

NHẬN DIỆN NHỮNG KHÓ KHĂN THƯỜNG GẶP TRONG QUÁ TRÌNH VIẾT NGHIÊN CỨU CỦA SINH VIÊN NĂM THỨ HAI KHOA TIẾNG ANH, TRƯỜNG ĐẠI HỌC HÀ NỘI

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Bồi dưỡng phát triển năng lực làm nghiên cứu được coi là một trong những đặc thù của đào tạo bậc cao, và là một kỹ năng có tính chất khung quan trọng giúp cho sinh viên có thể phát triển sâu và xa hơn với các môn chuyên ngành trong quá trình học lên cao. Tuy nhiên, để hình thành được kỹ năng đó, sinh viên phải trải qua một quá trình rèn luyện cách tư duy theo một thứ tự khoa học nhất định, bao gồm: lựa chọn đề tài, tìm kiếm thông tin, tổng hợp và phân tích lý thuyết từ đó nhận diện những khoảng trống còn để ngỏ trong lĩnh vực nghiên cứu, để sau đó, phát triển công cụ đo lường và đánh giá kết quả của quá trình nhằm có được cái nhìn toàn diện và chân thực về vấn đề sinh viên đó đang quan tâm. Đó là một quy trình tương đối phức tạp, đòi hỏi sự chuyển biến rất lớn giữa tư duy cảm tính đơn giản ở những bậc học trước sang tư duy biện chứng khoa học. Vì vậy, hầu hết các sinh viên trong lần đầu tiên tiến hành đều gặp không ít khó khăn.

Nghiên cứu này được tiến hành với đối tượng sinh viên năm thứ 2, kỳ 4 học môn Nghiên cứu sơ cấp tại Khoa tiếng Anh nhằm mục đích tìm hiểu chính xác những vướng mắc mà đa số sinh viên đang gặp phải trong quá trình làm quen với kỹ năng này. Bài viết tập trung đánh giá việc hiểu lý thuyết môn Nghiên cứu sơ cấp của sinh viên cũng như một số vấn đề cụ thể mà sinh viên gặp phải khi viết phần *Lược sử nghiên cứu*. Tổng quan bài viết sẽ đối chiếu mức độ nhận thức giữa sinh viên của các lớp với nhau và tìm hiểu lý do có sự chênh lệch (nếu có) giữa các lớp. Dựa trên kết quả thu được, chúng tôi sẽ chỉ ra những khó khăn chung của sinh viên mà giáo viên cần lưu ý trong quá trình giảng dạy, nhằm có được kết quả chính xác hơn, phản ánh đúng hơn nỗ lực của các em cho môn học này.

Từ khoá: Nghiên cứu sơ cấp, nghiên cứu, viết học thuật, sinh viên năm thứ hai, cơ sở lý thuyết, thách thức, học tập.

Research capacity strengthening has been considered a characteristic of higher education and an essential skill to facilitate students' deeper learning of specialized subjects. However, to acquire this skill, students have to undergo a certain scientific process, including choosing a topic, reviewing literature, synthesizing and analyzing theories to recognize research gaps, thence, developing measurement tools and assessing the results to have a comprehensive and practical look at their issue of interest. This relatively complicated procedure requires significant transformation from simple irrational thinking at previous learning levels to critical thinking. Thus, almost all students encounter numerous difficulties in conducting their first research.

This study investigates second-year students who study Primary research at the English Department to identify obstacles hindering their acquisition of this skill. It focuses on evaluating

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students' understanding of Primary research theories as well as some specific problems they have in writing Literature review. The study then compares and contrasts levels of perceptions among students and explored reasons for the differences (if there is any). Based on the findings, the authors identify students' common barriers in research writing that teachers need to take in consideration to yield more precise outcomes of their ability.

Key words: *Primary research, research, academic writing, second year students, theoretical basis, challenges, learning.*

IDENTIFYING SOME COMMON BARRIERS IN RESEARCH WRITING PROCESS – AN INVESTIGATION ON 2ND YEAR STUDENTS OF THE ENGLISH DEPARTMENT, HANOI UNIVERSITY

I. Introduction

Research is regarded as an inquiry-based method used to observe, or to provide an explanation to a problem or a phenomenon. Essentially, research can be viewed as a “systematic and organized effort to investigate a problem”, and to accomplish such task, it employs different, purposely devised steps (Lussier, 2011, p.6). Research are not necessary employed to explore a new concept or knowledge, it can also help provide a new understanding of existing knowledge.

