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Exploring Undergraduate Students' Use of Google Scholar
in the Research Process

The Case of Second Year Master Students of English, 8 Mai 1945 University of Guelma

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

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Dedication

Thank God, by whose grace good deeds are done

I dedicate my humble work:

To the source of tenderness, who kept praying for me, dear **Mother**, may Allah make her always happy and I hope for her speedy recovery, Insha'Allah.

To the one who gave me confidence and the opportunity to achieve my ambition, dear **Father**, may Allah protect him.

To my beloved sisters: **Chaima** and **Nadjla**

To my strength, my brother **Zin elAbidine**

To the little babies, my cousin: **Iskander and Takwa**

To my dear friends: **wissem , salsabile and douaa**

To my best friend,

Thank you for always being there to lift me up and encourage me I appreciate your infinite support, your endless love, and more importantly your patience.

To everyone encouraged and help me, saying and praying

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Collaboration for answering the questionnaire.

ABSTRACT

The present study tries to investigate the use of Google Scholar in the research process. Thus, it has been hypothesized that Google scholar could facilitate the process of research. In order to test this hypothesis, the mixed method approach was used, through the administration of questionnaire and interview .The sample of the present investigation consists of seventy one (71) second year Master students at the department of English, 8 Mai 1945 University- Guelma. The analysis and interpretation of the data demonstrated that students have positive attitudes toward using online search engines to conduct research. Nevertheless, the findings revealed that some students do not use online resources in their study, even if they have recognized the value of Google Scholar. Finally, it is strongly urged to reevaluate the place of online search engines in the academic world and learn the proper ways to use them when conducting a research.

Key words: research process; Google scholar; search engine.

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GENERAL INTRODUCTION

1. Statement of the problem

Nowadays, the internet had become one of the primary sources that students bring out information for their different forms of research. The latter should be cited with credible sources. Google Scholar is one of the best search engines that contains many reliable books and articles, however Students do not use it, this is mainly due to that most of them face some barriers such as lack of sources and they do not know the way of using it. Thus, the current study explores the use of Google scholar in the research process.

2. The aim of the study

The current study attempts to explore the use of Google Scholar Search engine by postgraduate students of English while conducting a research. This study aims at:

- _ Exploring the use of Google Scholar in the research process
- _ Encouraging students to use Google Scholar in their research by raising their awareness of its importance and practicality

3. Research Questions

The present research exploring the use of Google Scholar in the research process. It addresses the following main question:

- _ Do students use Google Scholar in the research process?

4. Research Hypothesis

Students nowadays are more likely to use research engines in general, and Google Scholar in particular, it helps them to conduct their research. It is hypothesized that the effective use of Google Scholar has a great influence in conducting a research. Thus:

H1: students have positive attitudes towards the role of Google Scholar in facilitating the research process.

The null hypothesis implies that no relationship exists between Google Scholar and the process of research.

H2: students are unaware of the usefulness of Google scholar in the research process, and do not believe in its role as a facilitator.

5. Research Methodology and Design

5.1 Choice of the Method

The current study employs a mixed method approach. It attempts to test the above-mentioned research hypothesis and achieve the study's aims by administering a questionnaire and interview to master two students. Both are addressed a series of questions and points of view on the use of Google Scholar in the research process.

5.2 Population of the Study

The study looks into how Google Scholar is used in the research process. So, in order to shed light on the importance of Google Scholar, the case study consist of second year Master students

who were chosen randomly from the department of Letters and English Language, University of 08 mai 1945, in Guelma.

Second year Master students are required to write a master dissertation which needs to cover credible references. Therefore, they are expected to have sufficient knowledge about the internet, search engines, and Google Scholar from where they gather reliable data for their research topic.

5.3 Data Gathering Tools

In order to create a well-structured dissertation about the usage of Google Scholar in the research process, a questionnaire was distributed to second-year Master students during the second semester to determine whether they use Google Scholar in their study or not. Another research instrument which is a semi-structured interview was sent to group of students from the sample- 71 students- to get their opinion about the search engines Google Scholar. And to examine their awareness of the efficiency of using Google Scholar during the different phases of the research process.

6. The structure of the dissertation

This research is divided into two parts, besides a general introduction and a general conclusion. Two chapters make up the theoretical part. The first chapter provides a summary of the research process its definition and the main steps of conducting a research and data collection tools. The second chapter deals with the most important elements of the study which is the use of online search engines and Google Scholar , it gives a full definition of search engines and Its types also some examples of a useful search engines, it sheds light on exploring Google scholar , its benefits , its development and how to use it . The field investigation sections of the practical part include a full explanation, administration, and findings of the students'

questionnaire. In addition to analyzing the interview that was administered with a group of students from the sample. Finally, a general conclusion is devoted to the finding, conclusions, instructional implications, limitations, and recommendations for future research.

CHAPTER ONE: the research process

Introduction

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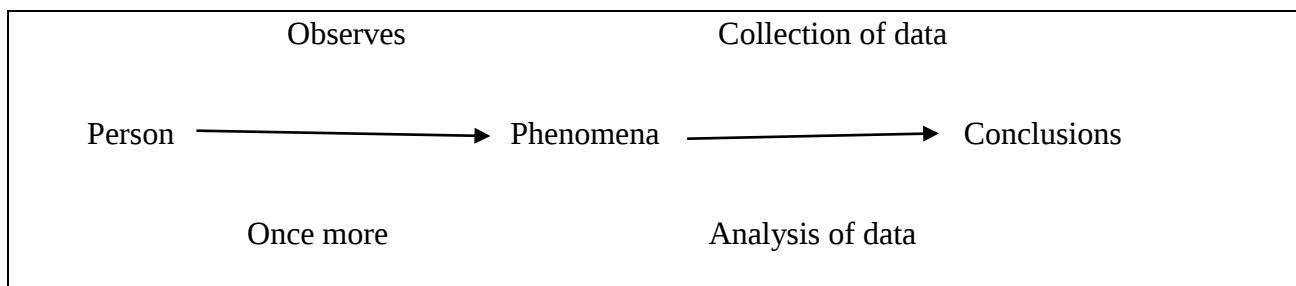
Introduction

We can learn or become knowledgeable about the world around as in several ways among them experience, expert opinion, logical reasoning, or scientific method. These techniques are listed together under the term of research, which is a systematic process of gathering and analyzing data in order to improve our comprehension of the environment we live in. We can get more knowledge and comprehension of the world through this approach.

1. Definition of the Research

The term Research consists of two words: “Re” and “Search”. “Re” means again and “Search” means to find out something. It refers to a process in which a person repeatedly observes a phenomenon. He gathers information and forms conclusions based on that information. (Singh, 2006).

Figure 1: Research process.



“Research is a systematic search for information, a process of inquiry. It can be carried out in libraries, laboratories, schoolrooms, hospitals, factories, in the pages of the Bible, on street corners, or in the wild watching a herd of elephants”. (Graziano & Raulin, 2004,p.31). Moreover, Research can be defined as a method of research that is systematic and focused. Aiming to

contribute to the body of knowledge in a specific field there are three important points in this definition:

1. The investigation is planned because it is conducted systematically.
2. The purpose of research is to add to the body of knowledge and thus help us comprehend of difficult problems
3. Research is a step-by-step procedure. (Arthur. and Hancock, 2007)

In the same aspects, The Oxford Encyclopedic English Dictionary defines it as: the systematic investigation into the study of materials, sources etc.. in order to establish facts and reach new conclusions at the end, the endeavor to discover new facts etc. by the scientific study of a subject or by a course of critical investigation.

2. Steps of Conducting Research

There several steps of conducting a research, these ones must be related to each and reordered chronologically in order to maintain a good research.

2. 1. choosing the topic

The first step is selecting a topic is considered as the most important step in conducting any research. Creswell (2009) stated that before deciding on which literature to use in a project, first identify a topic to study and reflect on whether it is practical and useful to undertake research on the topic. The topic is the subject matter of a proposed study, such as faculty teaching, organizational creativity, or psychological stress, it describes the topic in a few words or in a short phrase. The topic becomes the central idea to learn about or to explore." So choosing the appropriate topic plays a significant role in conducting a research. Moreover, Researchers are

motivated toward a topic because of their personal interests, experiences, and values, previous research experience, and funding or partnership opportunities. After you have chosen a broad topic, you need to ensure it is researchable. Consider if you'll have access to the people or the data you'll need to research the topic at this early stage. (Leavy, 2017, p.54-55)

The topic should be narrow as much as possible. It's critical to have a basic understanding of your issue and how it fits into its field and profession. To facilitate moving from general to specific

2.2. Compose the initial research questions and hypothesis

The word hypothesis consists of two words: Hypo” and “thesis” in which Hypo means tentative or subject to the verification and Thesis means statement about solution of a problem.

The word meaning of the term hypothesis is a tentative statement about the solution of the problem. Hypothesis offers a solution of the problem that is to be verified empirically and based on some rationale, initial questions and hypothesis help the researcher built his own strong hypothesis and compare them with the previous ones which other researchers put before.

"A hypothesis is a statement predicting how variables relate to each other and that can be tested through research" (Leavy, 2017, p.69)

Experimental and quasi-experimental approaches, as well as survey research, frequently include hypotheses, which is created to test or quantify the link between variables. Also a scientific research education begins with a hypothesis. The research process revolves around the hypotheses, so all of the research activities are focused on confirming the hypothesis. It also plays

an important role in the formulation of theory, principles, and laws. It's also known as a tentative hypothesis, and it takes the form of a final theory following proof. A theory generates new hypotheses, which are tested, and then form a new theory in field investigations after the testing. This circular process continues in the development of theories. A diagram has been used to demonstrate the issue. (Singh, 2006)

Suggested hypothesis makes the researcher put questions about the study. And attempt to propose solutions. It is important to think about the question that we want to answer. A well-defined research question has numerous components, including the study endpoint, the exposure intervention, and the population of interest. (C J Smith, 2011)

The central questions are the research questions. They are the queries you're trying to figure out or answer. After you have created your study purpose statement, which outlines your goals, you can create questions to help you attain those goals. The questions must be able to be researched. To put it another way, these are questions that can be answered directly through study. In the end, you'll create a project that's well-suited to addressing the problem. The goal of the study. and how to respond to the research questions. (Leavy,2017,p.71).

