' awareness about the importance of conducting academic research, question 6 is set to back up results of the previous question. According to the results of table 3.4., more than half the population, with a percentage of 54.3 %, avowed they use solely online sources for research purposes. While, 45.6% of the population contended they rely on both online and hard copy materials. None of the participants opted for hard copies of books and articles as exclusive sources of information for research reading. These answers indicate to a higher or lesser degree that Algerian Master two student already developed an increasing tendency towards

the use of electronic sources of information while conducting an academic research. Moreover, students prefer online research probably for its easiness and the amount of information it may generate. Students are highly familiar with the use of online sources thanks to technology which plays a big role in conducting an academic research especially now with the prevailing trend. While for those who chose both online and off-line searches, their choice might be related to accessibility and availability of books and articles as they use both sources to complete their work.

Q 07: Which source for information you use most?

Table 3.5

Most Used Sources of Information.

Options	Number	Percentage
Online sources	55	98.2%
Hard copies of documentation	1	1.8%
Total	57	100%

According to the table above, the greatest majority of the participants heavily rely on online sources of information, while only 1.8% of the respondents prefer the paper documents. Accordingly, the majority seem to appreciate the attractive features online tools of information mining offer to its users compared to manual and traditional searching tools. Moreover the highest number of respondent appears to know how much effort, time, and money online research saves them.

Q 08: What type of online sources do you use when you have an academic task?

Table 3.6.

Types of Online Sources.

Options	Number	Percentage
YouTube	21	36.8%
Slide share	16	28.07%
Books	45	78.9%
Articles	54	94.7%
Social-media posts	4	7.01%
Dissertations	1	1.7%
Networking sites	1	1.7%
Research blogs	1	1.7%

This question aims at discovering the main types of online sources of information students prefer to use. Moreover, the questions aims to determine their level of awareness about choosing the appropriate and reliable sources while conducting academic research. The results show that the first mostly used online source is the articles with receiving selected by 94.7% of the students, while 78.9% of the participants chose books. More than a third (36.8%) went for YouTube. 28.07% of the population said they rely on Slide Share Power Point presentations as sources for information. Only 7.01% of the respondents opted for social media posts. Nearly none of the participants selected dissertations, networking sites and research blogs; as these options only got 1.7% for each. This indicates that a small amount of students may refer to the use of unreliable sources due to their easy access. Yet the highest majority is mindful of the significant value of credibility and reliability of information.

Q 09: On which basis you select the sources you use for your academic research?

This question was added to offer more clarification to the previous one. It was meant to check the participants' keenness in choosing sources for academic conduct. Accordingly, the answers for this question revealed the importance the participants accord to the choice of the sources they use. The premier majority of respondents avowed they go for academically approved sources of information as they have included words such as reliability, credibility, trustworthiness, most cited, information in known platforms, etc. However, very few participants said they go for whatever source of information as long as it helps them get the

job done in simple research assignments; but for highest forms of academic research like the dissertation and research papers they carefully chose their sources.

Q 10: Do you think that reading materials online makes research:

Table 3.7.

Benefits of Reading from Online Platforms.

Options	Number	Percentage
Easier	35	61.4%
Time-saver	35	61.4%
Effective	21	36.8%
Money-saver	30	52.5%
Entertaining	12	21.05%
Cultivating	8	14.03%
Non-healthy	33	57.8%
Addictive	8	14.03%
Distracting (Deviating to social media)	16	28.07%

According to the results reported in table 3.7, more than nearly two thirds of the population (61.4%) equally believe that reading from a screen makes reading faster and easier. While a considerable number of students (57.8%) feel that reading from the screen is unhealthy. A percentage of 52.5% of the participants believed that online materials save money. More than one third (36.8%) of the research sample contended that reading materials online is effective. Eight out of fifty seven respondents (28.07%) believed that this process causes them destruction as they end up on social media applications instead of making research. Some students (21.05%) avowed that screen reading is an enjoyable activity. An equal number of participants (14.03%) admitted that online reading is an addictive behavior yet a very important source of knowledge. In a nutshell, there are mixed thoughts about reading documents online. Yet the highest majority of the participants believe that this process has far more benefits than drawbacks.

Q 11: Do you have a professional email?

Table 3.8.*Possession of a Professional Email.*

Options	Number	Percentage
Yes	54	94.7%
No	3	5.2%
Total	57	100%

Looking at the results represented in table 3.8, it can be said that the majority of students (94.7 %) have a professional email. This is mainly because students need professional email to access progress and other platforms related to registration and other educational activities. Moreover; students are preparing a graduation dissertation, which necessitates having some sort of keys that allow them to access widely known educational platforms. This entails that they are conscious about the value of mastering such tools. Only 5.2 % of the participants do not have a professional email. This can be due to their laziness or their ignorance of the doors the professional email may open for them.

Q 12: Do you frequently use it?

Table 3.9.*Using the Professional Email.*

Options	Number	Percentage
Yes	35	61.4%
No	22	38.5%
Total	57	100%

As displayed in the table above, a percentage of 61.4% of the respondents actually make use of their professional email, while 38.5% of the population said they do not use it. The results show that a considerable number of the sample is aware about the advantages as well as the importance of using professional emails. The majority knows that a professional email

is needed in order to get the required sources from websites that require creating an account using strictly a professional email like Research Gate and the University's SNDL.

Q 13: Do you have an SNDL account?

Table 3. 10.

Having an SNDL Account.

Options	Number	Percentage
Yes	41	71.9%
No	16	28.07%
Total	57	100%

According to the results displayed in table 3.10., the majority (71.9%) of the participants already created an SNDL account. Whereas, very few (28.07%) contended they do not possess one. This implies that the majority of the participants know about the multiple research opportunities an SNDL account would allow them to gain. For those with no SNDL account, they are most probably unaware about its importance or existence.

Q 14: Do you use it?

Table 3.11.

The Use of SNDL Account.

Options	Number	Percentage
Yes	22	38.5%
No	35	61.4%
Total	57	100%

As it is shown in the table above, nearly two thirds of the population (61.4%) responded with 'no' when asked whether they use their SNDL accounts or not. While less participants (38.5%) said they make use of it. The results denote that the majority of the participants have an SNDL account as an administrative procedure or obligation. Their creation of the account may be just the result purposeless imitation of peers. Those few who actually use it are those who probably acknowledge its value and practicality. The results of this table indicated that

the previous conclusions of (table 3.10.) may not serve as a measure of students' awareness of the prominence of SNDL accounts.

Q 15: Do you have a Moodle account?

Table 3.12.

Possessing a Moodle Account.

Options	Number	Percentage
Yes	50	87.7%
No	7	12.2%
Total	57	100%

Table 3.12. demonstrates that the majority of participants (87.7%) have a Moodle account. This entails that these students are familiar with the use of this learning platform and are aware about the benefits of its use as it was highly recommended by the administration and teachers at the English Department of Guelma University. While 12.2% said they do not have a Moodle account; which implies that these students are not interested in benefitting from its services.

Q 16: Do you use it?

Table 3.13.

Use of Moodle Account.

Options	Number	Percentage
Yes	38	66.6%
No	19	33.3%
Total	57	100%

The majority of the participants (66.6%) contended they use their Moodle account. While the rest (33.3%) avowed they do not make use of it. This goes in accordance with the results of the previous table (table 3.12). It further shows that not all those who own a Moodle account genuinely use it. Hence, it is safe to say that though there are those who understand the value of having a Moodle account to learning and information exchange, there are those

who have such account for the mere obedience of an administrative obligation they could not escape.

Q 17: Are you familiar with the following online databases?

Table 3.14.

Familiarity with Online Databases.

Options	Number	Percentage
Elsevier	14	24.5 %
Blackwell	4	7.01%
Research gate	55	96.4%
Google scholar	54	94.7%
Springer	17	28.8%

As shown in the table above, the most known online databases are research gate followed by google scholar as they are familiar to 96.4% and 94.7 % of the students, respectively. In the second position comes Springer with 28.8%. Then comes the Elsevier database with 24.5% of votes. Blackwell comes last with only 7.01% of the whole population. The results show that all the participants are familiar with at least one of these famous reliable online databases.

Clearly not all databases are used with the same rate, still this is harmonious with the respondents' previous claims about selecting the most credible and reliable sources of information displayed in the analysis of question 7 and 8.

Section Three: Publishing an Academic Research.

Q 18: Do you plan to publish a research in the future?

Table 3.15.

Publishing an Academic Research.

Options	Number	Percentage
Yes	38	66.6%
No	18	31.5%
Total	57	100%

Table 3.15 indicates that the vastest majority of respondents (66.6%) have the will to publish their researches in the future. Only 31.5% showed no interest in publishing a research work. The table then shows the importance of publishing a research work to the majority of the population. They are aware of the significance publishing holds in the academic sphere. The respondents who have no intention in publishing future research are probably more oriented towards obtaining a job; they are interested in conducting a research only because it will grant them a degree, which will ensure them employment later.

