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**| RESEARCH ARTICLE**

## Foreign Language Teaching: What Are Students' Opinions on Scientific Research?

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**| ABSTRACT**

This study examines students' perceptions and challenges regarding scientific research in the field of foreign language teaching. By analyzing data collected through a structured questionnaire completed by first- to third-year university students in disciplines such as teaching, translation, and communication, the study aims to provide a deep understanding of their attitudes and experiences. The results reveal a variety of perceptions about the importance of scientific research and identify the challenges students face during the research process. This analysis aids in the development of strategies to enhance students' research skills and promote the integration of innovative methodologies. The study is part of a project funded by the University of Tirana, aimed at strengthening research capacities in foreign language teaching.

**| KEYWORDS**

Scientific Research, Foreign Language Teaching, Research Challenges, Innovative Methodologies, Research Skill Development

**| ARTICLE INFORMATION**

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### 1. Introduction

#### 1.1 Context and Importance of Scientific Research in Foreign Language Teaching

Scientific research plays a fundamental role in the development and advancement of methods and techniques in foreign language teaching. In a world where globalization has increased the need for proficiency in various languages, improving teaching methods has become a necessity. This study focuses on students' perceptions and attitudes toward scientific research, considering their role as the future generation of teachers, translators, and language scholars.

#### 1.2 Purpose and Objectives of the Study


This study aims to analyze students' attitudes and perceptions regarding scientific research and the challenges they face when engaging in this process. The main objectives of this study are:

- To identify students' perceptions and attitudes toward scientific research in the field of foreign language teaching.
- To examine the challenges and difficulties that students encounter during their involvement in scientific research.
- To provide recommendations for improving students' research skills through innovative strategies and methodologies.

### 1.3 Research Methodology

The study is based on a structured questionnaire distributed to a group of students enrolled in teaching, translation, and communication programs from the first to the third year of their undergraduate studies. The questionnaire was designed to gather detailed data on their perceptions and experiences related to scientific research. Participants included a broad range of students from different disciplines to ensure a comprehensive representation of attitudes and perceptions.

### 1.4 Project and Institutional Support

This study has been conducted as part of the project 'Interdisciplinary Integration of Scientific Research in the Field of Foreign Language Teaching - Increasing Scientific Research Capacities,' **funded by the University of Tirana in Albania, under the framework of the project 'UT-Research, Excellence, and Innovation.'** *Its content is the responsibility of the author, and the views expressed therein are not necessarily those of University of Tirana* .

## 2. Questionnaire Results

This chapter presents the context and importance of scientific research in foreign language teaching, as well as the study's goals and objectives. It will then focus on the analysis of students' perceptions of scientific research and the challenges they face during this process.

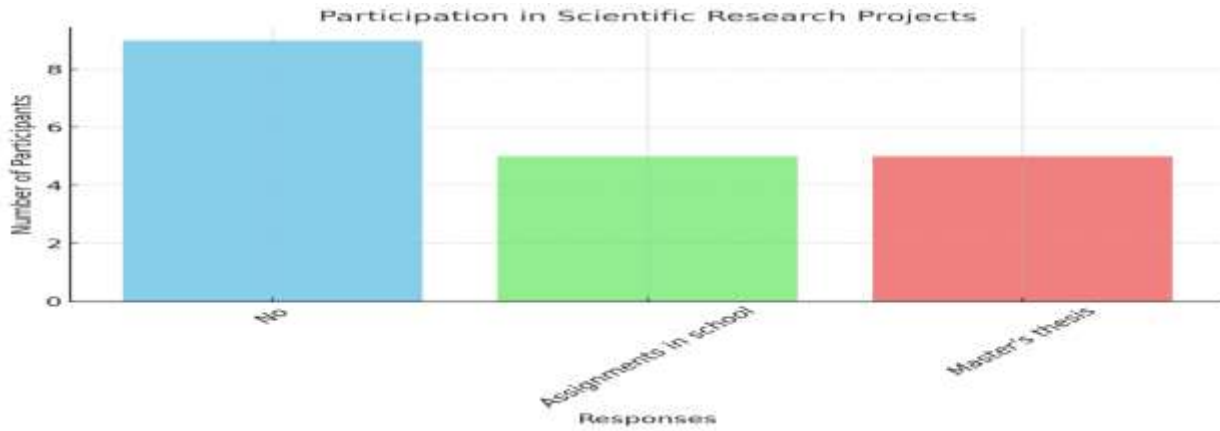
After presenting the context and importance of the project in enhancing students' research capacities, the first step in this study is to assess their level of knowledge about the basic concepts and processes of scientific research. To ensure an accurate overview of their knowledge and experience in this area, the questionnaire begins with the following question:

### 2.1. Are you familiar with the concept of scientific research and the research process?

Based on the analysis of the collected data, it appears that a large majority of participants, 89.47% (17 out of 19 participants), are familiar with the concept of scientific research and the research process. Only a small number, 10.53% (2 participants), reported that they were not familiar with this concept. The high percentage of participants who are knowledgeable about scientific research indicates that they have a good level of understanding regarding the processes and methods of scientific research. This may be the result of their exposure to academic or professional environments that value and promote scientific research.