The benefits of research are indisputable and span across different fields, from economics to health to social sciences. As a matter of fact, research has been incorporated in the curriculum of various educational institutions as an academic mandate. It is believed that through research, students can acquire valuable skills to help them get into the root of the issue. Additionally, research writing skill can serve as a prerequisite for writing their final dissertations among students. Despite that, students have a

tendency to avoid conducting research. This is mainly due to the fact that doing research is a tedious activity, and necessitates a large amount of time and effort from both the teachers and students on different research stages (Bocar, 2009).

In the English Department of Hanoi University, research writing has been a compulsory subject for second year students. The subject is divided into two parts: secondary research for the first half of the second year, and primary research for the latter half. The main purpose of this paper is to investigate the common difficulties students encounter in the first phase of conducting a primary research paper, i.e. finding and narrowing topics, writing the literature review and referencing. The paper will also discuss some coping strategies that teachers employ to tackle such difficulties.

In the English Department, Hanoi University, students are required to take a 2-semester course on research writing in their second year of study so as to be qualified for the higher education in the

later phase of their degree. Two semesters account for around almost 40 weeks of hard work, yet the result has been described as disappointing by a number of teachers. Even though the first semester involves secondary research which are supposed to prepare students for the skills needed for the later one (primary research writing), i.e. citing sources, synthesizing collected information, etc., it is still observed that the flow of ideas in students' primary research is still a problem in which literature reviews and research questions fail to connect with the rest. Hence, we decided to conduct this research to answer the following questions:

- *What are students' perceptions of theories and the roles of certain issues in literature reviews for primary research writing?*
- *Are those perceptions across classes similar or different?*
- *What are possible reasons for such differences?*

II. Literature review

Research is systematically conducted with an aim to unveil new knowledge, values, as well as to provide a new way of understanding previous knowledge (Bocar, 2009). Shaw (2013) viewed research as a "continuous learning experience", and doing research is to "explor[ing] a series of solutions to find a better solution than existing solutions" (p.9). The term "research" in the context of this paper is synonymous with "primary research", denoting the employment of scientific method to question an event or

phenomena. By developing questions, hypothesis and through the data collected, primary researchers can "learn about something new that can be confirmed by others and to eliminate our own biases in the process (Driscoll, 2011, p.154). In an educational setting, due to the complex nature of conducting any research which involves both students and teachers' engagement, time and effort, this task has been viewed as overwhelming to many. There have been a number of challenges that students have to face, and they can arise at any stages throughout the course of research.

1. Students' occurring difficulties when conducting research

When it comes to research, more often than not students would find it to a difficult activity to grip over. As research is a long process which involves critical thinking, engagement and planning among many others, students who set out to conduct research will experience difficulty at some point along the way (O'Leary, 2004). At the beginning of process of doing research, an initial challenge to the students is the vague understanding they have towards research. Not all of them apprehend the significance of doing research, the research process and why it is academically required in the curriculum (Madan & Teitge, 2013; Taskeen et al, 2014). Therefore, it is fundamental to inform students about the necessity and significance of research in the first place.

Once having oriented regarding the importance of doing research, the next task for students involves finding a good

topic of research, and subsequently, to formulate a sound research question. This is the stage where problems can be encountered. A research topic is the underpinning of the research, and as Charema (2013, as cited in Manchishi et al, 2015) put it, choosing a topic is the most difficult task faced by researchers. Concurred with Charema, Dawidowicz (2010) affirmed that researchers of different fields have to struggle to narrow their research topics. Driscoll (2011) emphasized that reading is necessary to help researchers understand the subject area, and later formulate a suitable research question or hypothesis. The author also added that in a primary research, a good research question should be testable or observable.

After a research topic and question have been selected, the next task for the researchers is to write the literature review. The literature review is an indispensable part in any research paper, thesis or dissertation, in which an analysis of the literature related to the topic is done in a systematic manner (Dawidowicz, 2010). In other words, it is the culmination of all of the readings the researchers have done prior to writing the paper. Ridley (2007, as cited in Hidalgo & Razo, 2014, p.39) defined literature review as:

[...] the part of the thesis where there is extensive reference to related research and theory in your field; it is where connections are made between the source texts that you draw on and where you position yourself and your research among these sources”.