For the numbers of questions Leavy declared: «There is no set rule for how many research questions you can ask in a study. Typically, there are anywhere from one to three primary research questions. There may be additional more focused, secondary questions attached to the primary questions, aimed at narrowing down the focus. Primary questions are the main questions the research seeks to answer, and secondary questions may address components of those primary questions" (2017).

2.3. Define the aim of the study

The aim of the study or the purpose statement establishes the research study's overall goal. It is the most significant point in the study, and it must be conveyed clearly and precisely. All other components of the research are derived from it. The purpose statement is often written into the introductions of journal articles, but it is also written as a separate piece in dissertations and research proposals. Castetter & Heisler, (1977) refer to the purpose statement as the central, controlling idea in a study. The purpose statement, according to Locke et al, is "why you want to perform the study and what you plan to achieve. (2007, p. 9)

A strong research purpose statement often includes information about the research topic or problem, participants or data, setting, and methodology. Additionally it may refer to one of the five approaches to research-. Data collection and creation methodologies, as well as research design, are utilized. Moreover, it may include theories that guide the research. These declarations can be as short as a sentence or as long as a paragraph. (Leavy, 2017)

2. 4. Conducting a literature review

Singh, Y. K. In his book "Fundamentals of Research Methodology and Statistics." explained the meaning of literature review in detail, The word 'literature' has taken on a new connotation that differs from its conventional meaning.... The term literature is used in research methodology to refer to the knowledge of a certain topic of examination in any subject, which includes theoretical, practical, and research works. The term 'review' refers to the process of organizing knowledge in a certain field of study in order to develop an opinion, superstructure of knowledge to demonstrate that his research would be useful in this field (Singh, 2006, p. 35).

The literature review is where you offer detailed references to previous theory and research that have influenced your choice of topic, research problem, and methodology for your study. It is also where you put your own findings in context with other studies. You're showing the reader that there's a gap in the existing literature and that your study tries to fill it. (Corcoran, J., Secret, M.2012, p.31) . The same idea discussed by Patricia Leavy, she pointed out:" A literature review is both a process and product. In other words, it is something you do and then it is something you create." It means that a literature review is defined as "the process of finding, reading, summarizing, and synthesizing previous work on a topic, or the written summary of that search." It produces a "complete review of earlier research" on a subject relevant to your research question. (2017, p.56)

In addition, some researchers begin their research with a review of the literature, while others wait until the study is finished to do so. Others researchers evaluate the literature review during the research process. Therefore, at various stages of the research process, a literature review is useful specially in choosing the exact topic. To understand more about your issue, you must first do a literature review which can help you determine if more research on the topic is needed and worthwhile, narrow down the topic so you can move from a general idea to a researchable topic, and decide on the research direction so you can build on previous work or fill a gap in the literature. Finally, the literature review will assist you in determining your research objectives, hypotheses, and research questions. (Leavy, 2017, p.56)

Edward L. Vockell (1983) mentions the following two purposes:

The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context. And the second purposes are to provide readers with guidelines regarding where

they can look to find more information and to establish the author's credential by letting readers know that the researcher is aware of what has been going on with regard to the current and related topics.

There are a variety of literature sources that can be employed such as: Books and Text books Material, Periodicals, Abstracts, Encyclopaedias, Almanacs, Handbooks, Yearbooks and Guides, References on International Education, Specialized Dictionaries, ERIC (Educational Research Information Centre), Microfiche, Dissertations and Theses, Newspaper

2.5. Develop the Research Design and Methodologies

Research design is a sampling-based mapping strategy. It consists mostly of objectives, sample, research strategy, instruments and strategies for gathering evidence, analyzing data, and reporting conclusions. As a result, research design is a description of the investigation's goal and how it will be achieved. A research design is the work done prior to starting the project. (Y.K. Singh)

According to Chenail (2011), research design is define as the systematic set of choices made by researchers to guide the conception and execution of a study in an organized and efficient manner. It involves developing a research design that enables effective addressing of research questions or hypotheses.

A research design includes the following components:

- (a) Sampling design.
- (b) Choice of research tools
- (c) Research method or research strategy.

2.5.1. Sampling

Patricia, L. (2017) give a simple and comprehensive definition “Sampling is the process by which you select a number of individual cases from a larger population.”

"Who or what is in your study?" is a question addressed by sampling. "How do you get your information or content?" Typically, sampling is discussed in terms of who is in your study the subjects, respondents, participants, or collaborators; however, in studies that use nonliving data (e.g., content analysis of documents), It's all about what you have in your research (text or images). Leavy

The first step is to identify the components of your research. The type of person, group, or nonliving object in which you are engaged is referred to as an element. The next step is to determine the population. Which is a collection of items about which you can make claims later. After you've selected the element and demographic you're interested in, you'll need to determine the research population. The study population is the set of elements from which your sample is derived. Clearly, drawing a sample from a big population that is not just large but also diffuse would be impossible. As a result, a study population is created. It could be made up of all students from two area colleges who participate in a specific after-school club or program. After that, you take a random sample of the research population. ei, take a number of unique examples from which you will eventually collect data (Patricia, L.2017 p.76).

2.5.2. Choice of research tools

The act of collecting and assessing data on appropriate variable in a organized and defined way to address research questions, test theories, and analyze results are referred to as data collection. In order to assemble the study process, the data collection method is therefore essential.

During this phase, the investigator collects information that influences the findings of the study issue. As a result, gathering accurate data and information is a critical step in the research process. (Nzioki, p.3 C.E).

The techniques for data collecting and analysis are highlighted in this part. The researcher will explain how you plan to get the data. Also, explain the instruments and methods used to gather data and identify the variables being measured; describe the data collection methodology.

2.5.3. Research methods and approaches

2.5.3.1. Qualitative research

Denzin and Lincoln (2011) defined the qualitative research as: "a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them." In 2020 Salmons simplified thing and said, "Qualitative research is an umbrella term used to describe ways of studying perceptions, experiences or behaviors through their verbal or visual expressions, actions or writings" (Salmons, 2016, p. 2). Indeed, the goal of qualitative research is to uncover fresh insights into how people interpret their lives and the world around them.

The qualitative research is an effective method takes place in a natural context and allows the researcher to generate a level of detail from a higher level of engagement in the real-life situations. It seeks to explain how and why a particular social phenomenon, or program, operates

as it does in a particular context. It tries to help us to understand the social world in which we live, and why things are the way they are (Polkinghorne, 2005).

2.5.3.2.Quantitative research

Quantitative research is concerned with data, reasoning, and a neutral viewpoint. Quantitative research emphasizes quantifiable and stable data, as well as detailed, convergent reasoning over divergent reasoning. (Dr Ouided SEKHRI .52) "In a quantitative research study, variables are related to answer a research question. or to make predictions about what the researcher expects the results to show. These predictions are called hypotheses" (Creswell ,2009 ,p.137)

Quantitative research tries to numerically: explain an interesting phenomenon (descriptive research). Investigate correlations between variables (correlational research); or change variables to see what happens (experimental research). Moreover, the processes of gathering, evaluating, interpreting, and writing the findings of a study are all covered by quantitative approaches. In both survey and experimental research, there are specific methods for identifying a sample and population, defining the study strategy, collecting data, and analyzing results. evaluating data, presenting the findings, interpreting the findings, and writing the research in a clear and concise manner in a way that would be appropriate for a survey or an experiment (Creswell,2009,p. 137)

In addition, Deductive techniques to the research process characterize quantitative research, which aims to prove, disprove, or lend credence to existing theories. In this sort of study, variables are measured and relationships between them are tested in order to uncover patterns, correlations, or causal linkages. Researchers can use linear data collecting and processing approaches to generate statistical data. Neutrality, objectivity, and the accumulation of a large scope of knowledge (e.g., a statistical overview) are values that underpin quantitative research.based on a

large sample size). When your major source of income isn't enough, this strategy is usually appropriate. The goal is to explain or analyze anything. (Leavy, 2017, p.09)

2.5.3.3. The experimental research

Experimental research is the most ancient type of quantitative study. Experiments in research became similar with "performing a conscious action followed by methodical observation" after the scientific revolution in the 17th century (Levey, 2017, p.94). It is a scientific way to use the experimental method. It's future-oriented in the sense that the researcher is attempting to assess something novel. It's a process of adding to a bank of knowledge that's already been amassed. As a result, the experimenter assumes that the research setting he is evaluating has never been and will never exist. In this context, "situation" refers to both a program, curriculum, or strategy for organizing classes, as well as a "situation" devised to put students through their paces. (Singh, 2006, p.134).

In another words, Researchers conduct experimental studies in which they introduce a new intervention and observe its impacts. An experiment is a study in which a treatment, process, or program is introduced with the goal of observing a consequence or outcome. Manipulation, control, random assignment, and random selection are the four aspects of a true experiment. Manipulation and control are the most important factor of these aspects. (Dr Ouided S). They must collect data in experimental trials so that all participants, not just the experimental group, benefit from the therapies. It may be necessary to provide some treatment to all groups or to stage the treatment such that all groups receive the beneficial treatment at some point. (Creswell, 2009, p.95)

Sam Goundar declared:" Experimental research establishes the cause-effect relationship and does the comparison, but the cause is manipulated. The cause, independent variable makes the difference. The effect, dependent variable is dependent on the independent variable. "(2012) . Therefore, the goal of experimental research is to see if a certain treatment has an effect on a particular subject. This effect is measured by giving one group a specific therapy while withholding it from another, and then comparing how both groups performed on a test. True experiments, in which subjects are randomly assigned to treatment conditions, and quasi-experiments, in which nonrandomized designs are used, are two types of experiments single-subject designs are included in quasi-experiments. (Creswell, 2009, p. 29)

2.5.3.4.The mixed methods

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research .(Leavy, 2017 ,p.23) . A mixed-methods strategy that has a pragmatic viewpoint and sequentially gathers both quantitative and qualitative data the concept that underpins the research is that comprehending a research problem can be best gained by gathering a variety of data kinds. To generalize findings to a population, the study starts with a large survey. The second phase of the study, which focuses on qualitative, open-ended interviews, aims to gather participants' in-depth opinions. (Creswell, 2006, p.30)

Compared to quantitative or qualitative approaches, mixed methods strategies are less well-known. When Campbell and Fisk employed multimethods to investigate the validity of psychological features in 1959, the idea of combining many methodologies was born. Others were inspired by them to use their multimethod matrix to explore various data collection methods. (Creswell, 2009, p.34)

2.5.3.5.Descriptive method

"Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subjects of the study. It determines and reports the way things are". Moreover, the goal of descriptive research is to offer a systematic description of a situation, topic, phenomena, service, or program. It can also provide information on, for example, the living conditions of a community or attitudes about a problem. (Goundar, 2012, P.07.40)

Descriptive method collects measurable or observable data to categorize or describe the variables or variable combinations, (Mutch, 2013, P.43).