### 2.2. Have you ever participated in a scientific research project before? If yes, please provide details.

<b>Answers</b>	<b>Number</b>	<b>Procent (%)</b>
<b>No</b>	<b>9</b>	<b>47.37</b>
<b>We have done assignments related to this topic in school</b>	<b>5</b>	<b>26.32</b>
<b>Yes, currently with my master's thesis</b>	<b>5</b>	<b>26.32</b>



A significant number of the participants indicated that they had not previously participated in any scientific research projects. This could reflect a lack of direct experience in research within this group, possibly due to a lack of opportunities, interest, or a focus on other areas outside of scientific.

Nine of the participants have stated that they have not previously participated in any scientific research projects. This indicates a lack of direct experience in scientific research within this group. The reasons for this may include a lack of opportunities, lack of interest, or perhaps a focus on other areas outside of scientific research.

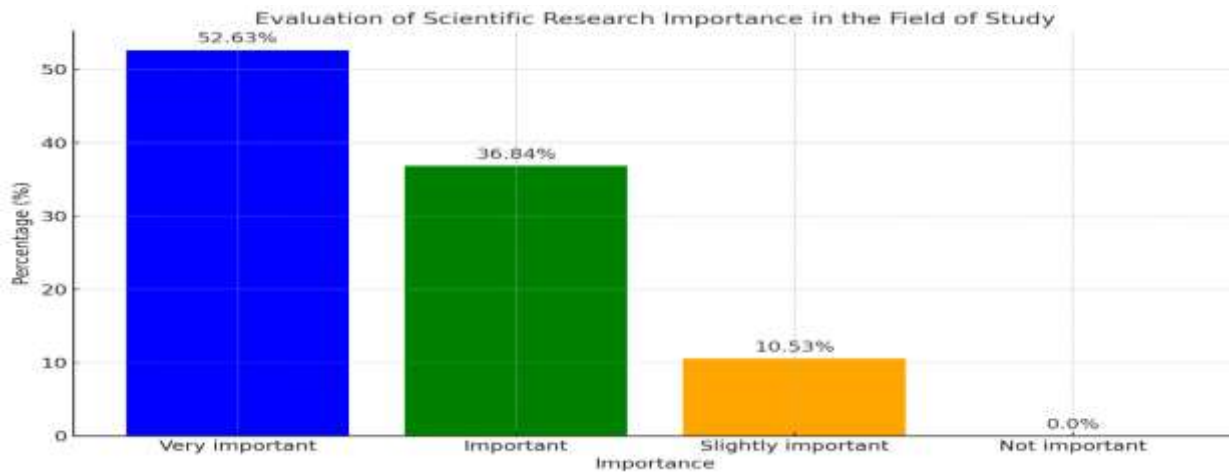
Five participants reported that they have participated in scientific research projects in the form of school assignments. This may suggest that they have had some experience with scientific research, but not in an academic context that could have provided depth similar to independent scientific research.

Five others stated that they are currently involved in a scientific research project related to their master's thesis topic. This indicates that they are at a more advanced stage of engagement with scientific research and have a deeper, more practiced experience in this field.

These data show a varied distribution of experiences with scientific research among the participants. While a significant portion lacks direct experience, a considerable number have had some form of engagement, either through academic projects or by working on research for their master's degrees. This may suggest a need for more opportunities and resources for participants to develop scientific research projects, as well as support for those who are already engaged in such activities.