2. Limited academic language skills

Writing a literature review has been a significant obstacle for both experienced and novice researchers. The first and foremost challenge originates from the limited linguistic skills of the researchers. It is implied that the inability to produce a good literature review is contributed by the “[participants’] weakness in reading and comprehension that has been accentuated by their language proficiency” (Kuang & David, 2015, p.138). According to (O’Leary, 2004, p.71), “students are often shocked at just how much literature can be relevant to a research project”. In their findings, Kuang & David, 2015) pointed out how distinguishing between relevant and irrelevant literature problematized students. Additionally, Komba (2015) found that grammatical, spelling errors and incoherent content are among the most prevalent linguistic problems. It has also been found by Connor & Kramer (1995, as cited in Qian & Krugly-Smolka, 2008) that limited writing strategies paved the way to problems in research writing. Altogether, the inadequacy in linguistic skills and the failure to distinguish between relevant and irrelevant materials have hindered the researcher’s ability to produce a good literature review.

Secondly, one difficulty found by researchers is the scarcity of assistance or adequate instructions to help prepare them to write the literature review (Taskeen et al, 2014; Qian & Krugly-Smolka, 2008). There have been arguments indicating that literature review has not received

sufficient focus in educational textbooks on research, compared to other aspects of research writing (Nelson & Amayah, 2010). For student researchers who are new to research writing, this lack of guidance has been one major barrier.

Thirdly, writing a literature review is not only to provide a summary of the findings from prior studies, it is the “work of synthesis”, i.e. it should present a critical review or judgement of the knowledge acquired earlier (Knopf, 2006, p.127). Despite that, a number of researchers have failed to address the required synthesis of the known knowledge in their review. As illustrated in the study by Komba (2015), more than half of the sampled papers failed to provide a critical review of the literature.

The final problem that we would like to cover in this chapter lies in the way materials are cited in the literature review. Kuang & David (2015) found that students underwent different troubles in referencing their information sources. Despite having a straightforward citation format like the APA, failing to properly incorporate it to research writing is prevalent among student researchers (Van Note Chism & Weerakoon, 2012).

3. Teachers’ support strategies for students

Conducting a research is a tedious activity, and for student researchers, this can appear to be much more difficult. Therefore, a close guidance from the teachers is shown to be of great importance. The teacher/ supervisor can offer both physical and emotional support

for students, and is a determinant in the success and timely submission of the students’ research work. (Mouton, as cited in Thondhlana et al, 2011). Furthermore, the teachers help facilitate the students’ perception of research by providing sufficient instructional methods and strategies (Belgrave & Jules, 2015)

Lopatto (as cited in Tan, 2007) referred to teachers as “research mentors”, whose work is to “sustain human and intellectual connection with their students in the quest for knowledge and understanding” (p.205). Part of the teacher’s role in a research class is to help students learn and create new knowledge through learning (Wilensky, as cited in Tan, 2007). According to Friesen & Scott (2013), producing new knowledge is an important notion under an innovative learning method called inquiry-based learning. Hence, as an inquiry-based learning activity, research embodies a complex nature, and students are in need of teachers’ support (i.e. scaffolds) if they want to successfully accomplish it. Such scaffolds can be in the form of inquiry, modelling or adaptive (Hongisto & Sormunen, 2010). Furthermore, the teacher can also employ the notion of intervention zone, i.e. they can provide support for students in special circumstances which they find the students are struggling. (Kuhlthau, as cited in Hongisto & Sormunen, 2010).

It is worth noticing that in through the course of undergraduate research, the involvement of teachers and students are equally required. Merkel (as cited in Tan, 2007) considered both teachers and

students as partners when carrying out research, and such partnership intellectually benefits the students. However, the teachers' degree of involvement varies in different projects as well as their role (Polonsky et al, 2005). As a matter of fact, the teacher needs certain capability that they feel strongly about in order to exercise their role in this partnership (self-efficacy). Teacher's self-efficacy is defined as "the belief that one is capable of exercising personal control over one's behavior, thinking, and emotions" (Gibbs, 2002). Teachers with high efficacy are able "to keep students engaged in learning activities", and have a tendency to provide more positive feedback to students. (Gibson & Dembo, 1984, as cited in Gibbs, 2002).