2.6 Plan, conduct and manage the study

The last step, is to prepare a research starting with the outline , paraphrasing or summarizing data and writing it down . Writing the report or thesis; which summarizes your previous work, is the most crucial step. In light of this, the report should be carefully written according to general points . (Kathari, *Ibid*)

The Primary Stages: The report should have a title, a background paragraph that briefly describes the issue, and an acknowledgement. A table of contents, graphs, and charts should all be included. Main Text of the Report: It should include the research's goals, theories, justifications,

and methodology. It must be broken up into parts, and each chapter explains a different title in which a summary of the findings should be included. To demonstrate the major theme of the research study, the final section would clearly present conclusions. The Closing of the Report: includes a bibliography, references, appendix, an index, and maps or charts for visual aids. The details should be more clearly evident to make the research understandable, organized, and strong.

3. Data collection tools

3.1.Questionnaire

This method of data collection is quite popular, particularly in case of big enquiries..... In this method a questionnaire is sent (usually by post) to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. P.100. As a method of data collection, the questionnaire is a very flexible tool, but it must be used carefully in order to fulfill the requirements of a particular piece of research. While there are whole books on the art of questioning and questionnaires, it is possible to isolate a number of important factors to consider before deciding to use a questionnaire (p .236)

There are two basic methods of delivering questionnaires, personally and by post. The advantages of personal delivery are that respondents can be helped to overcome difficulties with the questions, and that personal persuasion and reminders by the researcher can ensure a high response rate. The reasons why some people refuse to answer the questionnaire can also be established, and there is a possibility of checking on responses if they seem odd or incomplete. This personal involvement of the researcher enables more complicated questionnaires to be

devised. Obviously, there are problems in both time and geographical location which limit the scope and extent to which this method of delivery can be used.(Wallimen,p.237)

3.2.Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews (the interviewer asking questions generally in a face-to-face contact to the other person-the interviewee-) and, if possible, through telephone interviews.(contacting respondents on telephone itself) (kothari, 2004, p.97) .While interviewing is suitable for quantitative data collection, it is particularly useful when qualitative data are required. (238)

The interview also used to analyze statistics collected from a sample, this led the researcher to achieve his goals i.e. researcher used it to have an exact results about a phenomenon. In addition to, the interview considered as the best means of collecting data because it is based on true phenomena and samples. likewise the reaction toward this phenomenon or case study.

The structuring of the interview depends on the type of information you wish to elicit. For very precise answers to very precise questions, used for quantitative and statistical analysis, a tightly structured interview is required with closed questions formulated in a method similar to a questionnaire. At the other extreme, if you need to explore a situation and wish to get information which you cannot predict, a very open and unstructured form of Freddy Catherine ça y estinterview is appropriate. A semi-structured interview falls between the two achieving defined answers to defined questions, while leaving time for further development of those answers, and including more open-ended questions. The most important issue when you set up an interview is to

know exactly what you want to achieve by it, and what you intend to do with the information gained, and to choose the appropriate structure of interview to achieve this (p.239)

3.3.Case study

Peter Newby (2014) declared: "A case study is a detailed analysis of an individual circumstance or event that is chosen either because it is typical or because it is unusual or because there was a problem or because something worked well." p.53

It is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be it a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behavior patterns of the given unit as an integrated totality. (Kothari, 2004)

3.4.Observations

The observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation

method, the information is sought by way of investigator's own direct observation without asking from the respondent.

The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method related to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes.

Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other. (Kothari, 2004, P96)

3.5.Screenshots

Screenshots is new tool to gather data , Which based on taking screen capture from computers or Smartphones to save and share comprehensive information and it differs from one phone to another. Jason Traish, James Tulip, and Wayne Moore explained this method and They focus on using it in video games, They assumed:" Screen-capture data retrieval offers great advantages to researchers and applications looking to gather data from complex environments with 2D displays, The system is flexible and more accurate than user interaction logs for such applications".

Conclusion

In conclusion, scholars are compelled to study the research process due to the vast amount of information that can be gathered across all fields of study. Therefore, this chapter is dedicated to discussing the research process in general. It has provided various definitions and outlined the research steps, starting with choosing the topic, formulating research questions and hypotheses, defining the aim of the study, conducting a literature review, developing research methodologies and approaches, and planning and managing the study. Finally, the chapter concluded by introducing some data collection tools such as questionnaire, interviews, and case studies.

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Introduction

Nowadays, search engines and web databases play a significant role and serve as a "must-have" necessity in conjunction with the development of the virtual world. More recently, a number of intelligent applications have been released, demonstrating the broad acceptance of computers in almost every area of human achievement. By using databases, users can access from a variety of applications and learn about related concepts. Therefore, this present overview is about search engines ,it's history and types . Also, it described examples of databases such as Researchgate and Microsoft Academic. Whereas the study sheds light on Google scholar as a specific web search engine starting with definition , its features, advantages and disadvantages ,in addition to its development since 2010. Moreover, it proposed the way of using Google Scholar and the main tricks on the web page.

Definition of search engine

Tarakeswar and Kavitha in 2011 agree that «Search Engine is a program which searches the database, gathers and reports the information which contains the specified or related terms" More precise, a search engine is a piece of software that uses the words you specify as search keywords (also known as query words) to look up information on the Internet (a collection of websites). In order to find what you're looking for, search engines comb through their own databases of data. Massively scaled information retrieval systems are well represented by web search engines.(Seymour et al. 2011).

A search engine also can be defined as” A search engine is a software program that helps people find the information they are looking for online using keywords or phrases. Search engines are able to return results quickly—even with millions of websites online—by scanning the Internet continuously and indexing every page they find. (www.bdc.ca)

The early development of the web began with a list of web servers edited by Tim Berners-Lee and hosted on the CERN web server. Archie was the first tool used for searching on the Internet, created in 1990 by Alan Emtage, Bill Heelan and J. Peter Deutsch. Gopher led to two

new search programs, Veronica and Jughead, which searched file names and titles stored in Gopher index systems. In 1993, Oscar Nierstrasz at the University of Geneva wrote a series of Perl scripts that would periodically mirror these pages and rewrite them into a standard format.

In June 1993, Matthew Gray produced what was probably the first web robot, the Perl-based World Wide Web Wanderer, and used it to generate an index called 'Wandex'. Aliweb appeared in November 1993. Jump Station was the first WWW resource-discovery tool to combine the three essential features of a web search engine (crawling, indexing, and searching). WebCrawler was the first "full text" crawler-based search engine, and Lycos was launched in 1994. In 1996, Netscape was looking to give a single search engine an exclusive deal to be the featured search engine on Netscape's web browser.

Search engines were also known as some of the brightest stars in the Internet investing frenzy that occurred in the late 1990s. Many search engine companies were caught up in the dot-com bubble. Google's search engine rose to prominence in 2000 with PageRank, a iterative algorithm that ranks web pages based on the number and PageRank of other web sites and pages that link there. Yahoo! switched to Google's search engine until 2004, when it launched its own search engine based on the combined technologies of its acquisitions. Microsoft launched MSN Search in 1998 and Bing in 2004. In 2009, Yahoo! and Microsoft finalized a deal to power Yahoo! Search with Bing technology. (Seymour et al. 2011).

Types of search engine:

There are three main types of search engine tools determined by how the information contained in its catalog or database is collected

- **Search directories or indexes:** Directories are search engines that are run by people. A website is submitted to the directory, and the editorial team must approve it before it can be published. Two examples of directories are the Open Directory Project and the Internet Public

Library. Before inclusion, every page is examined for appropriateness and content. This implies there won't be any more unexpected illegal sites. Finding what you need more quickly can occasionally entail getting fewer results.

- **Hybrid search engines:** Crawlers and directories are combined to create hybrids. You may occasionally be given the option to search a directory or the Web while conducting a search. Other times, you might get results from a crawler and results from a human for the same search. The human results are typically listed first in this situation.

- **Meta search engines:** Meta search engines integrate the results from various different search engines into a single list after conducting a multi-search. The relevancy and quality of the results can occasionally decrease when using meta search engines, despite the fact that you obtain more results. Some examples of Meta search engines are Dogpile and Clusty.

Examples of databases Search Engine:

JURN:

JURN, which was established in February 2009, makes a selection of hand-picked, English-language online journals in the arts and humanities publicly accessible. It does this by utilizing the Google custom search engine. The homepage of the website explains that JURN is based in the UK and that the majority of the journals it covers are in English. As of April 2009, users could access up to 2,235 scholarly e-journals in the arts and humanities through JURN's Google custom search, which is currently in beta and indexes over 850 hand-selected e-journals. JURN searches e-journal URLs from the Directory of Open Access Journals, free open access journals from the Intute: Arts and Humanities and the Intute: Social Sciences, and more. JURN also includes connections to thirteen fine arts journals from FreeArticles. com, as well as what the website's founder calls the "highest-quality long-form weblogs and online magazines." The list of e-journals is provided in an 81-page PDF document. The publications are chosen by Birmingham City University in the United Kingdom's David Haden, Project Director and

Publisher. The JURN Blog, which offers up-to-date information regarding the contents of JURN, is the place to go for more information about JURN, according to the website. JURN uses Google as the search engine, with a Google custom search logo on the homepage. The blog provides examples of commands to get the most out of their searchers. Search results yield a mix of related website links and electronic journals, with the most relevant websites first on the results page. (Colbert-Lewis, 2009).