**2.3. How do you evaluate scientific research in your field of study?**

<i>Importance</i>	<i>Number</i>	<i>Percentage (%)</i>
<b><i>Very important</i></b>	<b>10</b>	<b>52.63</b>
<b><i>Important</i></b>	<b>7</b>	<b>36.84</b>
<b><i>Slightly important</i></b>	<b>2</b>	<b>10.53</b>
<b><i>Not important</i></b>	<b>0</b>	<b>0.00</b>



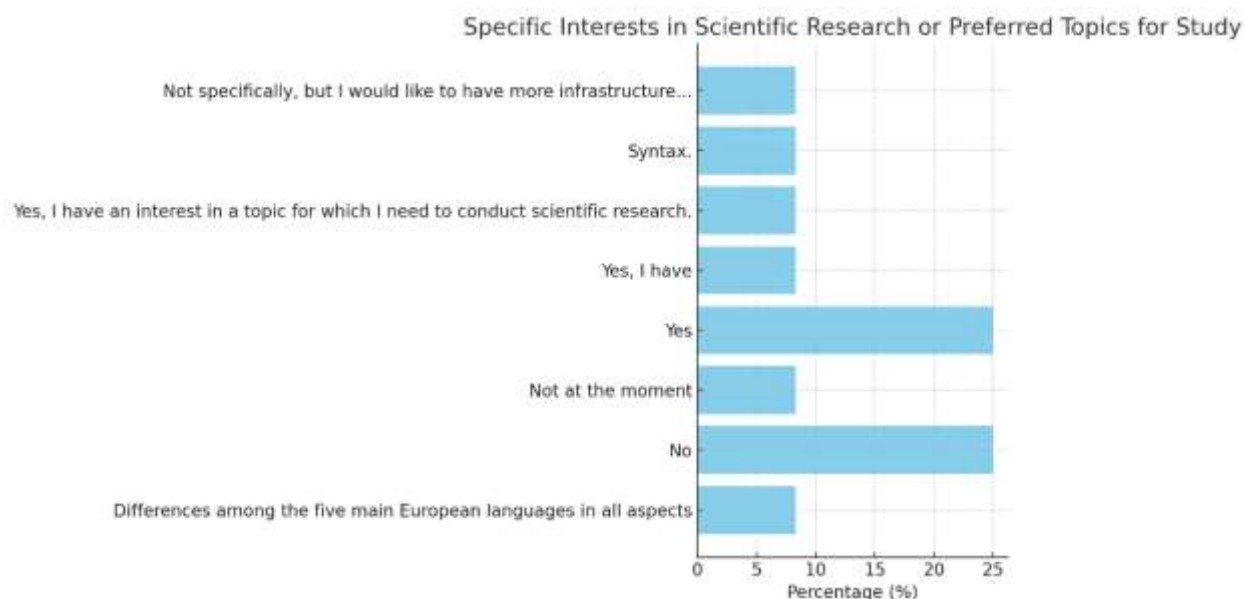
From the analysis of the data collected on the assessment of scientific research in the participants' field of study, the results are as follows:

- **Very Important:** 52.63% of participants (10 out of 19) rated scientific research in their field of study as "Very Important." This indicates a high appreciation of the importance of scientific research.
- **Important:** 36.84% of participants (7 out of 19) rated the research as "Important." This rating reflects a significant recognition of the importance of scientific research, but with lower intensity compared to those who rated it as "Very Important."
- **Slightly Important:** 10.53% of participants (2 out of 19) considered the research as "Slightly Important." This may indicate a perception that, although scientific research plays a role in their field of study, it is not vital for its development.
- **Not Important at All:** None of the participants (0%) rated scientific research as "Not Important at All." This is an indicator that all participants value scientific research in their field of study.

The results of this survey show that a large majority of participants rate scientific research as important or very important in their fields of study. This highlights a clear understanding of the significance of scientific research for professional and academic development. The absence of responses that rate research as not important at all is also a strong indicator that scientific research is highly valued in these fields of study. Educational institutions and policymakers may consider these results to further encourage and support the development of scientific research in various fields of study.

**2.4. Do you have any specific interests in scientific research or a preferred topic for conducting a study?**

Interest	Number	Percentage (%)
<i>Differences among the five main European languages in all aspects</i>	1	8.33
<i>No</i>	3	25.00
<i>Not at the moment</i>	1	8.33
<i>Yes</i>	3	25.00
<i>Yes, I have</i>	1	8.33
<i>Yes, I have an interest in a topic for which I need to conduct scientific research.</i>	1	8.33
<i>Syntax.</i>	1	8.33
<i>Not specifically, but I would like to have more infrastructure...</i>	1	8.33



Based on the responses given by students regarding their specific interests in scientific research or preferred topics for study, an interpretation of their expression and the collected data can be made:

- **Interest in the Differences of European Languages:** One student has expressed a specific interest in researching the differences among the five main European languages in all aspects. This indicates a clear focus on the study of linguistics and intercultural comparison.
- **Lack of Specific Interest:** Three students have declared that they currently do not have any specific interest in scientific research. This may indicate an area for exploration and development of their scientific interests in the future.
- **Current Uncertainty:** One student has expressed that they do not have a specific interest at the moment. This may change over time with exposure to various scientific topics.
- **General Interest in Scientific Research:** Four students have confirmed that they have a general interest in scientific research, with one of them emphasizing an interest in a specific topic for conducting scientific research.
- **Interest in Syntax:** One student has identified syntax as their specific area of interest. This indicates a clear focus on a specific aspect of linguistics.
- **Demand for Better Infrastructure:** One student expressed not a specific interest in research, but a desire for more infrastructure in the case of scientific research, highlighting the need for better resources and opportunities for quality scientific research.