Q 19: Do you think publishing academic research in online platforms beneficial?

Table 3.16.

The Beneficially of Publishing Academic Research.

Options	Number	Percentage
Strongly Agree	36	63.1%
Agree	19	33.3%
Disagree	0	0%
Strongly disagree	2	3.5%
Total	57	100%

The findings of table 3.16 reveal the worth of publishing across different platforms. The majority of students (63.1%) opted for strongly agree. While 33.3% opted for agree and 3.5% went for strongly disagree. None of the participants opted for disagree. This entails that the vastest majority of the respondents recognize the value of publishing in online platforms. They understand that online research platforms are accessible to everybody everywhere and if one publishes a research in such platforms, it would be widely visible.

Q 20: Do you have an idea about the ranking of your University?

Table 3.17.

University Ranking.

Options	Number	Percentage
Yes	27	47.3%
No	30	52.6%
Total	57	100%

As displayed in the table above, 52.6% of the population has no clue about the rank of Guelma University in comparison to other national or international universities. Less than half of the population (47.3%) knows what rank their university holds. As a result, the majority of the participants are ignorant about the status of the university; in other areas of the world, a student picks to study in this academic institution or the other based on its local or worldly rank. All they seem to care about is the degree the university gives them to allow them to get a job. On the contrary, those who are aware about the rank of the university are probably more interested in the types of academic contributions the university provides in the making of human knowledge.

Q 21: Would you please name some criterion of ranking universities in the world?

This question is a continuation to the previous question; it aims at analyzing students level of awareness about what makes some universities globally known while others remain in the shadows. According to the gathered responses, very few participants are semi aware about some of the criteria of ranking universities. These participants believed that university ranking hierarchy has to do with the number of published researches by the teachers, the quality of research, or/and the number of the published papers. Clearly, they do know that the ranking has to do with the process of academic publishing yet have a blurred image about the whole practice. The vastest majority, however; are nonchalant about the ranking process, and seem to have no interest at all in how universities are ranked.

Q 22: If you have any suggestions or comments please state them here.

Less than fourth of the population have commented on this section (17.54%). In addition to ‘good luck’ wishes, the participants demonstrated responsiveness about the significance of internet in the preparation and publication of research. They also displayed that they are sensible and well-informed about the necessity of mastering the methods and the standards

needed for writing and publishing research. Some of the participants also discussed the vitality of using online platforms and databases in research as it seriously increased especially after the spread of the Covid-19 pandemic.

3.3. Summary of Results from the Students' Questionnaire

Based on the data analyzed in the first section of the Students' questionnaire, it was revealed that studying English was the choice of the majority of the participants in this research; this demonstrates participants' strong tendency to improve their skills and achieve higher degrees of proficiency. Moreover, this section showed that most Master students passed more than 10 years in studying the English Language including at least five years at the university level. They are the most suitable sample for this research as they have the necessary knowledge about research as a concept and as a systemic process; which necessitates the use of online information databases and platforms for either information extraction or publishing.

Section two which is entitled "Academic Research" demonstrated that most Master students have a high level of awareness about what makes up a research. The section revealed that learners are very familiar with the writing of different research forms as part of their journey in the university level. The participants exhibited the status they accord to academic research and their awareness about the personal and professional benefits the latter brings about. Moreover, learners' preferences in sources when it comes to conducting a research was displayed, as the greatest majority said they opt for online sources due to the variety of advantages it grants them. In addition, the section uncovered the main criteria the respondents follow to evaluate online sources. They look out the reliability of the sources mostly downloaded from authentic academic databases. Along with displaying possession of different educational and academic online accounts, the section demonstrated that very few of learners use these accounts frequently. Consequently, a considerable number of students know such platforms exist but make absolutely no use of them out of laziness or demotivation.

Concerning the third section, findings indicate that the majority of students (99.3%) have a high awareness about the importance of publishing academic research both for their

personal and academic life. Findings also indicate the majority's familiarity with the ways of using online databases and the significant roles they play in research publication. Moreover, this section disclosed participants' acquaintance with famous prestigious academic databases. Results in this part indicated the majority's ignorance about the rank of Guelma University in comparison to other universities. Regrettably, most participants were unable to appropriately identify the correct ranking criteria applied globally for ranking universities.

3.4. Teachers' Questionnaire

3.4.1. Sample

30 English teachers of the Department of Letters and English Language in Guelma University represent the second sample of the current research. The main aim behind involving teachers of the English Department is exploiting their experience as academic researchers. Their job requires them to constantly search, prepare a content to teach, conduct researches and publish them. Most of them are PhD holders or in the process of preparing their PhD. They are assumed to have a frequent usage of online data bases. All in all, the purpose of the questionnaire is to investigate teachers' awareness about the importance of using online database in both conducting and publishing academic work.

3.4.2. Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of sixteen questions of different types divided on three main sections. The first section (from Q 1 to Q 3) aims at identifying general information about teachers such as their qualifications, teaching experience, and their attitudes towards themselves as teachers.

The Second Section (from Q 4 to Q 7) seeks to investigate teachers' perceptions of academic research, their attitudes, and preferences towards the use of online databases in relation to various academic duties. It also aims to uncover teachers' views about the importance of using online database. The third section (from Q 8 to Q 16) endeavors to know teachers' views on the process of academic publishing. In addition, it intends to elicit teachers' attitudes concerning the use of online databases either for conducting or publishing

researches. Finally, the section aims to measure the awareness of teachers about the importance of using online databases in the process of publishing academic research.

3.4.3. Administration of the Teachers' Questionnaire

The questionnaire was administered to the teachers at the English Department in Guelma University from May 9th, 2022 to June 2nd, 2022. Hard copies of the questionnaire were intended to be distributed on fifty four teachers; they make the whole team of permanent researchers who are allocated the role of supervising Master Degree Candidates. Unfortunately, the number of the respondents was thirty, as the majority of teachers either refused to answer or were unavailable during the administration phase.

3.5. Data Analysis and Interpretations

Section One: General Information

Q 01: What is your qualification?

Table 3.18.

Teachers' Qualifications.

Options	Number	Percentage
Magister holders	13	43.3%
PhD Students	13	43.3%
PhD Holders	4	13.4%
Total	30	100%

When asked about their academic qualifications, most respondents (43.3%) said they are Magister degree holders. An equal number of participants (43.3%) avowed they are PhD students. Few participants are PhD degree holders. This denotes that the participants have diversified levels and experiences, which promises that they would enrich this research by their insightful views.

Q 02: For how long have you been teaching English at the university?

Table 3.19

Years of Teaching English at the University

Options	Number	Percentage
Less than 10 years	11	36.6%
For 10 years	4	13.3%
More than 10 years	15	50%
Total	30	100%

According to the results displayed in the above table, half the sample (50%) said they were teaching for more than 10 years. A percentage of 36.6% of the population contended they were teaching for less than 10 years and 13.3% said they worked as teachers at the level of the university for 10 years. The obtained results imply that the sample of the study could be divided into relatively novice and experienced. In all cases, their responses would be of a great value to the research.

Q 03: How would you describe yourself as a teacher?

According to the assembled results, a considerable number of teachers (36.6%) have skipped the question. While 16.7% of the teachers who answered provided irrelevant responses for the questions and wondered why such question is included in the questionnaire. Only 46.7% of the population provided related answers. These teachers commonly described themselves as hardworking, committed, motivated, eager to learn, passionate, tolerant, and friendly. Overall, these teachers seem to have what it takes to properly perform their jobs. It also entails that the teachers master the necessary characteristics to cope with the needs and the changing trends in the field of foreign language teaching.

SECTION TWO: Academic Research

Q 03: As an academic, what types of academic research did you already conduct?

Table 3.20.

Types of Academic Research already Conducted

Options	Number	Percentage
Academic essay	22	73.3%
Conferences' presentation	18	60%
Research paper	24	80%
Dissertation	30	100%
Training reports	24	80%
Books	6	20%

According to the results displayed in table 3.20, all teachers have written a dissertation (100%), as they are all teachers at the level of the university they need to have at least the Magister degree, which necessitates writing a dissertation. Respondents equally (80%) opted for conducting a research paper and training report which is again amongst the basics that teachers have at least tried once. More than half of population (73.3%) pointed out that they have written academic essays. One reason why teachers opted for such option is that as former students, teachers wrote countless essays in exams and classwork requirements. Nearly two thirds of teachers (60%) had conducted a conference representation which can be justified by the PhD requirements and a part of teachers' involvements in their universities' academic manifestations. Only 20% of the participants avowed they have written books or chapters in edited books; which is anticipated as the majority of teachers are actively engaged in the academic and research sphere. All in all, the majority of the participants are familiar with the different types of academic research performed either as a job requirement or as a part of knowledge building.

Q 04: How do you think your experience as an academic researcher influenced your personal and professional life?