Microsoft Academic : <https://academic.microsoft.com/>

Microsoft Academic is a project exploring how to assist human conducting scientific research by leveraging machine's cognitive power in memory, computation, sensing, attention, and endurance. It established February 22, 2016 .The research questions include knowledge acquisition and reasoning, semantic search and recommendation, importance assessment and ranking, and reinforcement learning algorithms. A REST API powering the Microsoft Academic website is also available as a Cognitive Service Lab project for free-tier access only, with no payment option to go beyond the throttling and quota limit. If you need faster responses and more calls than currently allowed, you are welcome to self-host the API. (Microsoft Academic, 2009)

Figure 2.2: Microsoft Academia



RefSeek: <http://www.refseek.com>

RefSeek is a web search engine for researchers and students that seeks to make academic content easily available to everyone. RefSeek examines more than five billion documents, including books, magazines, journals, newspapers, encyclopedias, and online pages.

With its distinctive methodology, RefSeek provides students with thorough subject coverage without the information overload of a general search engine, improving the visibility of academic knowledge and thought-provoking concepts that are frequently obscured by sponsored links and for-profit results. (About | RefSeek.com, 2023).

Figure 2.3: Refseek web page

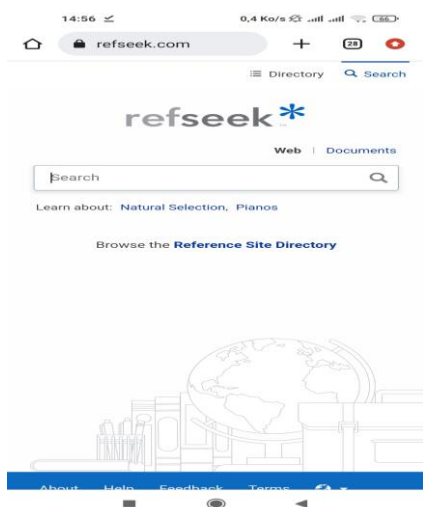


Figure 2.4: Researchgate



Researchgate : <https://www.researchgate.net/search>

Researchgate is a commercial social network and online database, for researchers across all scientific disciplines. Additionally, it serves as a document server for publications. The for-profit program, managed by the Berlin-based Researchgate GmbH, was introduced in May 2008 and, by November 22, it had collected over 20 million users worldwide. A well-known research

institution's email address is required, or scientists must show proof of a scientific publication, for them to join the network. Members of the network can display the results of their research on their user profiles, which can include technical papers, research data, book chapters, academic results, patents, research projects, methodologies, presentations, and computer program source code. Members can contact other members by following them and connecting with them. This is comparable to Facebook, for example. Researchgate is the most active academic network of its kind, according to studies by the magazines "Nature" and "Times Higher Education". It's not necessary to purchase anything from ResearchGate. The writers of more than 60% of publications published in recent years have made them freely accessible via their profile pages. This is absolutely in line with "open science" principles, but it is not at all in the publishers' best interests. (What Is Researchgate and What Can You Use It For?, 2022)

WorldWideScience : <https://worldwidescience.org/>

WorldWideScience.org is a global science gateway that enables federated searching of national and international scientific databases. It was created and is maintained by the Office of Scientific and Technical Information in collaboration with the British Library. Users receive the most recent research from contributing nations in areas containing energy, medicine, agriculture, the environment, and basic sciences. National and international scientific databases and portals make up the WorldWideScience.org global science gateway. Globally dispersed multilingual scientific literature can be searched for in real-time and translated at Multilingual WorldWideScience.org. (WorldWideScience.org, 2020)

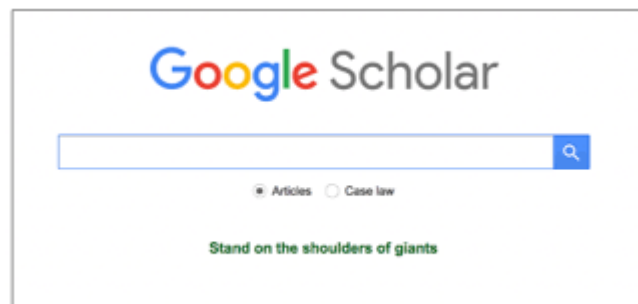
Figure2.5: WorldWideScience



Google Scholar: <https://scholar.google.com>

The study focuses on the use of Google scholar, and introduce it in details starting with definition , features , advantages, disadvantages , development , and how it used .

Figure 2.6: Google Scholar



Definition of Google scholar:

Google Scholar is a free web search tool that dynamically scans full-text academic literature from a variety of fields and databases. Particular academic papers from "journal and conference articles, theses and dissertations, academic books, pre-prints, abstracts, technical reports and other scholarly works from all broad areas of research" are all indexed by Google Scholar. (Zientek, et al, 2018,p.40). This search engine focuses on finding scientific data and cataloging the references that academic articles acquire, making it a formidable rival to other citation indexes. (Torres et al.2009, p.501)

Cothran. (2011). Identified it as : "Google Scholar, introduced in 2004, is an online search engine that uses Google's unique algorithm to find scholarly resources online, including books, articles, abstracts, and conference proceedings. Google Scholar's scope is never stated, and rather than list the specific databases or journals included in the search results, vaguely states that they

draw from “academic publishers, professional societies, online repositories, universities and other web sites.”(p294)

Features of Google scholar:

Google Scholar allows users to easily search for and access academic papers and journal articles related to their topic of interest. It also provides features such as :

- Search all scholarly literature from one convenient place
- Explore related works, citations, authors, and publications
- Locate the complete document through your library or on the web
- Keep up with recent developments in any area of research
- Check who's citing your publications, create a public author profile
- Create email alerts
- Connect your bibliography manager
- Show library access links
- Search for articles written in a specific language
- Search for articles by date, author, publisher or using specific phrases and words . (Kharbach, n.d.)

The advantages and disadvantages of Google scholar :

Google scholar is an important web database that help many researchers , scholars ,and students. It has both advantages and disadvantages, including reliability and consistency in its citation counts, a platform for scholarly communication, and difficulties with networking.

Because citation is a social and political process that disadvantages some groups, such as women, younger researchers, researchers in smaller research communities, and researchers who choose to engage in dangerous and innovative work.

The advantages:

Google Scholar has many advantages including: Search all academic publications from one easy location, Investigate connected works, citations, writers, and publications. Find the whole document in your library or online Stay current with new breakthroughs in all areas of research Check who is referring your articles and set up a public author profile . In addition Google Scholar is easy to use and provides incentives for quality and publicity, academic coordination and open access, and uniformity in research evaluation.

Academics are under pressure to publish or perish, and the European Research Council requires grant applicants to provide information about their track record. This may encourage scholars to prioritize quality over quantity and publicize their work more. Academic Coordination and Open Access to Research Google Scholar can facilitate the dissemination of ideas and intellectual networking by allowing readers to search for a new scholar, view their other work, and receive automatic email notifications. Additionally, GS nudges scholars towards open-access practices by providing convenient links to open-source versions of others' work, encouraging them to make their own work more publicly available. The Google Scholar profile provides reliable and consistent measures of scholarly quality and impact, which can be used to challenge biases against women and people of color in the academy. Citation counts can help scholars obtain credit for books and articles that are not published in the most famous outlets, and can inform evaluators how the work has affected the field. (Francesca R, 2018,p.821).

Pe'ter discussed other benefits like : Journal coverage, Google Scholar has improved its source base and quality through full-text indexing of thousands of additional academic journals, with Elsevier and the American Chemical Society being two of the most important publishers.

Book coverage, Google Scholar added book records from the Google Books Project, providing a huge advantage for casual digital book use, which Frederick Kilgour, founder of OCLC, envisioned more than 20 years ago. Geographic & Language coverage: Google Scholar is an impressive and genuine scholarly database with geographic and language coverage that is often limited to anglophone sources. It has free access to any scholarly digital document collection and has decided to index important Spanish, Portuguese, German, Japanese, Chinese, Korean and Russian language collections. It is impossible to estimate the size of Google Scholar and its subsets, as it is impossible to determine a realistic number. Digital repositories: Digital repositories are a great asset for physics, astrophysics, medicine, economics and computer and information sciences and technology. However, there are still gaps in the full-text indexing of the most important serial publications. For example, less than 17% of the 430,500 documents at the nature.com web site were indexed by Google Scholar directly from that site. Google Scholar has only a dozen source documents indexed and made available from that site.

Indexing/abstracting record: Google Scholar should use the unique privilege of gaining permission to crawl and index the full text of primary documents. Size: Google Scholar's developers "take the Fifth" when asked about its size or factual features. New features include Library Links and Library Search options, which inform users if their library offers access to the document in question. The [BOOK] label in the result lists often refers to a review of the book rather than the book itself. (Pe´ter, 2008, p.104-106)

The disadvantages :

The time-lag problem in evaluating early-career scholars can lead to perverse incentives, such as encouraging incremental work and discouraging boldness and innovation. Tenure and promotion decisions based on citations within five years of publication reward competence over lasting significance. Scholars in larger research communities have a larger pool of scholars to cite them, resulting in larger citation counts than scholars in smaller fields. Scholars who tend to

coauthor can generate citations more easily, but this can lead to biases, such as all-male teams authoring most collaborative work.

Scholars may engage in strategic citation to appeal to reviewers, be published, and garner citations. Citation choices may be guided by expectations of likely peer reviewers, calculations about which works editors and reviewers will expect to be listed in the bibliography, and fear of missing key works. This can lead to drive-by citations, which are often those who are critical or outside of academic networks. Strategic citation leads scholars to cite authors of works already deemed important, which reproduces existing inequalities and disfavors underrepresented minorities, scholars from lower-ranked institutions, and those doing innovative work. It can also have a disproportionate effect on opinions because a public signal is a public signal (Francesca R, 2018,p.822).