The students' responses indicate a wide range of interests and attitudes toward scientific research, from specific fields of study such as linguistics and syntax to the need for better infrastructure for research. While some have clear and defined interests, others are still in the process of developing their scientific interests or express a need for support and better resources in this regard.

## 2.5. What challenges do you face when starting a research project?

Responses:

***The biggest challenge is finding materials.***

***Many challenges sometimes arise, starting with the sources that will help us with our research.***

***Lack of literature.***

***Validity and reliability of sources.***

***Sources.***

***Selection of information.***

***From various sources, for example, sometimes I don't know where to refer exactly, etc.***

***Finding and organizing data.***

**Sources. Structure.**  
**Finding the time needed.**

Based on the responses of students regarding the challenges they face when starting a research project, a more detailed and scientific interpretation of their challenges can be compiled:

**Finding Materials:** Many students have stated that finding the necessary materials is a major challenge. This includes the difficulty of locating suitable literature and reliable sources that will contribute to their research.

**Reliability and Validity of Sources:** Students have expressed concerns about the reliability and validity of the sources they use in their research. This indicates a need for the development of critical skills to evaluate and select appropriate resources.

**Lack of Literature:** Some students have emphasized the lack of specific literature as an obstacle, which may indicate a shortage of necessary resources in their libraries.

**Selection of Information:** Selecting and filtering the required information from a large amount of data and literature is another identified challenge. This requires skills in managing information effectively.

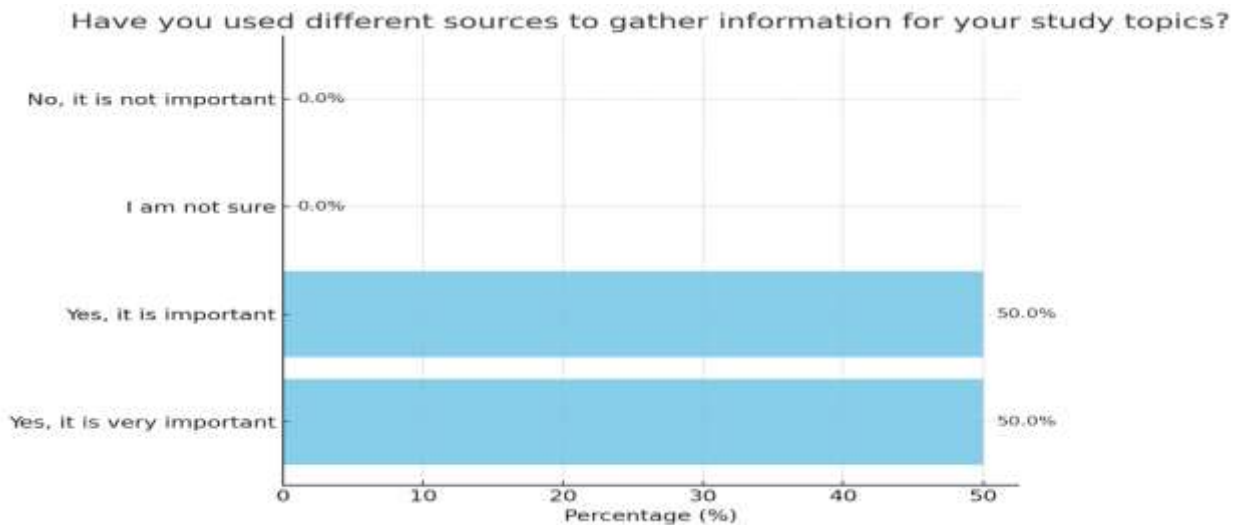
**Access to Sufficient Infrastructure:** One student expressed the need for more infrastructure and support in the case of scientific research, emphasizing the lack of resources and infrastructure as a barrier to quality research. This highlights a need for improving the resources and tools available to students, such as laboratories, libraries, and access to scientific databases.

**Limitations in Data Research:** Challenges in finding the necessary data may arise from a lack of access to specific sources, restrictions in accessing scientific databases, or a lack of available data for a particular field of study.