In summary, research is a demanding activity, and for students who are new to this field, they are likely to encounter more challenges than the experienced ones in terms of the perception of research conducting, as well as the procedure. Literature review, the chapter that is generally considered the backbone of a research, poses no less difficulties. In the next chapter, we would want to provide more insights into the actual process of writing the literature among students of the English Department - Hanoi University. The focus of our research is on how students perceive literature review, and how their perceptions differ across different classes.

III. Methodology and analysis

As the focus of the study is to describe second-year students' beliefs about the way to do literature reviews and compare

the results among classes, a questionnaire of 8 questions with 28 items was designed to collect ordinal and nominal data for the research. The contents are grouped into two main parts with questions 1, 2, 3, 4, 5, 6, 7 to check the students' understanding of issues in writing literature reviews, and question 8 is to explore their opinions on them. The survey was carried out in week 13, 2 weeks after they are required to submit their review writing for their mid-term assessment so as to ensure their completion of study for it. We delivered 260 questionnaires and collected 225 back, 35 of them are missing. The data was then coded into SPSS and went through descriptive analysis with the aim to search for the central tendencies (mean, median, mode) and the standard deviations across the numbers for the average similarities and differences among classes.

Another follow-up survey was conducted months after when we analyzed the data about the students. This survey was designed for 12 teachers of 12 writing classes and was done through Google Forms. It consisted of 5 main parts: the class they taught, concepts and the skills to teach to students, their understanding about the difficulties that students were facing when doing their literature reviews. Most of the items are paraphrases of concepts asked in the students' questionnaire. We only collected 7 out of 12 responses for this survey.

1. Students' perceptions of theories and roles of certain issues in literature reviews

Students' knowledge of order of activities to be done for this phase, what

they actually did with their current research, their evaluation of material sources, the conception of literature reviews, how to paraphrase to avoid plagiarism, and their perceived difficulties of activities are assessed through mainly modes which are the most frequently chosen number among options to have a better view on students' understanding, and through the standard deviation figures to see which options confuse them the most, as well as the percentiles to gain information about the tendencies of the group towards one issue.

Overall, most of the students seemed to have basic knowledge about what to do and how to conduct literature writing for research. They were aware of the tasks

order (*Define topic to conduct research - Find & Evaluate relevant material - Formulate a research question - Review the literature - Refine the review*), however the order for evaluating materials, making research question, refining the review were not homogenous among students, while around 75% of them seemed to be sure about giving definition to the topic as the first step for research. They also knew what to do during the searching process, which means using reference list, keywords and subjects to narrow topics were considered, yet the relevance between subject and articles/journals selected were not fully aware of with the modes of answers were mostly around “agree”.

Frequencies

		doing.review	doing. evaluate	doing.define	doing.refine	doing. question
N	Valid	225	225	225	225	225
	Missing	0	0	0	0	0
Mean		3.7244	2.5911	1.5200	3.8578	3.0444
Median		4.0000	3.0000	1.0000	4.0000	3.0000
Mode		4.00	2.00	1.00	5.00	2.00
Std. Deviation		1.10380	.91218	1.07355	1.08860	1.25633
Range		5.00	5.00	5.00	5.00	5.00
Percentiles	25	3.0000	2.0000	1.0000	3.0000	2.0000
	50	4.0000	3.0000	1.0000	4.0000	3.0000
	75	5.0000	3.0000	1.0000	5.0000	4.0000

Table 1: Frequencies for tasks order in phase 1

Among variables for evaluations of importance, on a 5-point scale ranging from “very important” to irrelevant, most of the students highly appreciated “accuracy” which involves the reliability, truthfulness and correctness of the content; then “purpose” (52.9% think it is important and 22.2% very important),

“currency” (52% and 12.4% respectively) and “authority” (36%). In the meantime, they did not seem to know that the popularity of the sources and their length were not important or even irrelevant as many of them chose “neutral”, which showed their uncertainty about the selection.