Google Scholar has a problem with its search engine, which yields a hit count of 1.5 billion records when using the query term, but decreases when using the letter "a" in an OR relationship. The search process is enigmatic due to selecting one checkbox at a time for filtering by subject groups. Illiteracy in software can lead to serious problems, such as Google Scholar having difficulty distinguishing author names from other parts of the text. This can lead to incorrect author names, which can deprive real authors of credit and prevent them from receiving a decent h-index. Future issues will look at the theory and practice of determining the h-index.(Pe´ter,2008,p.106-110).

The development of Google scholar:

According to the research "How to Use Google Scholar: The Ultimate Guide", n.d we can determined that The principal inventor behind Google Scholar is Anurag Acharya, a member of the Google Scholar Team since the service's debut in 2004 . Google scholar was developed over time and updated.

- June 15, 2010: Google Scholar Alerts was launched

- August 4, 2011: Google Scholar usage by browser
- November 16, 2011: Google Scholar Citations was launched
- April 2012: Google Scholar Metrics are released for the first time
- May11, 2012: complete overhaul of the Google Scholar interface
- October 2012: the cite feature was introduced and allows to fetch a MLA, APA or Chicago citation of an article
- November19, 2013: Google Scholar Library is released which allows users to save articles found in Google Scholar to a personal library
- June 26, 2014 Scholar Metrics released , it is easy way for authors to quickly gauge the visibility and influence of recent articles in scholarly publications
- June 2016: query suggestions like we know them from regular Google searches are now also available in Google Scholar
- August 2016: ability to add labels to articles stored in a user's personal Google Scholar library
- September 2017: redesign of the Google Scholar results page
- March 2018: improved experience for mobile phones
- August 2018: 2018 Scholar Metrics release
- March 23, 2021: Adding a Public access section to Scholar profiles to help you track and manage public access mandates for your articles.
- January 11, 2022: Save papers to read later if there is no time by adding a reading list to the Scholar Library
- April 20, 2023: Scholar profiles include a Public Access section to help you track and manage public access mandates for all your articles. .

Tips On How To Use Google Scholar:

Searching in Google Scholar is too easy, it the same steps used in normal Google:

1. Visit the Google Scholar page by searching about it on normal Google.
2. Enter the search terms for the subject you're looking up:
3. Go through each search result's description.
4. Choose a source that makes sense.
5. Study the document of reference
6. Mention the source as a citation.(Drew (PhD), 2019)

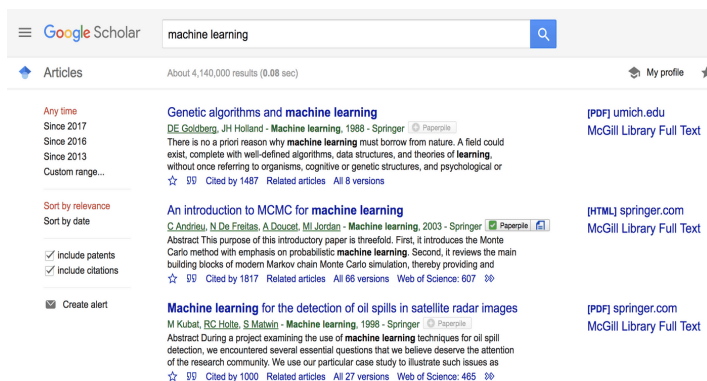
Students can use Google Scholar like a Professional by following some tips that help them to facilitate the process of searching

1. make sure of using Google Scholar, not regularl Google.
2. Use Google Scholar to identify the most appropriate research (it is far superior than your university's database).
3. To get around paywalls, use Google Scholar
4. Link Google Scholar to your institution's database
5. Find newer (and more important) articles by using the "Cited By" method.
6. Citations can be created using Google Scholar.
7. Find a scholar's most recent articles by following their author links.
8. Together, Google Scholar and Google Books can be used to save important articles for future assignments.
9. Save important articles for future assignments.
10. Make your own Google Scholar profile.

How is the google search engine webpage :

It is important to become familiar with the many pieces of information displayed on the search result page because it is unique. Let's examine the outcomes of the "machine learning" search.

Figure 2.7: Google scholar web page



1.the opening two lines: basic bibliographic data:

The first lines highlight The title of the document (such as an article, book, chapter, or report) . It was written in bold with blue color. When you click the title link, you'll enter to the publisher's website, where you may discover out more about the document, download a PDF of it, and see its abstract. The second line , written in green ,lists the document's bibliographic details, in the following order: the author(s), the book or journal it was published in, the year of publication, and the publisher.

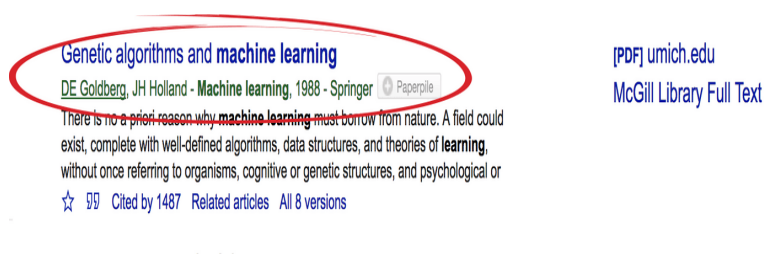
Figure 2.8: the opening two lines of googl scholar



2. Abstract and Quick full text-access options:

The next lines give the abstract of the document. Usually it contains the keywords of the topic. There are easier ways to access the entire text of the entry at the far right. In this case, Google has also identified a publicly accessible PDF of the paper saved at umich.edu. It should be noted that there is no certainty that this is the version of the paper that was eventually published in the journal.

Figure 2.09: option on the google scholar page



3. The bottom line: "Cited by" count and other useful links:

A number of helpful links can be found below the text sample or abstract

The line starts with “**save**” button, which takes a form of star (★), clicking this will add it to your "My Library" and except it. To facilitate return back and read it later on.

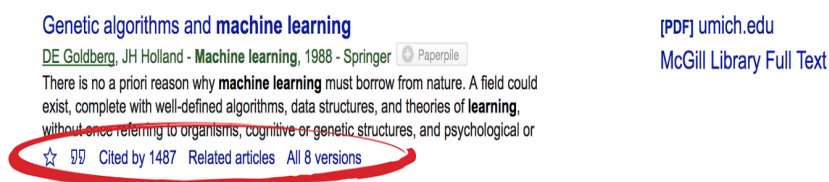
When "**the quotation**" (") mark icon is clicked, a popup window displaying commonly used citation formats, including MLA, APA, Chicago, Harvard, and Vancouver, appears. thus it is frequently a good idea to examine this data at the source, i.e. by clicking the title link to the publishers' website. The "cite" box also has links for exporting the citation information as BibTeX or RIS files, which can be imported by most reference managers.

Then, there is the "**Cited by**" link, which shows other works that cited this source. That is a really practical feature that might be of great use to you. The fact that other studies have cited this document gives it additional reliability. Secondly, it is a useful approach to track the more recent research that has cited this paper.

Others, "**Related Articles**" give some articles that has a relation with the document above, it may contain the same topic. It facilitates the process of searching

The "**Versions**" link will show different versions of the article or different databases where it may be located, some of which might provide free access to the content.

Figure 2.10: the option cited by



4. Settings:

On the Google Scholar page, the menu can be found in the top left corner. There are many sections. Such as: My profile and create the personal page. My Library when all the saved documents are there. Alerts, matrices, Advanced search, and setting. The last section. Had five important sections: Collections to search: Google Scholar can be set to search case law rather than articles and patents by default.

Bibliographic manager: Allow other reference managers to export pertinent citation data in a suitable format.

Languages: can be defined to return articles written in a specific language.

Library links: Search for and add institution to get Full Text of articles.

Button: The Scholar Button allows users to search Google Scholar from any website.

Figure 2.11: the setting01

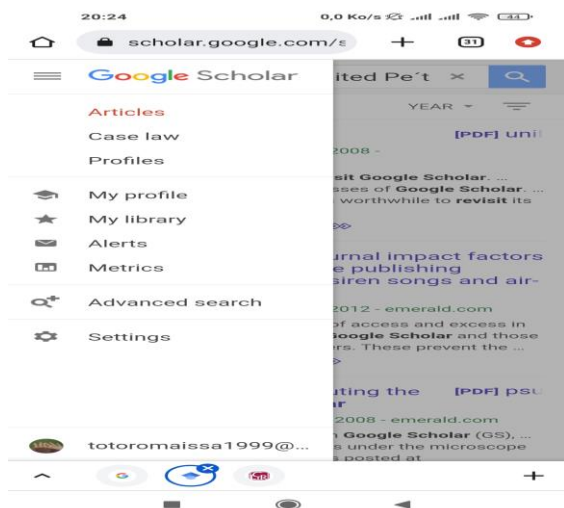
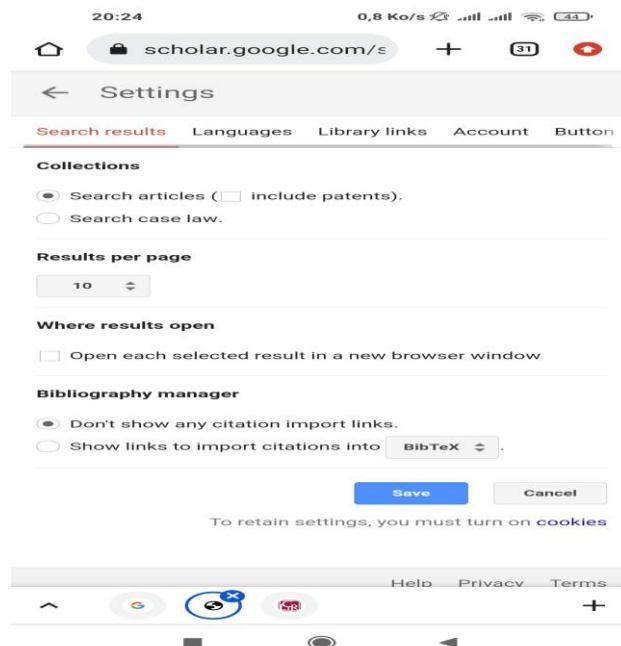


Figure 2.12: google scholar' setting



Conclusion

To sum up, this chapter has provided an overview of search engines, its definition and types. It also discuss the most useful search engines which play a significant role on the digital world. Therefore, the chapter sheds light on Google scholar as one of the credible search engines, it highlight the definition, the features , the advantages and disadvantages of Google Scholar. Finally, it provided tips on how to use Google scholar and hoz is it the webpage.