**2.6. Have you used different sources to gather information for your study topics?**

Participants generally acknowledged utilizing a variety of sources for their research, which indicates an active approach to information gathering despite the challenges they face.

Evaluation	Number	Percentage (%)
<b>Yes, it is very important</b>	<b>10</b>	<b>50.0</b>
<b>Yes, it is important</b>	<b>10</b>	<b>50.0</b>
<b>I am not sure</b>	<b>0</b>	<b>0.0</b>
<b>No, it is not important</b>	<b>0</b>	<b>0.0</b>



Based on the students' responses regarding the importance of scientific research in the field of foreign language teaching, an interpretation of their attitudes can be made:

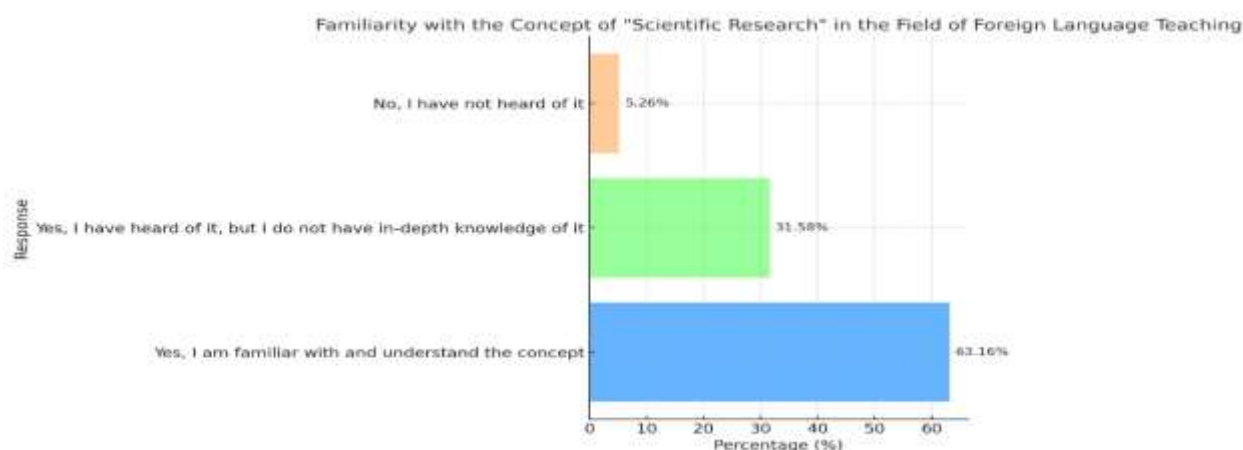
- **Very Important:** A significant number of students, precisely 10 of them, have rated scientific research as "very important" in the field of foreign language teaching. This indicates a clear recognition of the value of scientific research as a key tool for developing teaching methods, improving techniques and teaching materials, and advancing knowledge.

- **Important:** An equal number of students, also 10 of them, considered scientific research to be "important." This might indicate an understanding of the value of scientific research, but perhaps with a lower intensity compared to those who rate it as "very important."
- **Uncertainty or Doubt:** No student expressed an unclear or uncertain stance, indicating that most students have a clear opinion regarding the importance of scientific research in this field.
- **Not Important:** No student rated scientific research as "not important" in the field of foreign language teaching.

The results indicate a broad recognition of the importance of scientific research in the field of foreign language teaching among students. This awareness can positively influence their engagement in research and the development of new approaches in teaching.

## 2.7. Are you familiar with the concept of "scientific research" in the field of foreign language teaching?

Response	Number	Percentage (%)
<i>Yes, I am familiar with and understand the concept</i>	12	63.16
<i>Yes, I have heard of it, but I do not have in-depth knowledge of it</i>	6	31.58
<i>No, I have not heard of it</i>	1	5.26



From the responses given by students regarding their knowledge of the concept of "scientific research" in the field of foreign language teaching, an interpretation of their knowledge and understanding of this concept can be made:

Twelve students stated that they are familiar with and fully understand the concept of "scientific research" in the field of foreign language teaching. This indicates a high level of knowledge and understanding among these students, potentially making them more capable of participating in or evaluating research in this field.