Statistics						
imp.currency	imp.purpose	imp. popularity	imp.length	imp.accuracy	imp.authority	imp. audience
2250	2250	2250	2250	2250	2250	2250
2.3111	2.0622	2.6756	3.4222	1.5333	2.3022	2.7244
2.0000	2.0000	3.0000	3.0000	1.0000	2.0000	3.0000
2.00	2.00	3.00	3.00	1.00	2.00	3.00
.79682	.76511	.97586	.80425	.79620	.98073	.98406
4.00	4.00	4.00	4.00	4.00	4.00	4.00
2.0000	2.0000	2.0000	3.0000	1.0000	2.0000	2.0000
2.0000	2.0000	3.0000	3.0000	1.0000	2.0000	3.0000
3.0000	2.5000	3.0000	4.0000	2.0000	3.0000	3.0000

Table 2: Frequencies for evaluating the importance of variables

For the knowledge about years of publications, only 8.4% gave the correct answer, while 20.4% were wrong and 10.7% do not know about it. A similar situation happened to their understanding of the nature of literature reviews, which reveals that 31.1% thought it was merely a summary of the sources listed one by one and 28% had no idea about it. The only knowledge that 71.1% were sure about was that the importance of the research problem(s) should be put forward in the introduction of the research.

In terms of difficulty, among finding a good topic, identifying the research gap, reading the literature, formulating research question, citing and quoting literature, formulating the questionnaire and finding relevant literature, students considered generating a research topic as

the top difficult (47.6%) which followed by developing questionnaires (37.6%) and research question(s) (32.9%) and research gap (32.7%). Among them, writing research questions are scored differently across classes with the standard deviation of around 0.94.

year	summary	introduction	paraphrase
2250	2250	2250	2250
1.5511	1.9689	1.4400	1.1778
1.0000	2.0000	1.0000	1.0000
1.00	2.00	1.00	1.00
2.08488	.76992	.74234	.41667
30.00	2.00	2.00	3.00
1.0000	1.0000	1.0000	1.0000
1.0000	2.0000	1.0000	1.0000
2.0000	3.0000	2.0000	1.0000

Table 3: Frequencies for some knowledge-based questions

dif.topic	dif.gap	dif.reading	dif.question	dif.citing	dif. questionnaire	dif.relevant
2250	2250	2250	2250	2250	2250	2250
3.4533	3.3333	3.2311	3.2311	3.1644	3.4178	3.5778
4.0000	3.0000	3.0000	3.0000	3.0000	3.0000	4.0000
4.00	3.00	3.00	3.00	3.00	4.00	4.00
.91065	.78490	.85561	.94013	.90365	.92275	.90359
4.00	4.00	4.00	4.00	4.00	5.00	4.00
3.0000	3.0000	3.0000	3.0000	3.0000	3.0000	3.0000
4.0000	3.0000	3.0000	3.0000	3.0000	3.0000	4.0000
4.0000	4.0000	4.0000	4.0000	4.0000	4.0000	4.0000

Table 4: Frequencies for students' difficulties in research activities

Thus, the first phase of primary research writing of this year's second-year students seems to run well with the basic knowledge acquired; yet there are lapses that need to be paid attention to, including research question formulation, review refinement, as much as the criteria for material selections; also, they should be made aware of the nature of literature reviews as there exists misunderstanding about the purpose of this part for primary research.

2. The similarities and differences in perceptions of research activities among classes and their proposed reasons.

a. Students' perceptions of research activities

When performing one-way ANOVA among variables under the influence of different classes, we found out that being in different class (with different teachers) does affect how one perceives defining topics and refining terminologies when they do searches for their literature, as much as "authority", the role of "research gap" and make "questionnaires". The statistics reveal the significances of less than 0.005 to "definition of topics" (0.000), "terms defining" (0.005); "authority" (0.002) and "research gap" (0.001). This means it is the learning environment (teachers, friends, materials, etc.) that shapes their understanding and learning of these issues.

As the definition of topics and refining materials are somewhat complicated in nature, we only focus on analyzing the students' perception of the role of the

writers themselves in contributing to the reliability of material sources, how important research gaps are and how easy/difficult making questionnaires can be to them. It seems that students were divided by these areas of knowledge.

First, the knowledge about the author of the collected materials is appreciated by students of 3a, 5a, 6a, 7a, 9a, 11a, 12a with most of the answers were 'important' (mode), especially those in 7a and 11a were the ones that considered "authority" one of the top important in evaluating sources to use. The other classes projected a "neutral" view towards it. This can be understood as a sign of knowledge shortage about this issue.

For "research gap", the discrepancy got even larger when only 7a and 11a viewed it as a difficult but important issue with 46.7% and 44.4% respectively. Other classes tended to choose "neutral", which can be inferred as either mastery or lack of knowledge about this concept.