What can be induced from teachers' answers for this question is that all respondents believe their experience as academic researchers has a significant effect on both their personal and professional life. Teachers believed that their experience as researchers

significantly promotes personal and professional growth in the sense that it keeps them active, updated, and always curious about their fields of research. Some even went saying that research boosted their professional carrier through helping them acquire new degrees and develop their academic skills mainly writing. Others focused on the importance of research in widening knowledge and boosting intellectual progress. This part shows teachers' awareness of research significance and their appreciation of the process.

Q 05: As a 21st century researcher, who has to acquire digital research skills, which online databases you frequently use:

Table 3.21.

The Most Used Online Databases.

Options	Number	Percentage
Elsevier	14	46.6%
Springer	14	46.6%
Blackwell	4	13.3%
D-Space	10	33.3%
Google scholar	21	70%
Research gate	25	33.3%
Academia	24	80%

As it is shown in table 3.21, the results indicated that Academia is the most used online databases with 80 % of the sample teachers saying they prefer using it. Google scholar ranked second with 70% of teachers' votes. Both Elsevier and Springer ranked third with 46.6% of the population, while D-space and ResearchGate 33.3% came in the fourth position. 13.3% of the respondents said they use Blackwell, which makes it the least known and used online database. These results demonstrate that teachers are highly influenced by the use of technology in research, which reflects their keenness to cope with modern trends in academia. Moreover, the results reveal how careful teachers are when it comes to choosing sources of their information as they rely primarily on the most reliable databases available.

- If you know other databases, would you please mention them?

When asked to name other online databases teachers use; 70% of the population named other databases such as Online Library, Yourmout's Digital Library, Publon, Wiley, Cambridge Core, Scopus, Jstor, Internet Archives, and Semantic Scholar. Most of these sources are university databases or reliable databases that are widely known and accredited. This indicates the diversified nature of the sources used by the teachers and the value of information they offer as far as academic ethics and conducts are concerned.

Q 06: Do you find online databases:

Teacher's Attitudes towards the Use of Online Databases.

Table 3.22.

Options	Number	Percentage
Easier	18	60%
Time-saver	19	63.3%
Effective	21	70%
Money-saver	14	46.6%
Entertaining	6	20%
Cultivating	19	63.3%
Non-healthy	2	6.6%
Addictive	6	20%
Distracting(Deviating to social media)	3	10%

According to the results displayed above, 70% of the population agreed that the use of databases is effective as far as research preparation is concerned. A percentage of 63.3% of the participants avowed that the use of online databases is beneficial in the sense that it saves researchers' time and fairly adds to his/her knowledge. Furthermore, 60% of the population finds research using online sources a very effortless activity. A small percentage of teachers (46.6%) focused on the financial benefits of using online research. Very few teachers (20%) declared that the use of online databases is an engaging activity. Yet, online research could be disadvantageous as it is non healthy (6.6%), distracting (10%), and even addictive (20%).

The findings indicate that the majority of teachers support the use of online databases and find it more beneficial in conducting an academic research, as it has far more pros than cons.

SECTION THREE: Publishing an Academic Research.

Q 07: Do you have a published research paper?

Table 3.23.

Publishing a Research Paper

Options	Number	Percentage
Yes	15	50%
No	15	50%
Total	30	100%

As it is shown in table 3.23, the results indicated that there is a fifty-fifty division in the answers; as half of the teachers (50%) said they have a published research paper whereas the other half (50%) did not. This question was intended to explore teachers' phase in the journey of writing publishing. Accordingly, the results demonstrate that half the population experienced the procedures of publishing. Similarly, it shows their familiarity with the whole process. On the other side, not publishing does not mean that the other half of the population has no intention to publish researches.

Q 08: If yes, do you find publishing difficult?

Table 3.24.

Difficulty in Publishing Academic Research.

Options	Number	Percentage
Yes	4	26.7%
No	11	73.3%
Total	15	100%

According to the table 3.24, the majority of teachers (73.3%) do not seem to find difficulties in publishing their research manuscripts. While 26.7% said they find publishing somehow challenging. Subsequently, these finding indicate that the highest majority of the respondents are well trained and very knowledgeable about the process of publishing that

they find publishing so easy. From the above results, we see that respondents who do not have difficulties in publishing their researches probably master good writing skills mixed with a passion for a certain research subject which qualified them to gain easy spaces for publishing; or they may have selected journals that do not command very strict criteria or severe peer reviewing processes. The reasons why very few teachers avowed that publishing is a difficult process are dealt with in the next question.

Q 10: If yes, what are the difficulties you have faced while publishing your paper(s)?

In order to get a thorough understanding about what makes publishing problematic for some teachers, those who said that publishing is difficult were asked to further clarify their answers. Accordingly, their responses revealed that what troubles teachers could be summarized as follow:

- Finding the most suitable journal that meets the personal and professional expectations of the researcher.
- Lack of specialized journals in some research fields.
- Copyrights and plagiarism issues.
- The high fees some journals ask for in order to publish the work.
- Meeting the expectation of the publisher cannot be always achieved.
- The time it takes from the submission to the final response is very long.
- Harsh peer reviewing processes.

To summarize, the difficulties teachers face in publishing could be categorized into financial, temporal, and procedural, monetary time-based and technical problems.

Q 11: Do you have a professional account on the following platforms?

Table 3.25.

Having Professional Accounts.

Options	Number	Percentage
Google Scholars	21	70%
Research Gate	23	76.6%
Academia	18	60%
Linked In	14	46.6%
Scopus	11	36.6%
Researcher ID	07	23.3%

As displayed in the table above, the largest part of the participants (76.6%) indicated that they possess an account in Research Gate, while a little less of the participants (70%) said they have accounts in Google Scholar. Eventually, the third and most used site is academia with an approximate percentage of (60%). A considerable portion of the population (60%) contended they have accounts at Academia. For Linked In and Scopus, 46.6% and 36.6% of the participants said they are already active on these platforms respectively. Few teachers (23.3%) said they are registered in Researchers ID. Overall, the results show that all teachers are interested to varying degree in the online research platforms and other platforms that can benefit researchers in their quests. Having accounts in such platforms entails that teachers are highly attentive to staying updated about contemporary advancements in the field of research on one hand. On the other hand, it emphasizes teachers' eagerness to present themselves to the world and share their achievements on widely used and prominent online platforms.

Q 12: Do you post your research (es) on these platforms?

Table 3.26.

Posting Research (es) on Platforms.

Options	Number	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

As indicated in the above table, more than half the respondents (60%) avowed they share their research work on online platforms, while 40% of the participants did not have this opportunity yet. Accordingly, the majority of teachers are aware of the value of sharing their research findings online. This implies that these teachers seem to recognize the effect of

sharing researches online on the progress of the university they belong to, which would respectively add to their personal and occupational growth. This partially accents the results of the previous table (Table 3.25).

For those who opted for no, however; they seem to have their own reasons of not sharing because most of teachers in the population said they are PhD students. This may indicate that they have not yet published articles as a basic requirement for gaining the PhD degree; nor have they finished writing their thesis to disseminate. Subsequently, the "No" to publishing does not entail that teachers have no intention to share in the future, as it is only limited to their present conditions.

Q 13: Are you satisfied with the ranking of your university?

Table 3.27.

Teachers' Attitudes about Guelma University Rank.

Options	Number	Percentage
Yes	13	43.3%
No	17	56.7%
Total	30	100%

The answers for this question show that more than half the participants (56.7%) are not satisfied about the current ranking of Guelma University. Probably, because they believe that there are many ranking criteria that the university lacks and needs to work further on to improve its ranking.

A considerable number of respondents (43.3%) contended they are contented with the current ranking of the university. This denotes that these participants feel that the actual ranking is a true representation of the work done by teachers, researchers and decision makers at the level of the university.

Q 14: Whatever your answer is, please justify it.

To further clarify the opinion of teachers about their views concerning the current rank of the university, respondent were asked to justify their answers. Accordingly, teachers who answered with no (56.7%) believed that for Guelma University which encompasses many

talented and enthusiastic researchers and teachers, this is not an acceptable rank at all. With such mixture, the ranking should have been higher. Other teachers went saying that the lack of encouragement and recognition of the efforts of researchers by related authorities is the main cause behind the university's rank internationally and nationally.

Nevertheless, those participants who said they are satisfied with the rank of the university (43.3%) have provided the following responses:

- The University of Guelma has achieved many records in the past years and has made a decent reputation across most world databases.
- The University of Guelma is a relatively young university when compared to other universities, and it is doing great.
- The University of Guelma is on its way to evolve and it is natural to have some ups and downs at the beginning of the way.

Q 15: According to you, which criterion is more important for ranking universities?

Table 3.28.

Criteria Used for Ranking Universities.