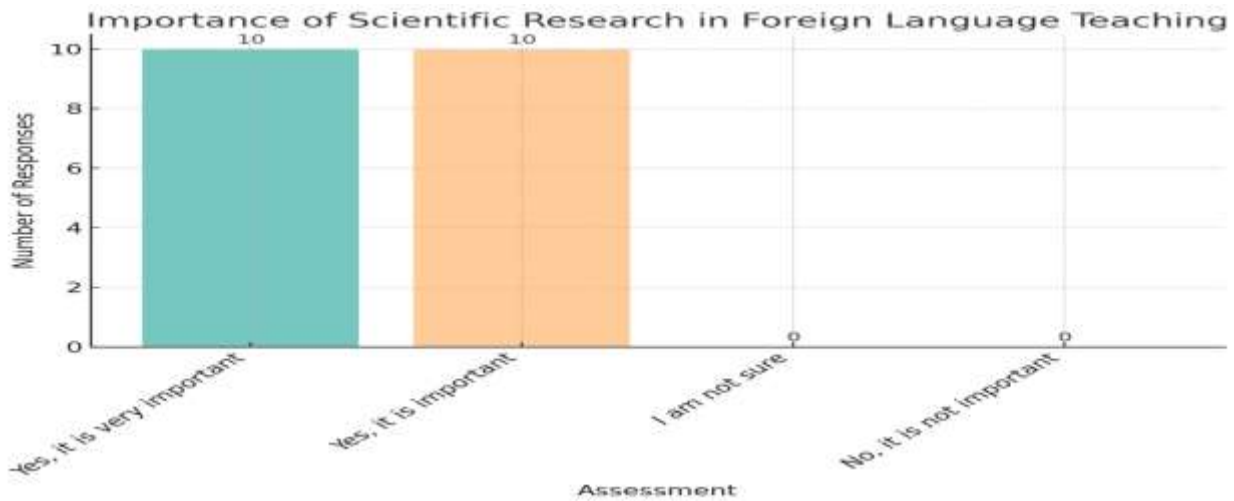
**Superficial Knowledge:** Six students reported that they have heard of the concept but do not possess in-depth knowledge about it.

**Lack of Knowledge:** Only one student indicated that they had not heard of the concept of "scientific research" in the field of foreign language teaching. This suggests a lack of knowledge or exposure to this concept, indicating a need for basic information in this regard.

The students' responses reflect a range of knowledge about the concept of scientific research in foreign language teaching. While a significant majority of students are familiar with and understand the concept, another group has superficial knowledge, and a small number have no knowledge at all. This indicates a need for the development and provision of resources that address the different levels of student knowledge, offering learning materials that help expand the understanding of scientific research in this field.

2.8. Do you think that scientific research is important in the field of foreign language teaching?

Assessment	Number	Percentage (%)
<i>Yes, it is very important</i>	10	50.0
<i>Yes, it is important</i>	10	50.0
<i>I am not sure</i>	0	0.0
<i>No, it is not important</i>	0	0.0



Based on the students' responses regarding the importance of scientific research in the field of foreign language teaching, an interpretation of their attitudes can be made:

**Very Important:** A significant number of students, specifically 10 of them, rated scientific research as "very important" in the field of foreign language teaching. This indicates a clear recognition of the value of scientific research as a key tool for developing teaching methods, improving techniques and teaching materials, and advancing knowledge.

**Important:** An equal number of students, also 10 of them, considered scientific research as "important." This may indicate an understanding of the value of scientific research, but perhaps with a lower intensity compared to those who rated it as "very important."

No student expressed an unclear or uncertain stance, indicating that the majority of students have a clear opinion regarding the importance of scientific research in this field.

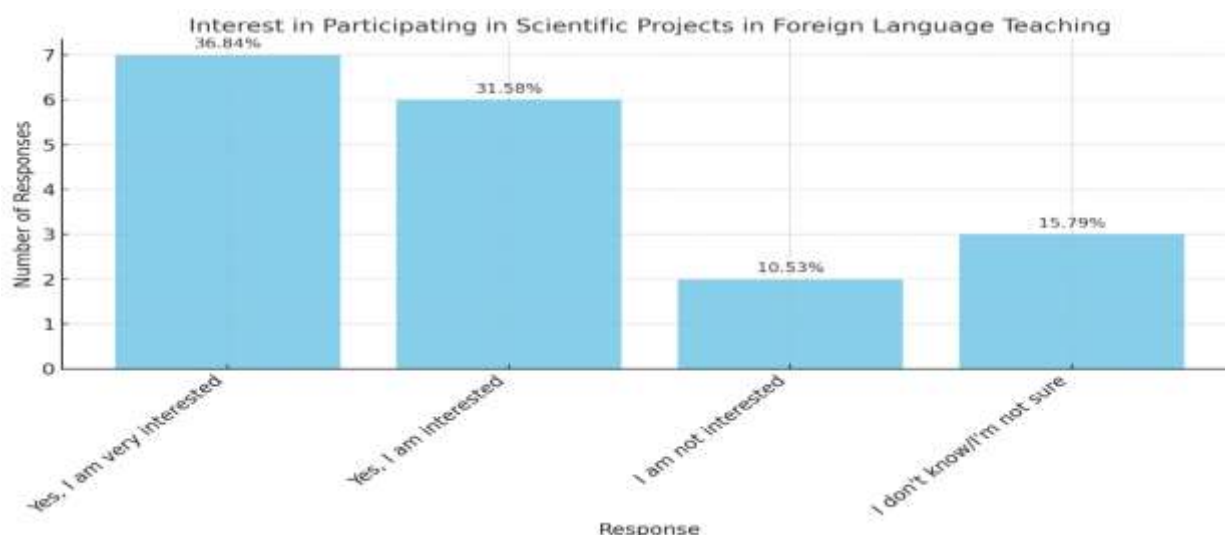
**Not Important:** No student rated scientific research as "not important" in the field of foreign language teaching.