CHAPTER THREE: Field Investigation

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Introduction.

The current chapter is devoted practical structure, which aims at shedding light on EFL learners' opinions and attitudes toward using Google Scholar to conduct research. In doing so, a students' questionnaire served as the primary instrument for data collection. and a semi-structured interview with students was employed as a backup technique the analysis and interpretation of the data are then presented in this chapter in order to respond to the research questions and support the study hypothesis. It ends up with some instructional implications; the study is shortcomings, and some suggestions for future research.

3.1. Students' Questionnaire

3.1.1. Population of the Study

The sample upon which the research was based has been selected from second year Master students at the Department of English, Faculty of Letters and Languages from the University of 8 Mai 1945, Guelma. Registered in the academic year 2022/2023. The reason behind selecting Master two students is related to the fact that they had studied research technique for five years and online research as a module in the current year's program. Thus, it is required that they receive adequate instruction on what a research is, how it is carried out and all the steps of conducting a research. Another reason behind the choice of master two students as sample is the fact that master students have at least five years of university experience, where they had produced presentations, research papers, academic essays, training reports, and are currently working on their dissertations for graduation. So, they are presumptively aware of the idea of online research and the use of online databases for information extraction. , which makes them

the most appropriate sample for this research topic. The questionnaire was administered to 71 Master two students, they were chosen randomly from the four groups. The chosen sample attempts to support the research hypothesis.

3.1.2. Description of Students' Questionnaire

The data acquired from the theoretical part of the study served as an inspiration for the questionnaire. This questionnaire includes 19 questions, which range from open-ended to closed-ended and multiple choice questions. These questions are answered through ticking the corresponding boxes, explaining where it is necessary. The questionnaire is separated into three sections. The first section (Q1-Q2) is mainly about students' profile, their gender and the period of studying English at the university. The second section (Q3-Q12) attempts to know learners' attitude and opinions towards the research process and following the steps of conducting data, the third section (Q13-Q19) is about the use of databases to gather reliable information and the use of Google Scholar in particular.

3.1.3. Administration of Students' Questionnaire

Because the study included second-year students, it was only possible to conduct the questionnaire online. They were not taking classes in any university courses in the second semester of the current academic year; they were free to work on their dissertations, so it was not possible to provide them the printed copy. Therefore, using an online format became necessary. The questionnaire was shared from May 30 to June 1st of 2023, on Facebook in the group of English master's students. Unfortunately, the number of respondents fell short of expectations or

the minimum number needed for more accurate results. Even so, the questionnaire's broad acceptance was greatly beneficial. Only 71 students were cooperative enough to work together.

3.1.4. Data Analysis and Interpretation

Section one: background information

Q1. Gender specification

Table 3.1

Students' gender

Options	Number of students	Persantages
Female	57	80, 3%
Male	14	19, 7%
Total	71	100%

The first question is chosen in order to describe the sample of the study. It is expected that gender may have a specific influence on the use of databases in their research. As it is indicated in the table above, only few students 19, 7% are males, however the majority of students 80, 3% are female.

Q2. How long have you been studying English in the university?

Out of 71 students, have studied English for 5 years , amounting to a proportion of 96.40%, which is the typical number of years needed to complete the academic year (Master two). Although just few students have studied English for 6 years, they represent 3.60% of the total population, which indicates that they missed the academic year the first time or for other causes. Consequently, after spending several years in higher education, it is considered that students are knowledgeable with research-related concepts. So, can offer relevant answers on the enquired study.

Section two: the research process

Q3. Have you done a research before?

Table 3.2

Students' making a research

Options	Number of students	Percentages
Yes	71	100%
No	00	00%
Total	71	100%

The results above show that all students 100% did a research. Since they experienced it, they were familiar with the concept of research, and they have enough information which help in doing The study.

Q4. What kind of research have you done?

Table 3.3

Kind of research that students done

Options	Number of students	Percentages
Essay	51	39,2%
Article	26	20%
Dissertation	19	14,6%
Presentation	24	18,5%
Book review	06	8,4 %
Other	04	5,6 %

Participants had expertise with various forms of academic writing, as shown by the results displayed in table 3.3. Essays with a proportion of 39,2% are the most popular category of academic research among the participants. The presentations with 20% . After that Articles followed by dissertations with 18,5% and 14,6%. Following that, book reviews with 8,4% % of the population. However, students provide additional research, such as a training report. Due to their background in writing various academic forms, which require developing accurate information generated and supported by real thoughts, the vast majority of the population has experience with academic research.

Q5. Do you follow all steps of writing a research ?

Table 3.4

Following the steps of writing a research

Options	Number of students	Percentages
Yes, always	34	47,9%
Sometimes	33	46,5%
Rarely	03	04,2%
Never	01	01,4%
Total	71	100%

The majority of the participants 47,9% claimed that they always followed all the steps when conducting a research , while 46,5% reported that they sometimes follow the steps of writing a research. Whereas 4,2% of the sample declared that they rarely made the steps of research, and only one student did not follow the steps. This leads to conclude that almost all students are aware of following the steps of writing a well-structured research.

Q6. How much time do you spent to prepare a research?

For the period of time that taking to prepare a research, students choose different responses. The greater number of responders takes from one to Seven days to prepare a research

‘whereas some students Take more than a week for a research. Few students declared that the period was According to the type of research, and the field of research⁵, if it is an article, it takes a lot, at least two months, but if it is a normal scientific research, then I take about a week at most, but if the research is memorandum, then the least time is 5 months, and we do not forget the scope Research, for example, EFL learners is not like science or philosophy. Consequently, the majority of learners take their study seriously and they do the best to make a good research

Q7. How would you choose your topics?

Table 3.5

The way of choosing a topic

Options	Number of students	Percentages
Select Topic that will be helpful in your educational path	23	21,9%
Select topic that interest you	37	35,2%
Select topic that you have experienced it	11	10,5 %
Select topic according to its data availability	14	13,3 %
Select topic that was given by the teacher	20	19%

According to the question 7 results, the majority of students selected topic that interest them with the percentage of 35,2% . Secondly, they choose topic that will be helpful in their educational path with 21,9% Also, they Selected topic that has chosen by the teacher this got 19% . With 13, 3%, students picked up topic according to its data availability. And only 10,5% of students chose topic that they have experienced it. In the end, we conclude that students are very careful when choosing the topic of any research and they chooses the topic in which he can be more creative

Q8. Do you think that literature review is important in any research?

Table 3.6

Students' attitude toward the importance of literature review

Options	Number of students	Percentages
Yes	69	97,2%
No	2	2,8%
Total	71	100%

According to the results that are presented 97,2% of Students agree that literature review is very important in any research . However, few students 2,8% Disagree with the idea of the importance of literature review . Which means that students are take the topic sincerely and they pay attention to write credible research.

Q9. Which approach have you used in your research?

Table 3.7

Approaches of research process.

Options	Number of students	Percentages
Qualitative method	19	21,1%
Quantitative method	19	21,1%
Mixed method	32	35,6%

This question aims at discovering the main methods that students prefer to use in the research. The results show that the first mostly used method is the mixed method by 35.6%. While quantitative and qualitative methods get the same percentage 21,1%.

Q10. In your opinion, what are the most useful data collection tools?

Table 3.8

Students' perspective about the useful data collection tools.

Options	Number of students	Percentages
Questionnaire	43	34,7%
Interview	39	31,5%

Case study	13	10,5%
Observations	23	18,5%
Screenshots	05	04%
Other	01	0,8%

According to the table3.8 The questionnaire has The great percentage 34,7% as the most useful data collection tools , Then the interview take the second place with 31,5%. In the third place with 18,5% students find that observation is a useful tools, whereas 10,6% of students prefer using the case study. At the end only 4% choose screenshots. This highlights that students are very aware of collect a reliable data to make a good research.

Q11. What are the problems you faced while searching?

Table 3.9

The problems students faced while searching.

Options	Number of students	Percentages
Difficult topic	45	35,2%
Insufficient data	11	25%
Internet problems	18	14,1%

lack of books and references	32	16,4%
Lack of time	21	08,6%
Other	01	0,7%

Through the results of the questionnaire shown above, students face many problems during conducting the research. The most prominent problem that gets the largest percentage 35,2% was The difficulty of the topic . Secondly students suffer from the problem of lack of books and references with 25% .The third problem is the lack of time, with 16,4% . Then the problem of the Internet with 14,1% . The fifth category was faced insufficient data. For the last option one student did not know how to use the internet well which make the research

Q12. What are the best ways to find information?

Table 3.10

The best way to find information.

Options	Number of students	Percentages
Books from library	39	29,8%
Newspaper and magazine	22	16,8%
Check on Google	41	31,3%
Check on other search engine	21	16%

Make interview	08.	06,1%
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According to the results of the table, the best way to find information is the Google check method, it obtained the largest percentage about 31,3%. Then, students enjoy relying on books from the library with 29,8%. students find a way to verify another search engine, unlike Google With the percentage of 16% . Searching through a newspaper and magazine got 16,8% just few Students rely on this source. The last source that students rarely used was the interview with 6,1% . To conclude Master two students used different ways to cover correct data, which make them more creative in different fields of study.

Section three: online databases

Q13. Are you familiar with the following online search engines?

Table 3.11

Familiarity with Online search engines.

Options	Number of students	Percentages
Blackwell	16	11,7%
Google scholar	60	43,8%
Researchgate	26	19%
Springer	06	04,4%

RefSeek	12	08,8 %
Worldwide science	06	04,4%
Microsoft Academic	11	08%

As shown in the table above, the most known online search engines is Google Scholar with 43,8% , respectively. In the second position comes Researchgate with 19%. Blackwell with 11,7%. RefSeek and Microsoft Academic by 8,8% and 8% . Springer and Worldwide Sciences get the lowest percentage Only 4,4% for the whole population. According to the findings, every participant is aware of at least one of these well-known, credible internet resources. Despite the fact that not all databases are used equally, this is consistent with the respondents' earlier statements about choosing the most honest and credible sources.