Options	Number	Percentage
The quality of research	25	83.3%
Visibility of university	11	36.6%
The quality of teaching	24	80%
the participation of the university in the socio-economic life of the city	17	56.6%
Academic Reputation	16	53.3%
International Student Ratio	5	16.6%
International Faculty Ratio	6	20%

According to the above table, the largest part of the population believes that the quality of research is an important influencer on the rank a university has. The quality of teaching comes just after with 80% of the population votes. Then comes the participation of the university in the socio-economic life of the city with 56.6% of the total population. A total of 53.3% of the respondents opted for academic reputation as one of the factors in ranking

universities. The visibility of the university ranked fifth with 36.6% of the votes, while international faculty ratio and international student ratio came after with 20% and 16.6% respectively. Accordingly, teachers have mixed opinions about what gives one university its position. Yet, the highest majority seems to emphasize the noteworthy role of research and the taught programs.

- If you know other criterion, would you please mention them?

Only 10% of the population responded to this part, the participants added international cooperation between researchers and making international educational programs as factors that can affect the ranking of universities. This entails that collaboration amongst universities contributes to improving universities status especially if performed with better-ranked universities. Moreover, teachers seem to think that international exchange programs for both teachers and learners could increase the university global rank. Accordingly, this shows how much emphasis participants put on the improvement of individual researchers in the university as an approach for better ranks.

Q 16: If you have any suggestions or comments please state them here.

Most participants left this space blank and only 20% of the participants commented on this section. In addition to ‘good luck’ wishes and encouraging comments about how interesting the topic is, the respondents kept emphasizing the importance of research in the university context, and how much researchers need to work on multiple levels to achieve greatness. Especially by making sure to maintain balance between the different roles they have as teachers and contributors to knowledge creation. Moreover, some participants contended that researchers must always stay up to date and actively engage in the creation and dissemination of knowledge.

3.6. Summary of Results from Teachers’ Questionnaire

Based on the data analyzed in the first section of teachers' questionnaire, the participants have different qualifications and they have been serving for different years as teachers. Hence, their opinions about the topic would be of a significant value as they have distinct

professional experiences and levels. Moreover, on the bases of teacher self-description, most of them seem to be highly qualified, motivated, and thriving for higher achievements. Advantageously, most teachers seem to know exactly what it requires to become an academic researcher. Consequently, this variety of serving times, individual expertise, and personal traits allowed for a variety of results and multitude of views and perspectives. The matter which helped in providing a better understanding to the importance of using online databases in conducting and publishing academic research.

Section two entitled “Academic Research” demonstrated that most teachers have an experience in writing a variety of academic research forms. Furthermore, the majority think that their experience as academic researchers have a significant effect on both their personal and professional life. Chiefly, academic research enriches participants' knowledge, keeps them updated, and most importantly, it earns them valuable degrees. The results also revealed that teachers at Guelma University are truly updated and keen on technology use, as all the participants contended they use a variety of online databases for research purposes. It has also been found that English Department teachers are familiar with different types of databases and seem to utilize them interchangeably. Yet, all these databases share a common feature which is that of reliability. Accordingly, the majority of the participants accented that online databases enormously facilitate the process of information mining and save researchers' money & time.

Concerning the third section entitled" Publishing an Academic Research, the results indicated that only half the population have published research at least once in their lives. Moreover, the largest number of teachers who have research publications avowed they have no problem with publishing. While the other half declared they face difficulties that range between monetary, time- based, and technical problems. In addition, most teachers seems to have active accounts in the various famously used academic databases; this portrays the awareness of teachers about the importance of online platforms and their recognition of the

role these stages play in professional and intellectual development of teachers & researches. However, the results revealed that the rates of utilization of online databases vary from one teacher to another in relation to personal preferences and the pros of each platform. This further explains why the vast majority of teachers post their researches online. Further, when asked about their opinions about the university rank, teachers had contradicting views. Nevertheless, the majority were unhappy with the university's position as they felt the university has a long path ahead. However, there are some teachers who perceive the university's rank positively because they think it is a relatively new establishment and still has rich opportunities for enhancement in the coming years. Finally, when inquiring about the main factors behind ranking universities, the majority of teachers contended that there are three main elements amongst others that can affect the ranks of universities. They selected: 'the quality of instruction, the quality and quantity of research work and the socioeconomic contributions the university makes for the community' as the most important factors in ranking universities.

Conclusion

The third chapter is concerned with the practical framework of the research; it put under examination the research basic assumptions via a teachers and students' questionnaire. The analysis of the findings from the questionnaires administered has shown that the majority of the participants are conscious about the importance of using online databases in conducting and publishing academic research. Accordingly, the chapter has unveiled the positive attitudes both students and teachers embrace about the implementation of online databases. They emphasized their role in facilitating information exchange and bringing recognition to researchers and their universities. Although, not all students are interested in research publication, they all seem so grateful about the existence of online data bases. Similarly for teachers; weather they already published academic researches or not, they highly acknowledge the significant weight of utilizing computer based information platforms.

GENERAL CONCLUSION

1. Concluding Remarks

This study targeted to highlight and to examine the level of awareness of both students and teachers towards the use of online databases in relation to both conducting and publishing academic research. The research attempted to inspect the topic both theoretically and practically; so as to provide answers for the research questions and put its basic drives under test. The first two chapters directed attention to the research variables and provided a detailed description of concepts and notions under quest. The last one; however, was more analytical. It dealt with research data gathering and interpretation of the findings. The results uncovered the positive attitudes of students and teachers at the level of the English Department in University of 8 Mai 1945-Guelma in relation to the use of online databases. They appreciate their noteworthy roles in effective research preparation and publications.

The questionnaires' results contributed in answering the research questions. On one hand, students and teachers recognize the usefulness of online databases as academic and educational tools. Second, while students admit the effectiveness of online databases, they still need further instructions and formations about the importance of utilizing their professional emails and online accounts on famous information platforms for personal and occupational purposes. Third, the majority of teachers are conscious about the ranking of Guelma University and they acknowledge the role of active academic engagement in enhancing this 'fresh' institution's rank.

2. Pedagogical Implications and Recommendations

It is highly necessary for students and teachers to realize the vital role of academic online databases in research production and dissemination. Although, both teachers and students proved aware about the importance of online databases, the significance of such tools in the

lives of researchers and the progress of educational institutions needs to be emphasized further. The followings are some pedagogical implications and suggestions for future research projects:

- Online databases are very advantageous tools if properly used. Thus, students need to display more effort and interest in how to register and use online information platforms and seriously engage in the process.

- The Ministry of Education and the Department of English at the University of Guelma should accord more importance to research and the use of online databases. Accordingly, an effective training on how to use online databases should be considered. Programming an 'Online Research' course at the final semester of the Master degree and the most exhaustive period of students' journey of education is counterproductive. No matter how deep and detailed the instructions provided in this subject matter, the students are overwhelmed by assignments, presentations, quizzes and examinations; which prevents them from paying enough attention to the practical hints and fruitful gems received in this module. In contrast, reconsidering the implementation of such course in early years at the university would lead to more favorable ends.

- Young researchers should never cease from seizing opportunities about learning about the research field and do their best to improve. They should for instance start with small scale research forms at the level of classrooms and at the level of the university, until they finally operate on national and international research stages. They need also to instruct themselves about how to implement online bibliographic sources in their research conducts. The future of research is heading rapidly towards full reliance on online databases.

- A thorough analysis of publishing possibilities is more than required in order to increase the chances of getting published. So, researchers need to well prepare themselves for encounters with editors and previewers.

- As being part of the University of Guelma, the ranking concerns both the students and their teachers. They must all work hand in hand to improve the rankings. For instance, teachers must work harder to improve the quality of teaching and research conducts in terms of content and number. On their part, students could work on their personal learning and intellectual outcomes.

3. Limitations of the Study

Like any other research project, this study had its share of obstacles. The following are the most remarkable limitations encountered by the researchers while conducting the research:

- The topic of investigation is a relatively new one, accordingly there are no enough reliable sources about the topic of databases. This made the literature review a very long tiring process that ended up many times with no single relevant source about the topic.

- Unfortunately, the only tool used to explore both students and teachers' awareness of online databases was the questionnaire. The use of other tools may have added significant & enriching insights about the subject; it may also have helped drawing a fuller and clearer image about the progress in ranking that Guelma University is witnessing. The two variables were examined theoretically and conclusions were built merely upon students and teachers' responses.

- Second year Master students were not available for the second semester because they were freed from attending lectures to work on their 'Teaching Training' and to prepare their Master Dissertations. This prohibited the researchers from distributing a hard copy of the questionnaire, especially that students were not responsive to the online version of the questionnaire. The same could be said about teachers who were nowhere to be found or very occupied with other tasks that the researchers could not collect answers from the whole

teaching team in the English. If researchers could reach more students and teachers, the research results would be more generalizable and valid.

4. Suggestions for Future Research

As the present research solely relied on one source of information, a larger body of knowledge about the topic could not be unveiled. Subsequently, the use of other tools in future research conduct on similar topics would further elaborate about research, publishing, and on electronic databases. The use of interviews, experiments, may open new horizons and reveal lots of valuable information about the importance of online database's integration in academic life. Besides, the world is in constant movement towards the implementation of modern technologies and innovative tools in the academic sphere. Thus, making more research about the online databases in the future would be of significant worth especially in relation to learning, teaching, research, and ranking educational institutions.