The results show a broad recognition of the importance of scientific research in the field of foreign language teaching among students. This recognition may positively influence their engagement in research and the development of new approaches to teaching.

2.9. Are you interested in participating in scientific projects in foreign language teaching?

Answer	Number	Percentage (%)
<i>Yes, I am very interested</i>	7	36.84%
<i>Yes, I am interested</i>	6	31.58%
<i>I am not interested</i>	2	10.53%
<i>I don't know/I'm not sure</i>	3	15.79%





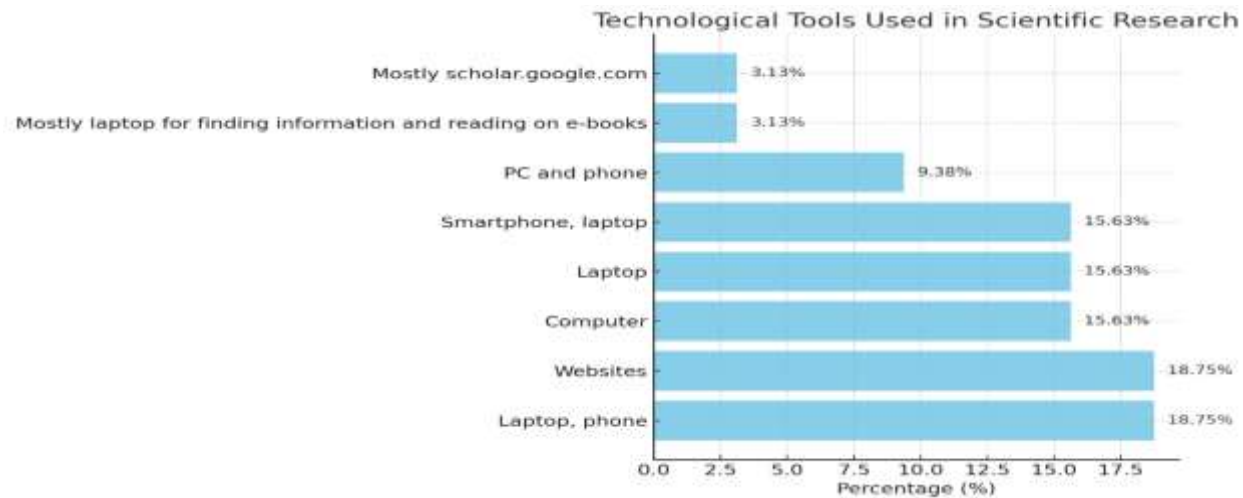
Based on the students' responses regarding their interest in participating in scientific projects in foreign language teaching, an interpretation of their trends and attitudes can be made:

- **High Interest:** 7 students declared that they are "very interested" in participating in scientific projects in the field of foreign language teaching. This indicates a strong commitment and a clear desire to engage in research that can contribute to this field. This group of students might be more motivated to expand their knowledge and contribute to the development of new practices and methods in teaching.
- **Moderate Interest:** 6 other students expressed that they are "interested," indicating a moderate level of interest in participating in scientific projects. This may imply a willingness to expand their knowledge and experiences but possibly with a more limited commitment compared to those who are "very interested."
- **Lack of Interest:** 2 students stated that they are not interested in participating in scientific projects. This might indicate a lack of motivation in this aspect or perhaps a focus on other areas of their study that are not closely related to scientific research.
- **Uncertainty or Doubt:** 3 students responded that they "don't know" or "are not sure" if they are interested. This could indicate a lack of exposure to scientific research or a lack of information on what participating in such projects entails.