In terms of making "questionnaires", most of the participants viewed it as difficult to even "extremely difficult", and students of 11a (66.6%), 4a (56.5%), 5a (85.7), and 6a (60.8%) seemed to pay much attention to this research activity with the mode of most answers was 4 (very difficult).

However, it is noteworthy that these results are just about the subjective feelings of students after working on literature review, which is not equivalent to the quality of their work on it. It is always possible that the option of "neutral" can be inferred either as "not too

difficult” or “I have no idea”, therefore, there arises a need for another research approach to this issue.

b. Possible reasons for the discrepancies among classes

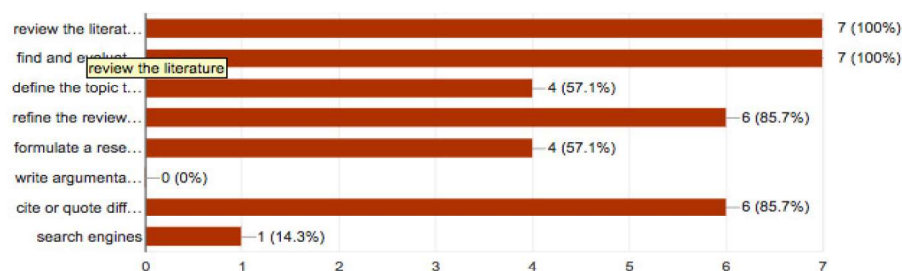
To clarify if the knowledge shortage in students is the result of their inattention to class work or teachers’ perspectives on the curriculum, we decided to extend our research with another survey to teachers, which only generates 7 responses.

Most of 7 teachers seemed to strictly follow the requirements of the curriculum when teaching literature reviews, in which all of them focused on helping students to learn how to evaluate and review the collected material. 6 out of 7 taught how to cite and refine writing. Only 4 out of 7

taught students to define topics and formulate research questions, and one of them facilitated learner autonomy by introducing methods to work with search engines with the belief that “ebooks are easier to find”. When they are asked about their anticipation of the needed skills from the students, most of the teachers showed a strong tendency towards activities of searching and evaluating materials (100%), rather than thinking/brainstorming (find a topic – two people, make questionnaire – one person), reading skills (identify key points in research – 5 people; identify research gap(s) – 4 people). Writing skills are paid more attention to with 6 out of 7 teachers included paraphrasing skills (to avoid plagiarism) as well as citing and quoting literature in their course.

When teaching how to prepare and write literature reviews, which concepts did you teach?

7 responses



If you choose "other" for the previous question, please kindly tell us why you think this concept is necessary.

1 response

ebooks are easier to find

Chart 1: Teachers’ views on concepts to teach

What skills do you think students need to know in order to be able to prepare for the literature reviews?

7 responses

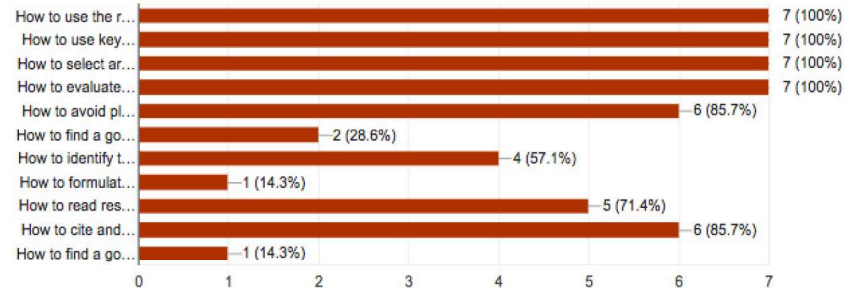


Chart 2: Teachers' views on skills needed in primary research writing class – phase 1

The interesting findings that our survey helps reveal is that most of the teachers are not aware of all the difficulties that their students might encounter during this phase of research. This is explained by their high-ratings for normality for areas

like “identify research gap” (4/7), “formulating research question” (4/7), and “formulating the questionnaire” (4/7), meanwhile they are among the issues their students feared the most.

Based on our experience with the majority of the students in this class, rate the difficulty of these tasks to them.