References

- Adom, D., Hussein, E. K., & Adu-Agyem, E. (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research. *International Journal of Scientific Research*, 7(1), 438-441.
- Agrawal, A. A. (2005). Corruption of Journal Impact Factors. *TRENDS in Ecology and Evolution*, 20(4), 157. doi:10.1016/j.tree.2005.02.002
- Alberico, R., & Snow, M. (1985). Databases for Communications Research. *ERIC*, 2-41. <https://eric.ed.gov/?id=ED267812>
- Allender, J.S. (2004). Humanistic Research in Self-Study: A History of Transformation. In: J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds), *International Handbook of Self-Study of Teaching and Teacher Education Practices* (pp. 483–515). Springer, Dordrecht.
- Anupama, K. (2018). Hypothesis Types and Research. *International Journal of Nursing Science Practice and Research*, 4(2), 78-80.
- APA Style. (2019). About APA Style. <https://apastyle.apa.org/about-apa-style>
- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2018). The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension. *Project*, 1(2), 101-106.
- Arthur, A., & Hancock, B. (2007). *Introduction to the Research Process*. The NIHR RDS for the East Midlands /Yorkshire & the Humber.
- Auxier, B., Rainie, L., Anderson, M., Perrin, A., Kumar, M., & Turner, E. (2019). *Americans and Privacy: Concerned, Confused and Feeling Lack of Control Over Their Personal Information*. Pew Research Center.
- Azman, N., & Kutty, F. M. (2016). Imposing Global University Rankings on Local Academic Culture: Insights from the National University of Malaysia. In M. Yudkevich, P. G.

- Altbach, & L. E. Rumbley (Eds), *The Global Academic Rankings Game: Changing Institutional Policy, Practice, and Academic Life*, (pp. 97-123). Routledge.
- Baker, D. J., Brien, D. L., & Webb, J. (2019). Publishing & Culture: An Introduction. In D. J. Baker, D. L. Brien, & J. Webb (Eds), *Publishing and Culture*, (pp. 1-18). Cambridge Scholars Publishing.
- Baron, M. (2008). *Guidelines for Writing Research Proposals and Dissertations*. University of South Dakota.
- Barthel, A. (2010). Presenting a Conference Paper. ELSSA Centre, University of Technology Sydney. <https://www.uts.edu.au/current-students/support/helps/self-help-resources/postgraduate-resources/create-conference-presentations>
- Bastis Consultores. (2020). *What Is Research Gate*. Online-Thesis. <https://online-thesis.com/en/what-is-researchgate/>
- Baum, B., & Coen, E. (2019). Evolution or revolution? Changing the Way Science is Published and Communicated. *PLoS biology*, 17(6),1-5. <https://doi.org/10.1371/journal.pbio.3000272>
- Beins, B. C., & Beins, A. M. (2012). *Effective Writing in Psychology: Papers, Posters, and Presentations* (2nd Ed). Wiley-Blackwell.
- Bell, S. S. (2015). *Librarian's Guide to Online Searching: Cultivating Data-base Skills for Research and Instruction* (4th ed). Libraries Unlimited.
- Bhakar, S. n S., & Sikarwar, T. S. (2014). Handbook for Writing Research Paper. Bharti Publications.
- Bland, A. M., & DeRobertis, E. M. (2018). Humanistic Perspective. *Encyclopedia of Personality and Individual Differences*, 1–19. doi:10.1007/978-3-319-28099-8_1484-2
- Boch, F., & Piolat, A. (2005). Note Taking and Learning: A Summary of Reseach. *The WAC Journal*, 16, 101-113. DOI: 10.37514/WAC-J.2005.16.1.08

- Boudah, D. J. (2011). *Conducting Educational Research Guide to Completing a Major Project*. Sage Publications, Inc.
- Bowman, B. F. (1996). Providing Database Services in a Nationwide Research. *Presented at the Online Information 96. Proceedings of the International Online Information Meeting, London.*
- Bridgestock, L. (2019). World University Ranking Methodologies Compared. QS TopUniversities. <https://www.topuniversities.com/university-rankings-articles/world-university-rankings/world-university-ranking-methodologies-compared>
- Buddie, M. A. (2016). *Academic Conferences 101: What They Are, Why Go, How to Present and How to Pay for it All*. American Psychological Association.
<https://www.apa.org/ed/college/psn/2016/09/academic-conferences>
- Bullard, S. R. (1987). Academic publishing: Preparing and marketing your research. *Library Acquisitions: Practice & Theory, 11(4)*, 335–337. doi:10.1016/0364-6408(87)90006-8
- Bullini Orlandi, L., Ricciardi, F., Rossignoli, C., & De Marco, M. (2018). Scholarly Work in the Internet Age: Co-evolving Technologies, Institutions and Workflows. *Journal of Innovation & Knowledge*. doi:10.1016/j.jik.2017.11.001
- Byers, A. (2014). *Reid Hoffman and LinkedIn*. The Rosen Publishing Group, Inc.
- Çaparlar, Ö. C., & Donmez, A. (2016). What is Scientific Research and How Can it be Done? *Turk J Anaesthesiol Reanim, 44*, 212-218.
- Cárdenas, L. M. (2014). Publishing and Academic Writing: Experiences of Authors Who Have Published in PROFILE. *PROFILE, 16(2)*, pp. 11-20.
- Cargill, M., & Burgess, S. (2017). Unpacking English for Research Publication Purposes [ERPP] and the Intersecting Roles of those who Research, Teach and Edit It. In M. Cargill, & S. Burgess, *Publishing Research in English as an Additional Language: Practices, pathways and Potentials*, (pp. 1-11). Adelaide Press.

- Cargill, M., O'Connor, P., Raffiudin, R., Sukarno, N., Juliandi, B., & Rusmana, I. (2017). Scientists Publishing Research in English from Indonesia: Analysing Outcomes of a Training Intervention to Inform Institutional Action. In M. Cargill, & S. Burgess, *Publishing Research in English as an Additional Language: Practicies, pathways and Potentials*, (pp. 169-186). Adelaide Press.
- Chivers, B., & Shoolbred, M. (2007). *A Student's Guide to Presentations: Making your Presentation Count*. SAGE Publications Inc.
- Clifford, J. D., Hardman, M. L., & Hosp, J. L. (2008). *Designing and Conducting Research in Education*. Sage Publications, Inc.
- Creme, P., & Lea, M. R. (2008). *Writing at University: A Guide for Students* (3rd Ed). Open University Press.
- Culinary Institute of America. (2022). *Library Research Methods: Scholarly vs. Non-Scholarly Books*. <https://library.culinary.edu/research/academicbooks>
- Curtis, G. J., & Tremayne, K. (2019). Is Plagiarism Really on the Rise? Results from Four 5 Yearly Surveys. *Studies in Higher Education*, 1–11. doi:10.1080/03075079.2019.1707792
- Dawson, C. (2002). *Practical Research Methods A User-friendly Guide to Mastering Research Techniques and Projects*. How To Books.
- Day, A. R., & Gastel, B. (2016). *How to write and Publish a Scientific Paper* (8th Ed). Greenwood.
- Day, R.A. (1995). *How to Write and Publish a Scientific Paper* (4th Ed). Cambridge University Press.
- Dildoraa, J., & Miravaz, M. (2020). Common Techniques in Teaching of Reading. *International Journal on Integrated Education*, 3(1), 65-68.
- Dutta, P. (2017). *What Are Training Outlines?* bizfluent. <https://bizfluent.com/how-6568811-create-training-materials.html>

- EduMed. (2022). *About EduMed*. <https://www.edumed.org/about-us/>
- Elsevier. (2020). Elsevier at a Glance. https://www.elsevier.com/__data/assets/pdf_file/0010/1143001/Elsevier-corporate-brochure-2022.pdf
- Eunson, B. I. (2012). *Communicating in the 21st Century* (3rd Ed). Wiley.
- Fink, A. (2014). *Conducting Research Literature Review: From the Internet to Paper* (4th Ed). Sage.
- Forgues, B., & Liarte, S. (2013). Academic Publishing: Past and Future. *M@n@gement*, 5(16), 739-756. DOI 10.3917/mana.165.0739
- Fortney, K., & Gonder, J. (2015). *A Social Networking Site Is not an Open Access Repository*. Office of Scholarly Communication, University of California. <https://osc.universityofcalifornia.edu/2015/12/a-social-networking-site-is-not-an-open-access-repository/>
- Garfield E. (1996). How Can Impact Factors be Improved? *BMJ (Clinical research ed.)*, 313(7054), 411–413. <https://doi.org/10.1136/bmj.313.7054.411>
- Gea-Valor, M.-L., Rey-Rocha, J., & Moreno, A. I. (2014). Publishing Research in the International Context: An Analysis of Spanish Scholars' Academic Writing Needs in the Social Sciences. *English for Specific Purposes*, 36, 47-59. doi:10.1016/j.esp.2014.05.001
- Giles, J. (2005). Science in the web age: Start your engines. *Nature*, 438 (7068), 554–555. doi:10.1038/438554a
- Grudzina, D., & Kolba, B. (2008). *Writing an A+ Research Paper: A Roadmap for Beginning and Experienced Writers*. Perstwick House Inc.
- Gutenberg, J. (2020). Students Often Do Not Question Online Information: Study Examines Students' Ability to Critically Assess Information from the Internet and from Social Media. *ScienceDaily*. Retrieved from [www.sciencedaily.com /releases/2020/04/ 200414095727.htm](http://www.sciencedaily.com/releases/2020/04/200414095727.htm)