Q14. Which search engines do you usually use for getting information online?

Table 3.12

The use of search engines.

Options	Number of students	Percentages
Google	59	39,9%
Google scholar	55	37,2%
Researchgate	11	7,4%

RefSeek	06	4%
Academia	17	11,5%
Core	00	0%
If other , please specify	00	0%

The purpose of this question is to find out which search engines are frequently used by students while conducting information online for a research. According to the results of the table 39,9% of the population use Google , and 37,2% use Google Scholar to get credible data . The third position with a percentage of 11,5 % students use Academia. Next, 7,4% of the population use Researchgate and just 4% of them use RefSeek, however none of the participants use the search engines Core as sources of information. These answers indicate to a higher or lesser degree that Algerian Master two students already developed an increasing tendency towards the use of different search engines for research

Q15. Have you used Google scholar before?

Table 3.13

Students' use of Google Scholar.

Options	Number of students	Percentages
Yes	67	94,%

No	4	5,6%
Total	71	100%

From the results, the majority of students use Google Scholar to get reliable sources about 94.4%, while the percentage of students who do not use Google Scholar is estimated at 5.6%. Which means, there are a great number of students interest in using Google Scholar and get credible references

Q16. To what extent is the use of Google scholar useful?

In this question students gave a score out of 10 for how useful was Google scholar . 12,6% of the whole population gave degree from 01 to 4 . And 11,26% of students gave 5/10 . Therefore, 16,9% gave 6 and 19,7% put 7 also 15,5% put 8 of 10 . Also, 12,6% gave 9/10. Finally the whole mark get 11,2% . To conclude, Most of students gave marks above average and good which means that Google Scholar is really a helpful database.

Q17. What are the main positive points you discover on Google scholar?

Table 3.14

The positive Points discovering on Google scholar

Options	Number of students	Percentages
Finding many sources	38	24,2%
credibility	32	20,4%
Get references with many styles	27	17,2%
giving abstract that contain general idea about the book	14	08,9%
finding free books	41	26,1%
Change the setting (date , author,.....) According to your needs	05	03,2%

In this question, we would like to reveal the students' evaluation of the search engines and its positive points. Where the highest percentage was 26,1% of students who were interested more because of the availability of free books, followed by 24.2% o from the population using Google scholar in fact that it contains many sources, the third percentage reached 20.4% because of the credibility of the sources . Whereas 17.2% Get references with many styles. 8.9% of students use Google Scholar since it give abstract that contain general idea about the book and only few participants 3,2% prefer the option of Changing the setting (date , author,.....) According to the students' needs. To conclude the majority of students benefited from Google Scholar positively in many points, it is also helpful, supportive and improves the level of students

Q18. Have you faced any problems when using Google Scholar?

Table 3.15

The problems faced when using Google Scholar

Options	Number of students	Percentages
Yes	13	18,3%
No	58	81,7%
Total	71	100%

Through this question, 81,7% of the students Did not face any problems when using Google scholar whereas 18,3% of students faced some difficulties Which summarized in two basic problems , few students suffered from the hard of use Google Scholar because they Did not know the correct way to use it. However, other complained from some general information where they need specific ones and not all books are free.

Q19. Do you think that Google scholar can facilitate the process of searching? Explain

The majority of students responded this question by saying just Yes, and Only 28,1% of Students responded this question by giving the whole explanation. What can be induced from their answers is that Google Scholar is a really helpful database which facilitates the process of searching in many ways. First of all, this easy search engines was free to access and give free data that can be download easily , also it contains many credible sources in different fields of study , in addition to the option of citations that provides students with different forms of citations such as APA and MLA styles.

3.2. Summary of Results and Findings from Students' Questionnaire

Based on the collected and analyzed data from the students' questionnaire, several opinions have been recognized concerning the use of databases, particularly Google Scholar, throughout the research process. The first section was devoted to gathering background data on the participants; the findings indicate that most of the participants are female; so this research is going to be more from a female perspective. Additionally, most Master two students passed at least five years at the university level studying English language, which make them 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 search engine for either information extraction or publishing.

Section two demonstrated that most Master two students have a high level of awareness about what makes up a research. The section demonstrated that students are quite accustomed to writing various research forms as part of their academic journey at the university level. The participants were extremely conscientious and cautious when carrying out their study and according to the proper procedures, beginning with selecting many interesting topics and creating a well-structured literature review. Furthermore, students are particularly concerned with completing reliable research; the majority prefers using online databases sources because to the diversity of benefits it offers.

Regarding the third section, which is simply entitled "online databases," the findings show that the majority of students are highly aware of the significance of online databases and actively use one of them. As a result, their works are based on credibility and truth, and they produce a lot of effort to conduct reliable research using online sources. Additionally, many students are

interested in using Google Scholar to find reliable references. They benefited from it positively in many points especially credibility, and avoiding plagiarism. It is also helpful, supportive and facilitate the process of searching.

3.3. The interview

3.3.1. Population and Sample

This study is carried out at the University 8 Mai 1945-Guelma- Faculty of Letters and languages, Department of English. The sampled population consists of Master two students for the academic year 2022/2023 .ten (10) Students are picked at random to provide their opinions and thoughts on using Google Scholar for research

3.3.2. Description of the Interview

The semi-structured interview consists of twelve (12) questions which are ordered from the general to the specific and tackle each of the research variables. The first three questions asking about students' profile, the full name and field of the study and the theme of the dissertation. The next questions from 4 to 8 deal with the research process. Accordingly, they tackle students' experience, types of research they was conducting, the method, the importance of writing different forms of research, steps, and the source of information, the following questions asking about databases and the use of Google Scholar it's benefits, problems they were face, and at the end I asked them to provide me with screenshots that prove the validity of the information. Since

the interview was semi-structured, there was other question added during the discussion such as:
How did you use Google Scholar? What kind of sources did you download from it?

3.3.3. Conducting of the Interview

The interview took place in the English department of the 8 Mai 1945 University in Guelma. An interview with the students was conducted from June 2, 2023, to June 10, 2023. Each interview's length is determined by how you answer it. 15 to 25 minutes, depending on the situation. and they were recorded with the teachers' authorization.

3.3.4. Analysis of Findings from the Interview

Question one: what is your field of study and the theme of your dissertation?

The aim behind this question is to show that students are interesting in many field of study and different themes. There are students who work on linguistics for instance sociolinguistics under interstate theme which is «A contrastive study of the realization of speech act by Algerian ELL in English and Algerian Arabic. Case study of compliments and compliment responses". Also many students work on civilization and other choose literature

Different themes in different options and fields of study lead to emphasize that this sample are aware of conduct an interesting topics and work hard to cover many topics as much as they can

Question two: in addition to the dissertation what are the types of research you have done?

The whole sample experienced many types of research. Such as presentation, essays and training report one of them also wrote books which means that they have a huge background

about writing a different forms of research which needs building an accurate content developed and supported by authentic ideas.

Question three: what did you benefit from doing different forms of research?

The response of this question was approximately the same from all the students. They declared that they learn a lot from doing different researches. Firstly, they expand their knowledge about different topics. Secondly they build the credibility by using correct data from credible sources and try to avoid plagiarism. Moreover they improve their confidently specially in speaking when presenting a speech. Also they learn how to write a

Question four: what are the main steps you have followed to write a research?

Students are very careful in conducting a well-structured research. The majority of them started by selected an original topic which meets their interests. Second, they do a preliminary research to determine if there are enough information needed. Then they start searching in different sources using different research tools, Take notes, at the end they start writing without neglecting the citation of the source used

Question five: which method did you used in your research ?

For the method that students usually used. It Depends on the topic that has been chosen . They utilized many method. Half of the participants used mixed method and other choose the qualitative and quantitative method . To conclude students are aware to write a structured paper based on the suitable method

Question six : from where you select the information?

This question aims at exploring the different sources of information that students use in their research. To see to what extent they are serious to create a reliable work. The answer defer from one student to another. Firstly, all of the students use online databases and different search engine to make the process of searching easy. Three (03) of them add to first response they selected books from library of the university.

Question seven: can you provide me with some names of databases you use frequently?

This question Show how students are honest and aware to use credible sources and correct information in their research, also it highlights how the participants are active and make sure to prove themselves through reliable sources. For the names of databases students use more than one source in searching so they provide me with a list of sources starting with Google, Google Scholar, Researchgate, RefSeek, Academia and the SNDL also the university Dspace to download the previous dissertations

Question eight: have you used Google scholar? How ?

The responses of this question Show that all the sample use it only two students didn't use it but they have background information about it. Therefore all the students have enough information about this credible search engine, so they are aware to use correct data in their research. For the way of utilize it, students declared that it is easy just entered the webpage of Google Scholar then write in the search box the key word of the topic then select the sources you wanted to read, Google scholar give you only the abstract or resume of the article after reading it you can enter the website where you find the whole article. At the end you can copy

the reference by clicking on the option of citations where you find the reference written by different styles.

Question nine: what are the positive Points you discover on Google scholar?

The question aims to see to what extent Google Scholar is benefit. And how they evaluate it. The participants mentioned many advantages of this Database the majority use Google Scholar because of the credibility of the sources and it facilitates writing the references which have a specific manner in different styles like APA style in linguistic options and MLA styles for civilization and literature options additionally if student enjoy an article he/she can search also in other works that use the previous work as citations.

Question ten: what are the problems you faced when using Google Scholar?