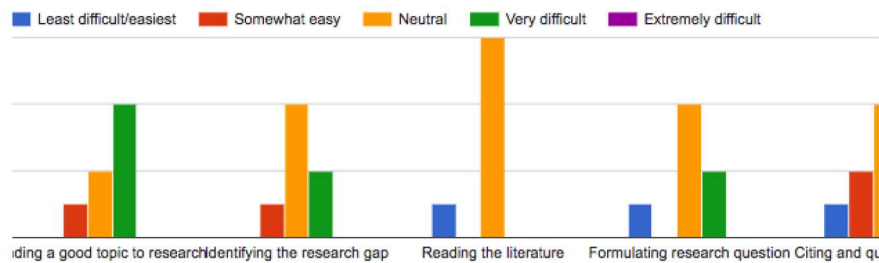


Chart 3: What teachers think their students are struggling with (1)

Based on our experience with the majority of the students in this class, rate the difficulty of these tasks to them.

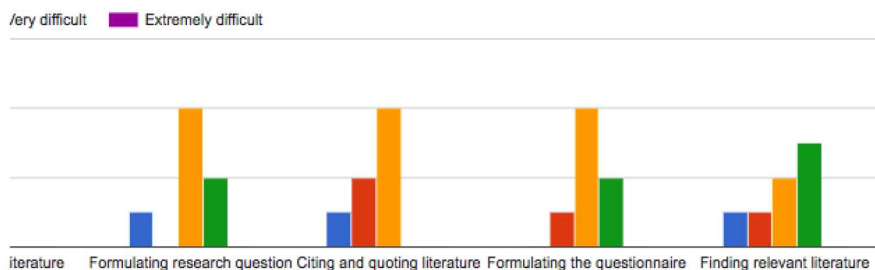


Chart 4: What teachers think their students are struggling with (2)

This provides a full background to the reliefs and struggles that primary research students were facing when doing their literature reviews. The teachers' teaching creates a strong foundation that most of them have on primary research writing as much as their non-teaching takes away their chances of feeling at ease with this subject. As highlighted in the previous analysis on the students' lapses in knowledge, it is now clear that the reason why they are uncertain about making research questions, refining the review, as much as the nature of the literature reviews is due to the lack of attention from the teacher's side to these areas.

IV. Limitations and recommendations

Due to some reasons, our research failed to cover all groups of students of the target population; as much as our decision to conduct an extended research on the teachers was too late, thus we could not connect the information between the perspectives of the teachers and their teaching results on their students.

Also, based on the findings we acquired, it can be assumed that the attitudes of students towards subjects like research writing seem to be varied, and do not depend on the real quality that they themselves can produce, thus, it would be a good path for further inquiries.

The preliminary aim of this study was to describe facts so we used descriptive method, yet there are chances to explore deeper into the learning and teaching behaviors of both students and teachers in this group. Thus we strongly recommend

further study with the employment of a different method to reveal a more detailed picture of the issue.

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APPENDIX

Survey 1 – Teacher's view on PRW students' literature reviews challenges

7/13/2017

Teacher's views on PRW students' literature reviews challenges

Teacher's views on PRW students' literature reviews challenges

This questionnaire is designed to study your understanding of the students' challenges in the first phase of PRW as well as your teaching self-efficacy of this course. "Teaching self-efficacy" refers to the beliefs that teachers hold about their instructional capabilities
Parts of your answers will be used to compare with your students' responses. All your answers will be kept anonymous and used for this research only.

Thank you so much for your help!

* Required

1. Email address *

2. Which class did you teach PRW this term? *

Mark only one oval.

- ☐ 1a
- ☐ 2a
- ☐ 3a
- ☐ 4a
- ☐ 5a
- ☐ 6a
- ☐ 7a
- ☐ 8a
- ☐ 9a
- ☐ 10a
- ☐ 11a
- ☐ 12a

3. When teaching how to prepare and write literature reviews, which concepts did you teach? *

Check all that apply.

- ☐ review the literature
- ☐ find and evaluate relevant material
- ☐ define the topic to conduct research
- ☐ refine the review (cohesion, consistency, citation, etc.)
- ☐ formulate a research question
- ☐ write argumentative writing
- ☐ cite or quote different sources
- ☐ Other: _____

https://docs.google.com/forms/d/1FLWRWWAIf8KG2c-gZO0QzTc_Ci0Imf1Ork1zaPmrWrc/edit

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(Toà soạn nhận bài viết ngày 21/9/2017, duyệt đăng ngày 18/12/2017)