- Haider, Z., & Akhter, E. (2012). Extensive Reading in EFL Classroom at Secondary Schools in Bangladesh: Current Practices and Future Possibilities. *International Educational Studies*, 5(3), 126-132.
- Hale, S. & Napier, J. (2013). *Research Methods in Interpreting: A Practical Resource*. Bloomsbury Publishing Inc.
- Hay, I., Dunn, K., & Street, A. (2005). Making the Most of Your Conference Journey. *Journal of Geography in Higher Education*, 29(1), 159–171.
doi:10.1080/03098260500030546
- Higgins, S. (2012). The Lifecycle of Data Management. In G, Pryor (Ed.), *Managing Research Data*, (pp. 17-45). Facet Publishing.
- Horkoff, T. (2021). *Writing for Success – 1st Canadian H5P Edition*. BC campus.
- Jalil, M. M. (2013). *Practical Guidelines for Conducting Research*. The Donor Committee for Enterprise Development.
- Jensenius, F., Htun, M., Samuels, D., Singer, D., Lawrence, A., & Chwe, M. (2018). The Benefits and Pitfalls of Google Scholar. *PS: Political Science & Politics*, 51(4), 820–824.
- Johnson, R., Watkinson, A., & Mabe, M. (2015). *The STM Report: An Overview of Scientific and Scholarly Publishing* (5th ed). International Association of Scientific, Technical and Medical Publishers.
- Kabir, S. M. S. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication.
- Katz, E. L. (1997). Key Players in the Dissertation Process. *New Directions for Higher Education*, (99), 5–16. doi:10.1002/he.9901
- Kaur, D. C. (2013). Research Publications: Need for Academicians. *Asian J. Res. Pharm. Sci*, 3(4), 220-228.

- Knott, J. C., Taylor, D. M., & Simon, E. L. (2020). Conference Presentations: A Research Primer for Low- and Middle-income Countries. *African Journal of Emergency Medicine*, 10, 158–160. doi:10.1016/j.afjem.2020.05.002
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques* (2nd Ed). New Age International Limited Publishers.
- Krista, M. S., Fransen, J., & Nackerud, S. (2017). Beyond Books: The Extended Academic Benefits of Library Use for First-Year College Students. *College and Research Libraries*, 8(1), 8-20. DOI: <https://doi.org/10.5860/crl.78.1.8>
- Kuhlthau, C. C. (2010). *Teaching the Library Research Process* (4th Ed). The University of Chicago Press.
- Lasda Bergman, E. M. (2012). Finding Citations to Social Work Literature: The Relative Benefits of Using Web of Science, Scopus, or Google Scholar. *The Journal of Academic Librarianship*, 38(6), 370–379. doi:10.1016/j.acalib.2012.08.002
- Leonard, K. (2018). *How to Write a Training Report*. bizfluent. <https://bizfluent.com/how-6568811-create-training-materials.html>
- Li, S., Brusilovsky, P., Su, S., & Cheng, X. (2018). Conference Paper Recommendation for Academic Conferences. *IEEE Access*, 6, 17153–17164. doi:10.1109/access.2018.2817497
- LinkedIn. (2022). *About Us: Statistics*. <https://news.linkedin.com/about-us#Statistics>
- LinkedIn Help. (2022). *What is LinkedIn and How Can I Use It?* <https://www.linkedin.com/help/linkedin/answer/a548441/what-is-linkedin-and-how-can-i-use-it-?lang=en>
- Lipson, C. (2011). *Cite Right, Second Edition: A Quick Guide to Citation Styles –MLA, APA, Chicago, the Sciences, Professions, and More*. The University of Chicago Press.
- Lloyd, S. (2020). Finding Reliable Sources. Mountain Point Academy. <https://mountainpointacademy.com/blog/finding-reliable-sources>
- Logue, R. (2004). Plagiarism: The Internet Makes It Easy. *Nursing Standard*, 18(51), 40–43.

doi:10.7748/ns2004.09.18.51.40.c3685

Lunsford, A. A., & O'Brien, A. (2011). *The St. Martin's Handbook* (7th Ed). World Book, Inc.

Lyutaya, T. (2011). Reading Logs: Integrating Extensive Reading with Writing Tasks.

English Teaching Forum, 1, 26-34.

Mabe, M. (2009). Scholarly Publishing. *European Review*, 17(1), 3–22. <https://doi.org/10.1017/S1062798709000532>

Magawa, S., & Magawa, W. (2015). *A Guide to Conducting Research: A Student Handbook*. Strategic Book Publishing

Mandalios, J. (2013). RADAR: An Approach for Helping Students Evaluate Internet Sources.

Journal of Information Science, 39(4), 470-478.

Manly, J. M. (1930). Humanistic Studies and Science. *Speculum A Journal of Mediaeval Studies*, 243-250.

Martín-Martín, A., Thelwall, M., Orduna-Malea, E., & Delgado López-Cózar, E.

(2021). Google Scholar, Microsoft Academic, Scopus, Dimensions, Web of Science, and Open Citations' COCI: a multidisciplinary comparison of coverage via citations. *Scientometrics*, 126 (1), 871–906. doi:10.1007/s11192-020-03690-4

Maureen Fitzgerald (1994) Why write essays?, *Journal of Geography in Higher Education*, 18(3), 379-384. DOI: 10.1080/03098269408709282

Merriam-Webster. (2022). Research. In Merriam-Webster.com dictionary. Retrieved May 4, 2022, from <https://www.merriam-webster.com/dictionary/research>

McLeod, S. A. (2015). Humanism. *Simply Psychology*, 1-5. www.simplypsychology.org/humanistic.html

McNeil, S. G., & Robin, B. R. (2000). Using Web Database Tools to Facilitate the Construction of Knowledge in Online Courses. *Presented at the Society for Information Technology & Teacher Education International Conference: Proceedings of SITE 2000*,

California.

- Mishra, S., & Kumar, D. A. (2015). The Publishing Process. In S. Mishra (ed.), *Sharing Your Work in Open Access*, (pp. 5-14). UNESCO.
- Mohammadi, A. S. (2019). A Study of the Importance of Academic Research in Social Sciences and the Role of University Libraries in A. P. *Library Philosophy and Practice (e-journal)*, 1-12. <https://digitalcommons.unl.edu/libphilprac/2620>
- Moura, T. F. (2015). *Understand the Difference: Research Paper x Dissertation/Thesis*. Live Innovation. <https://liveinnovation.org/understand-the-difference-research-paper-x-thesis/>
- Muchtar, N. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension. *Journal of English Teaching Studies*, 1(2), 1-13.
- Mwantimwa, K., Mwabungu, E., & Kassim, M. (2021). Academic Staff and Researchers' Use of Electronic Resources in Tanzania: A Comparative Study. *International Journal of Education and Development Using Information and Communication Technology*, 17(2), 55-75.
- National Research Council 1999. *A Question of Balance: Private Rights and the Public Interest in Scientific and Technical Databases*. The National Academies Press.
- Nations, D. (2020). What Is LinkedIn and Why Should You Be on It? *Lifewire Tech for Humans*. <https://www.lifewire.com/what-is-linkedin-3486382>
- Navindhra, N. (2021). What is a research? A Conceptual Understanding. *African Journal of Emergency Medicine*, 1, 47-48.
- New Mexico State University Library. (2022). *Understanding & Evaluating Sources*. <https://nmsu.libguides.com/sources/types>
- Newlon, J. H. (1926). A Background for Practical Research. *The Phi Delta Kappan*, 8(5), 1-6. <http://www.jstor.org/stable/20257464>

- Ntui, P. P. (2012). *Research Methods: What, Where, and How to...Guide*. St. Augustine University of Tanzania.
- Ojimelukwe, P. (2018). Literature Review, Sources and Methodologies. *A Paper Presented at the Train- the-Trainers Workshop Organized by the Postgraduate School, Nnamdi Azikiwe University, Awka.*
- Orlandia, L. B., Ricciardi, F., Rossignolia, C., & DeMarcob, M. (2019). Scholarly Work in the Internet Age: Co-evolving Technologies, Institutions, and Workflows. *Journal of Innovation & Knowledge, 4*, 55-61.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (3rd Ed). Pearson Education, Inc.
- Oxford. (2012). *Oxford Student's Dictionary* (3rd ed). Oxford University press.
- Parkin, D. (1986). *Art Research Online. A Guide for Faculty*. Houston Univ: TX. Libraries
- Piccoli, G., & Wagner, E. L. (2003). The Value of Academic Research. *Cornell Hotel and Restaurant Administration Quarterly, 44*(2), 29-38. DOI:10.1177/0010880403442003
- Pirce, R. (2020). *The Story of Academia.edu*. Academia. https://www.academia.edu/43013575/The_Story_of_Academia_edu
- Pirce, R. (2020). *The Story of Academia.edu*. Academia. https://www.academia.edu/43013575/The_Story_of_Academia_edu
- Pokrivčáková, S., & Pokrivčák, A. (2016). Academic Research. In Z. Straková (Ed.), *How to Teach in Higher Education: Selected Chapters*, (pp. 152-172). KEGA
- Poynder, R. (2003). Change Is very Exciting. *Information Today, 20*(8). <https://www.infoday.com/IT/sep03/poynder.shtml>
- Prathap, S. T., Mohd, A. A., & Kamarju, M. (2019). How to Write an Academic Research Paper. *Journal of Emerging Technologies and Innovative Research, 6*(4), 488-493.