The participants pointed out that they didn't faced any problems when using Google Scholar whereas only 3 students faced some problems represented in: not all the books are free so they cannot download it . And one of them was not able to find exactly because he work on new topic

Question Eleven: can you provide me with some screenshots

Half of students sent many screenshots that confirm their use of Google scholar in their different works

Figure 3.13: screenshot 01



Figure 3.14: screenshot 02

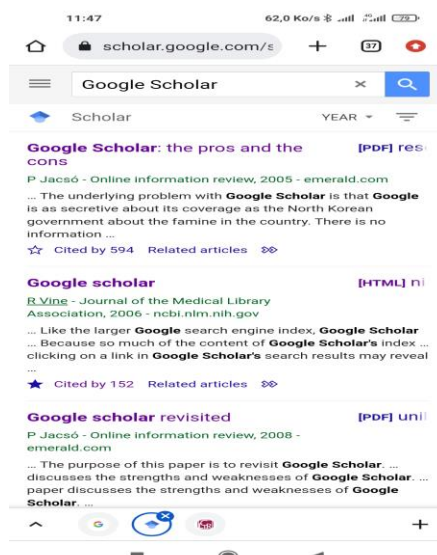
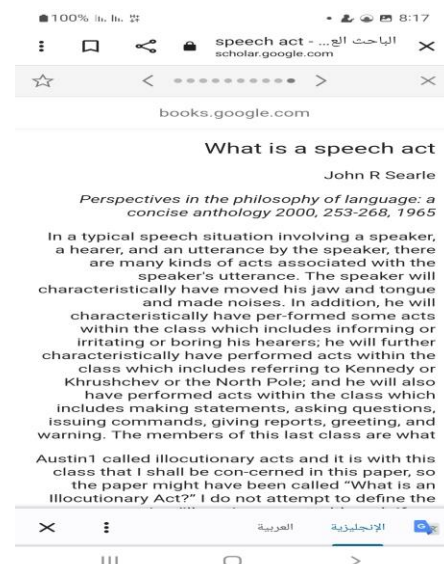


Figure 3.15: screenshot 03



3.3.5. Summary of Findings from the Interview

Based on the collected and analyzed data from the interview . The first question deal with the themes and the fields of study that master two students work on , to show that students are engaged to various fields and different themes

The interview's second part was intended to address the research process. The results showed that students are aware to write a well-structured and different forms of research , and the majority of them followed the main steps to conduct any research which facilitates the process of searching and make their research clear and organized. For the methods as well, master students of this academic year are working with different methods of a research such as qualitative, descriptive, and mixed method.

Concerning the results of the third part , students have the passion to use online databases to search about information. According to their responses they use many databases such as Researchgate, Academia and Google Scholar . For the last one they adopted many positive Points . It facilitates the process of searching because it is easy to work with , it gave a credible sources in addition to the ability to copy the references with different styles . Moreover students didn't faced a lot of problems when they used Google Scholar which make it one of the reliable sources that students can use it easily.

Conclusion

The third chapter focuses on the research's practical framework and examines the key principles of the study using student questionnaires and interviews. The majority of the participants are aware of the value of using online databases when performing and producing their research, according to the analysis of the results from the administered surveys. The chapter has effectively revealed the benefits of utilizing Google Scholar as a reliable online database. They appreciate its assistance in making conducting research easier. Despite the fact that not all students are adept at using Google Scholar, they acknowledged that it is one of the reliable databases.

General conclusion

The study targeted to explore the use of Google Scholar in order to improve the research process. The main object of the study is to evaluate how aware second year Master students are of online databases, how they use them, and what benefits they see from using Google scholar.

The Study administrated a questionnaires and interviews to seventy one Students who declared that they use Google Scholar for academic purposes. As a result, the hypothesis that Google Scholar is useful and credible search engine is validated.

Therefore, as an attempt to clear up things and provide a holistic picture of the effective use of Google Scholar, the First chapter presented a theoretical base. It deals with overview about the research process, steps to conducting a research including different methods, in addition to some data collection tools.

The second chapter only made an effort to provide an accurate theoretical explanation on the use of online databases and search engine. It focuses more on Google Scholar, its features, advantages and disadvantages, and its development during the last thirteen years.

In conclusion, the third chapter, which is devoted to the practical aspect of the study, emphasizes the description and objectives of the research tool and includes the analysis and interpretation of the data gathered from the questionnaire and the interview. According to the results the most of students use Google Scholar in their research because of its benefits that make the search process more facilitate and interest.

In the future, the results can be applied by educational professionals to encourage students using databases, and to promote the effective use of Google scholar. Furthermore, studies should look at other factors that influence how much students use online databases and come up with strategies to get about potential barriers to use and access.

To sum up, this dissertation emphasizes how important Google Scholar and online databases resources are to creating beneficial academic environment in school. Teachers can enhance their students' educational experience by utilizing these tools to help learners develop into skilled researchers and critical thinkers.

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Appendices

Appendix A

Students' Questionnaire

Questionnaire for Master 2 students -Department of English- University of 8 Mai 1945- Guelma

Dear students,

You are kindly asked to share with us your ideas and opinions through filling in the questionnaire below. The questionnaire is designed to gather information about the use of Google scholar in the research process.. Your opinions are very important to the study; the information collected will be used only for academic purposes. So, the questionnaire is completely anonymous and confidential .and it will not take long time; about 10 minutes. Please answer the questions by either ticking (✓) in the right place, or write a full answer
I really appreciate the time devoted to answer the questionnaire

Thank you in advance

Toto Romaissa

Master 2 students

Department of Letters and English Language

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma

Section one : background information

1. specify your gender

Male	
Female	

2. How long have you been studying English in the university ?

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Section two: research process

3. Have you done a research before?

Yes	
No	

4. What kind of research you have done?

_ Essay	
Article	
Dissertation	
Presentation	
book	

Other :

5. Do you follow all steps of writing a research ?

Yes , always	
Sometimes	
Rarely	
Never	

6. How much time do you spent to prepare a research ?

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7. How would you choose your topics?

Select Topic that will be helpful in your educational path	
Select topic that interest you	
Select topic that you have experienced it	
Select topic according to its data availability	
Select topic that has chosen by the teacher	

8. Do you think that literature review is important in any research ?

Yes	
No	

9. Which method have you used in your research ?

Qualitative method	
Quantitative method	
Mixed method	
Descriptive method	
Experimental method	

10. In your opinion, What are the most useful data collection tools?

Questionnaire	
Interview	
Case study	
Observations	
Screenshots	

.Other,

11. What are the problems you faced while searching?

Difficult topic	
lack of books and references	
Internet problems	
Lack of time	

Insufficient data	
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. Other ,

12. What are the best ways to find information?

Books from Library	
Newspaper and magazine	
Check on Google	
Check on other search engine	
Make interview	

Section three: online databases

13. Are you familiar with the following online database?

Blackwell	
Google scholar	
Researchgate	
Springer	
RefSeek	
World wide science	
Microsoft Academic	

14. Which databases do you usually use for getting information online?

Google	
Google scholar	
Researchgate	

Academia	
Core	

If other , please specify.....

15 . Have you used Google scholar before ?

Yes	
No	

16. To what extent is the use of Google scholar useful?

Useless 1 2 3 4 5 6 7 8 9 10 useful

17..what are the main positive points you discover on Google scholar ?

finding many sources	
credibility	
Get references with many styles	
giving abstract that contain general idea about the book	
finding free books	
Change the setting (date , author,.....) According to your needs	

18. Have you faced any problems when using Google Scholar ?

Yes	
No	

_if yes, mention

them.

.....

19. Do you think that Google scholar can facilitate the process of doing a research ? Explain .

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Thank you

Interview

Dear teachers,

The aim of the current study is to investigate your perceptions towards the use of Google scholar in the research process . The interview attempts to collect useful information about whether master two students use Google Scholar in their research or not and if it is helpful . Your answers are very important for the validity of the research we are conducting. We would be very grateful if you take a part in this interview which will be recorded based on your permission.

- 1- What is your field of study and your theme of dissertation ?
- 2- In addition to the dissertation what type of research you have done ?
- 3- What are the positive points behind doing different types of research ?
- 4- What are the steps have you followed to write your research ?
- 5- Which method did you used in your works ?
- 6- Which source of information ?
- 7- Names online databses you use frequently ?
- 8- Have you used google scholar how ?
- 9- What are the positive point you discovre in google scholar ?
- 10- What are the problemes you faced ?
- 11- Can you provide me with sceenshots ?

ملخص

تهدف هذه الدراسة إلى التحقيق في استخدام موقع "غوغل سكولار" في عملية البحث العلمي. وبالتالي، تم توضيح فرضية أن "غوغل سكولار" يمكن أن يسهل عملية البحث عند استخدامه بشكل فعال. وللتحقق من هذه الفرضية، تم استخدام المنهج الوصفي الكمي. بالإضافة إلى ذلك، تم استخدام المنهج الوصفي الكمي من خلال إجراء استبيان ومقابلة. يتكون عينة هذه الدراسة من 71 طالباً ماجستير في قسم اللغة الإنجليزية في جامعة 8 مايو 1945 - قالمة. أظهر تحليل وتفسير البيانات أن الطلاب لديهم اتجاهات إيجابية تجاه استخدام قواعد البيانات الإلكترونية عبر الإنترنت في البحث العلمي. ومع ذلك، كشفت النتائج أن بعض الطلاب لا يستخدمون الموارد عبر الإنترنت في دراستهم، حتى لو أدركوا قيمة موقع "غوغل سكولار". وأخيراً، يوصى بشدة بإعادة التقييم لدور قواعد البيانات عبر الإنترنت في العالم الأكاديمي وتعلم الطرق المناسبة لاستخدامها عند إجراء البحوث .

Résumé

La présente étude vise à examiner l'utilisation de Google Scholar dans le processus de recherche. Ainsi, l'hypothèse a été émise selon laquelle Google Scholar peut faciliter le processus de recherche lorsqu'il est utilisé efficacement. Afin de vérifier cette hypothèse, la méthode quantitative descriptive a été utilisée. De plus, la méthode quantitative descriptive a été utilisée par le biais de questionnaires et d'entretiens. L'échantillon de la présente étude se compose de soixante et onze (71) étudiants en deuxième année de master au département d'anglais de l'Université 8 Mai 1945-Guelma. L'analyse et l'interprétation des données ont démontré que les étudiants ont une attitude positive à l'égard de l'utilisation des bases de données en ligne pour mener des recherches. Néanmoins, les résultats ont révélé que certains étudiants n'utilisent pas les ressources en ligne dans leurs études, même s'ils reconnaissent la valeur de Google Scholar. Enfin, il est fortement recommandé de réévaluer la place des bases de données en ligne dans le monde académique et d'apprendre les bonnes méthodes pour les utiliser lors de la réalisation d'une recherche.