Purssell, E., & McCrae, N. (2020). *How to Perform a Systematic Literature Review: A Guide for Healthcare Researchers, Practitioners, and Students*. Springer.

Rainie, L., & Kiesler, S. (2013). *Anonymity, Privacy, and Security Online*. Pew Research Center.

Ramalho Correia, A. M., & Teixeira, J., C. (2005). Reforming Scholarly Publishing and Knowledge Communication. *Online Information Review*, 29(4), 349–364.

doi:10.1108/14684520510617802

Ramdhani, A., Remdhani, A. M., & Syakur, A. A. (2014). Writing a Literature Review Research Paper: A Step-by-step Approach. *International Journal of Basic and Applied Science*, 3(1), 47-56.

Ramzan, M., Munir, M. A., Siddique, N., & Asif, M. (2012). Awareness about Plagiarism Amongst University Students in Pakistan. *Higher Education*, 64(1), 73–84.

doi:10.1007/s10734-011-9481-4

Ravichandran, N. (2018). Importance of Research. *International Journal of Multidisciplinary Educational Research*, 7(4), 138-148.

Reference for Business. (2020). *Reference for Business Company History Index Publishing and Printing Blackwell Publishing (Holdings) Ltd*. <https://www.referenceforbusiness.com/history/2/16/Blackwell-Publishing-Holdings-Ltd.html>

Reichel, M. (1983). The Impact of Online Bibliographic Databases on Teaching and Research in Political Science. *Presented at the Annual Meeting of the American Political Science Association, Chicago*.

Remenyi, D. (2018). *A Dictionary of Research Concepts and Issues* (2nd Ed). Acpiil.

Richer, S. (2013). *Writing a Dissertation the Essential Guide*. Need2Know.

Robens, J. (2018). The Importance of Academic Publishing and the Open Access Evolution.

Academic Publishing, 15(3). <https://rb.gy/mngijt>

Rovira, C., Codina, L., Guerrero-Solé, F., & Lopezosa, C. (2019). Ranking by Relevance and Citation Counts, a Comparative Study: Google Scholar, Microsoft Academic, WoS and Scopus. *Future Internet*, 11(9), 202-223. <https://doi.org/10.3390/fi11090202>

Sanchez, C. A., Wiley, J., & Goldman, S. R. (2006). Teaching Students to Evaluate Source Reliability during Internet Research Tasks. In S. A. Barab, K. E. Hay, & D. T. Hickey (Eds.), *The International Conference of the Learning Sciences: Indiana University 2006. Proceedings of ICLS 2006, Volume 2*, (pp. 662-666). International Society of the Learning Sciences.

Sander, P., Sanders, L., & Stevenson, K. (2002). Engaging the Learner: Reflections on the Use of Student Presentations. *Psychology Teaching Review*, 10(1), 76-89.

Saunders, B., Kitzinger, J., & Kitzinger, C. (2015) Participant Anonymity in the Internet Age: From Theory to Practice. *Qualitative Research in Psychology*, 12(2),125-137, DOI: 10.1080/14780887.2014.948697

Scanlon, P. M. (2003). Student Online Plagiarism: How Do We Respond? *College Teaching*, 51(4), 161–165. <http://www.jstor.org/stable/27559159>

Schaffzin, N. R. (1998). *Reading Smart: Advanced Techniques for Improved Reading*. Random House.

Schlein, A.M., Weber, P.J., & Newby, J. (2000). *Find It Online: The Complete Guide to Online Research* (2nd ed). AZ : Facts on Demand Press.

Schwegler, R. A., & Shamon, L. K. (1982). The Aims and Process of the Research Paper. *College English*, 44(8), 817-824. doi:10.2307/377338

Springer. (n.d. a). *History*. <https://www.springer.com/gp/about-springer/history>

Springer. (n.d. b). *About Springer*. <https://www.springer.com/gp/about-springer>

- Stanford Humanities University. (2013). *What are the Humanities*. <https://shc.stanford.edu/about-us>
- Study International Staff. (2020). *What is the Importance of Research in Everyday Life?* Lincoln Minster School. <https://www.studyinternational.com/news/importance-of-research-everyday-life/#:~:text=Research%20empowers%20us%20with%20knowledge&text=We%20get%20to%20know%20the,%2C%20and%20business%2C%20among%20others.>
- Szymanski, D. M., Ozegovic, J. J., Phillips, J. C., & Briggs-Phillips, M. (2007). Fostering Scholarly Productivity through Academic and Internship Research Training Environments. *Training and Education in Professional Psychology*, 1(2), 135–146. doi:10.1037/1931-3918.1.2.135
- Taherdoost, H. (2020). A Guide to Evaluate Academic Sources to Develop Research Paper: Source Selection in Academic Writing. *Asian Review of Social Sciences*, 11(1), 54-58. DOI: <https://doi.org/10.51983/arss-2022.11.1.3085>
- Tedd, L. A., & Large, J. A. (2005). *Digital Libraries: Principles and Practice in a Global Environment*. Walter de Gruyter.
- Thompson, J. B. (2005). *Books in the Digital Age: The Transformation of Academic and Higher Education Publishing in Britain and the United States*. Polity Press.
- Torres-Salinas, D., Lopez-Cózar, E. D., & Jiménez-Contreras, E. (2009). Ranking of Departments and Researchers within a University Using Two Different Databases: Web of Science Versus Scopus. *Scientometrics*, 80(3), 761–774. doi:10.1007/s11192-008-2113-9
- Tribe, R. & Marshall, C. (2020) Preparing a conference, doctoral or professional presentation. *Counselling Psychology Review*, 35,2,30-48
- Tucker, D. H. (2020). History of Publishing. *Encyclopedia Britannica*. <https://www.britannica.com/topic/publishing>

- University of Michigan Library. (2022). *What Is Research Gate?* <https://guides.lib.umich.edu/c.php?g=1165556&p=8603840>
- Van-Noorden, R. (2013). Open Access: The True Cost of Science Publishing. *Nature*, 495(7442), 426–429. doi:10.1038/495426a
- Vincent-Lancrin, S. (2006). What is Changing in Academic Research? Trends and Futures Scenarios. *Forthcoming in the European Journal of Education*, 41(2), 1-27.
- Visser, M., Jan van Eck, N., & Waltman, L. (2021). Large-scale comparison of bibliographic data sources: Scopus, Web of Science, Dimensions, Crossref, and Microsoft Academic. *Quantitative Science Studies*, 2(1),1-37. DOI:10.1162/qss_a_00112
- Wa-Mbaleka, S., Rosario, A., Zubkov, P., & Saban, A. G. (2022). Building the Researcher-Participant Relationship in Qualitative Research. In a S. Wa-Mbaleka, & A. H. Rosario (Eds), *The SAGE Handbook of Qualitative Research in the Asian Context*, (pp. 525-539). SAGE Publications Inc.
- Western Nevada College Library. (2022). *How To: Academic Research*. https://library.wnc.edu/academic_research/types_of_sources
- Wilkins, S., Hazzam, J., & Lean, J. (2021). Doctoral Publishing as Professional Development for an Academic Career in Higher Education. *The International Journal of Management Education*, 19(1), 1-13. 100459. doi:10.1016/j.ijme.2021.100459
- Wisker, G. (2015). *Getting Published: Academic Publishing Success*. Palgrave Macmillan Education.
- Woody, C. (1927). The Values of Educational Research to the Classroom Teacher. *The Journal of Educational Research*, 16(3), 172–178. doi:10.1080/00220671.1927.10879779
- Yudkevich, M., Altbach, P. G., & Rumbley, L. E. (2016). Global University Rankings as the 'Olympic Games' of Higher Education: Citius, altius, fortius ? In M. Yudkevich, P. G. Altbach, & L. E. Rumbley (Eds), *The Global Academic Rankings Game: Changing*

Institutional Policy, Practice, and Academic Life, (pp. 1-11). Routledge.

Zhang, S. (2019). The Real Cost of Knowledge .*The Atlantic*. Retrieved from <https://www.theatlantic.com/science/archive/2019/03/uc-elsevier-publisher/583909/>

Appendices

Appendix A

Students' Questionnaire

Dear students

This questionnaire is part of a research work carried out at the Department of English in Guelma University. Its aim is to investigate the students' awareness about online databases in writing and publishing academic research.

You are kindly requested to answer the following questions, and we thank you, in advance for your collaboration.

MEFTAH Nardjes

ZERGUINE Racha

Department of English

University of 8 Mai 1945, Guelma

SECTION ONE: General Information

1. Did you choose to study English?

a. Yes	
b. No	

2. How many years have you been studying English?

.....

SECTION TWO: Academic Research

3. What is your definition of academic research?

.....

4. What type of academic research did you write during your journey in the University?

a. Academic essay	
b. Conferences' presentations	
c. Research paper	
d. Dissertation	
e. Books	
f. Classroom presentations	
g. Training report	

5. What is the importance of conducting academic research to your personal and academic growth?

.....

6. When reading for an academic task which sources do you use to collect information?

a. Online sources	
b. Hard copies of books and articles	
c. Both	

7. Which source for information you use most?

a. Online sources	
b. Hard copies of documentation	

8. What type of online sources do you use when you have an academic task?

a. YouTube	
b. Slide share	
c. Books	
d. Articles	
e. Social-Media posts	
f. Others	

9. On which basis you select the sources you use for your academic research?

.....

10. Do you think that reading from a screen makes reading:

a. Easier	
b. Time-saver	
c. Effective	
d. Money-saver	
e. Entertaining	
f. Cultivating	
g. Non-healthy	
h. Addictive	
i. Distracting(Deviating to social media)	

11. Do you have a professional email?

a. Yes	
b. No	

- Do you use it?

a. Yes	
b. No	

12. Do you have an SNDL account?

a. Yes	
b. No	

- Do you use it?

a. Yes	
b. No	

13. Do you have a Moodle account?

a. Yes	
b. No	

- Do you use it?

a. Yes	
b. No	

14. Are you familiar with the following online databases?

a. Elsevier	
b. Blackwell	
c. Springer	
d. Research gate	
e. Google scholar	

15. Name online databases that you use frequently when conducting research.

.....

SECTION THREE: Publishing an Academic Research.

16. Do you plan to publish a research in the future?

a. Yes	
b. No	

17. Do you think publishing academic research in online platforms beneficial?

a. Strongly Agree	
b. Agree	
c. Disagree	
d. Strongly Disagree	

18. Do you have an idea about the ranking of your University?

a. Yes	
b. No	

19. Would you please name some criterion of ranking Universities in the world?

.....

20. Would you elaborate on your answer?

.....

.....

21. If you have any suggestions or comments please state them here.

.....

.....

Thank you for your time and collaboration

Appendix B

Teachers' Questionnaire

Dear teacher,

This questionnaire is part of a research work carried out at the Department of English in Guelma University. We are carrying out an investigation about teachers' and students' awareness about the importance of online databases in conducting and publishing academic research.

You are kindly requested voluntarily fill in this questionnaire. Your collaboration is valuable for the validity of the research. We thank you, in advance, for your consideration.

ZERGUINE Racha

MEFTAH Nardjes

Department of English

University of 8 Mai 1945, Guelma

Section One: General Information

1 - What is your qualification?

.....

2 - For how long have you been teaching English at the University?

a. Less than 10 years	
b. About 10 years	
c. More than 10 years	

3 - How would you describe yourself as a teacher?

.....

Section Two: Academic Research

4 - As an academic, what types of academic research did you already conduct?

a. Academic essay	
b. Conferences' presentation	
c. Research paper	
d. Dissertation	
e. Books	
f. Training reports	

5 - How do you think your experience as an academic researcher influenced your personal and professional life?

.....

.....

6 - As 21st century researcher, who are obliged to acquire digital research skills, which online databases you frequently use:

a. Elsevier	
b. Springer	
c. Blackwell	
d. D-Space	
e. Google scholar	
f. Research gate	
g. Academia	

-If you know other, would you please mention them?

.....

.....

7 - Do you find online databases;

a. Easier	
b. Time-saver	
c. Effective	
d. Money-saver	
e. Entertaining	
f. Cultivating	
g. Non-healthy	
h. Addictive	
i. Distracting(Deviating to social media)	

Section Three: Publishing an Academic Research

8- Do you have a published research paper?

a. Yes	
b. No	

9- If yes, do you find publishing difficult?

a. Yes	
b. No	

10- If yes, what are the difficulties you faced for publishing your paper(s)?

.....

.....

11- Do you have a professional account on the following platforms?

a. Google scholar	
b. Research Gate	
c. Academia	
d. LinkedIn	
e. Scopus	
f. Researcher ID	

12- Do you post your research (es) on these platforms?

a. Yes	
b. No	

13- Are you satisfied with the ranking of your University?

a. Yes	
b. No	

14- Whatever your answer is, please justify it.

.....

.....

15- According to you which criterion is more important for ranking Universities?

a. The quality of research	
b. Visibility of university	
c. The quality of teaching	
d. The participation of the university in the socio-economic life of the city	
e. Academic Reputation	
f. International Student Ratio	
g. International Faculty Ratio	

-If you know other, would you please mention them?

.....

.....

.....

16- If you have any suggestions or comments please state them here

.....

.....

.....

المخلص

يسعى هذا البحث إلى استكشاف مستويات وعي الاساتذة والطلاب بأهمية استخدام قواعد البيانات عبر الانترنت في إجراء البحوث ونشرها. حيث يسعى البحث لكشف مواقف الاساتذة والطلاب حول دور منصات المعلومات على الكمبيوتر في إجراء البحوث ومشاركة نتائجها الرئيسية لاحقاً. يهدف هذا البحث أيضاً إلى استكشاف الممارسات الكامنة وراء استخدام هذه الأدوات وكيف تؤثر على الاساتذة والطلاب أكاديمياً وفكرياً. وعليه فقد تم استخدام المنهج الكمي الوصفي للإجابة على الأسئلة النظرية للبحث والتوصل إلى فهم شامل للموضوع. تظهر الطريقة الوصفية الكمية من خلال إدارة استبيانين سمحا بجمع البيانات الكمية العديدة. وشارك في هذا البحث ما مجموعه سبعة وخمسون (57) طالباً وثلاثون (30) أستاذاً على مستوى قسم اللغة الإنجليزية بجامعة 8 ماي 1945 بولاية قالمة. وقد كشف تحليل وتفسير البيانات التي تم جمعها عن مواقف إيجابية من جانب كل من الاساتذة والطلاب فيما يتعلق باستخدام قواعد البيانات عبر الانترنت في إجراء البحوث ونشرها. علاوة على ذلك، ومع ذلك، فقد أظهرت النتائج أن بعض الطلاب لا يطبقون قواعد البيانات على الإنترنت بالطريقة الأمثل على الرغم من معرفة دورها الجدير بالملاحظة في تحقيق التفوق الشخصي والمهني. يُنصح بشدة بعد هذه الدراسة بإعادة النظر في مكانة قواعد البيانات عبر الانترنت في المجال الأكاديمي وتدريب المتعلمين على كيفية استخدامها بشكل مناسب في ميادين البحوث المختلفة.

Résumé

La présente enquête tente d'explorer les niveaux de sensibilisation des enseignants et des étudiants concernant l'importance d'utilisation des bases de données en ligne dans la conduite et la publication de la recherche. L'objectif est de dévoiler les attitudes des enseignants et des étudiants sur la mise en œuvre de ces plateformes informatisées en faisant des recherches et en partageant plus tard ces principaux résultats. Cette enquête vise également à explorer les pratiques sous-jacentes à l'utilisation de tels outils et la façon dont elle affecte les enseignants et les étudiants sur le plan académique et intellectuel. En conséquence, la méthode quantitative descriptive a été utilisée pour répondre aux questions théoriques de la recherche et parvenir à une compréhension globale de l'ensemble du sujet. La méthode quantitative descriptive est réalisée à travers deux questionnaires permettant la collecte de données quantitatives et qualitatives. Au total, cinquante-sept (57) étudiants et trente (30) enseignants du Département d'Anglais de l'Université du 8 mai 1954 de Guelma ont pris part à cette recherche. L'analyse et l'interprétation des données collectées ont révélé une attitude positive de la part des enseignants et des étudiants concernant l'utilisation des bases de données en ligne pour la réalisation et la publication des recherches. Néanmoins, les résultats ont montré que certains étudiants n'implémentent pas les bases de données en ligne comme il est souhaitable, bien qu'ils connaissent leur rôle remarquable dans l'atteinte d'une gloire personnelle et professionnelle. Il est alors extrêmement conseillé de reconsidérer la position des bases de données en ligne dans la sphère académique et de les former à les utiliser de manière appropriée dans des contextes de la recherche.