The students' responses indicate a range of interest in participating in scientific projects in foreign language teaching. While a considerable group of students shows high or moderate interest, a small number are either uncertain or not interested. This suggests a need for educational institutions to provide more information and resources on the significance and opportunities that scientific research offers, as well as to create environments that encourage and support student involvement in these activities. It might also be useful to address barriers or concerns that may prevent students from engaging in scientific research.

## 2.10. What technological tools do you use in scientific research?

Tool Used	Percentage (%)	Number
<i>Laptop, phone</i>	<b>18.75%</b>	<b>6</b>
<i>Websites</i>	<b>18.75%</b>	<b>6</b>
<i>Computer</i>	<b>15.63%</b>	<b>5</b>
<i>Laptop</i>	<b>15.63%</b>	<b>5</b>
<i>Smartphone, laptop</i>	<b>15.63%</b>	<b>5</b>
<i>PC and phone</i>	<b>9.38%</b>	<b>3</b>
<i>Mostly laptop for finding information and reading on e-books</i>	<b>3.13%</b>	<b>1</b>
<i>Mostly scholar.google.com</i>	<b>3.13%</b>	<b>1</b>



Based on students' responses about the technological tools they use in scientific research, an interpretation of their preferences and practices can be made:

- **Use of Computers and Laptops:** Most participants emphasized using computers and laptops as their main tools in their scientific research. This includes "computer," "laptop," "PC," and other variations like "mostly laptop" for finding information and reading e-books. This indicates a clear trend toward using personal devices as primary tools for accessing information and online resources.
- **Use of Online Platforms:** One student mentioned using "scholar.google.com," indicating an orientation towards using specific academic online platforms for scientific research. This student may also use other online resources for their research.
- **Combination of Devices:** Some students mentioned using a combination of devices, such as "laptop and phone" or "PC and phone." This may suggest a flexible use of technology, adapting to their research needs in different situations, and using mobile devices for easy access to information.
- **Use of Smartphones and Websites:** Some responses indicate the use of "smartphones" and "websites," highlighting a tendency to use mobile devices and online resources for gathering and analyzing data.

The students' responses reflect a significant reliance on digital technology, particularly computers and laptops, for their scientific research. The use of online platforms and a combination of technological devices indicates a flexible and diverse approach to gathering and analyzing information. This variety in the use of technology shows that students are adapting to the resources and environments available to them to support their studies.

## 2.11. What are the research methods and techniques you can use to gather and analyze data?

### **Questionnaire primarily on Google Forms**

#### **Research Methods**

#### **Qualitative Method**

#### **I don't know**

#### **MS Word**

#### **Empirical methods, data research methods**

#### **Information gathering.**

#### **Reading a lot of data, selecting key points, and comparing them.**

Based on the responses from students, the methods and techniques of scientific research they use to collect and analyze data include a variety of approaches:

**Google Forms Surveys:** This method involves using surveys created and distributed via Google Forms to gather information from participants. This tool is useful for collecting data in a structured and efficient manner.

**Research Methods:** The use of general research methods that may include techniques such as case studies, interviews, observations, or data surveys.

**Qualitative Method:** This term encompasses approaches to data analysis that focus on qualitative and interpretative aspects, such as text analysis, in-depth interviews, and case studies, to gain a deep understanding of the data.

**Use of Standard Software:** Such as "MS Word," which can be used for organizing, processing, and analyzing text.

**Empirical Methods and Data Research:** These techniques involve approaches through experiments and data analysis to draw conclusions based on evidence and observations.

**Information Gathering:** A more general approach to data collection without specifying particular methods.

**Reading and Comparison:** This method involves reading a large amount of data, selecting key points, and comparing them to reach conclusions, which may also include critical analysis and personal interpretation.

**Lack of Knowledge:** Some students are unsure or do not have sufficient knowledge regarding scientific research methods, indicating a need for more education and training in this area.

Students utilize a wide range of methods and techniques for data collection and analysis in scientific research, varying from digital tools and online platforms to more traditional qualitative and empirical methods. This indicates their adaptation to their data collection needs and a willingness to use different techniques to address the challenges of scientific research. However, some students require more assistance and training in using these methods, suggesting an opportunity for educational institutions to provide greater support in this area.

## 2.12. What steps should you take to organize data and conduct statistical analysis in a scientific paper?

*First, we need to be clear about the topic and its idea.*

*Observation, data collection, reassessment in analysis.*

*I don't know.*

*Selection of individuals, data collection, data evaluation, questionnaires.*

*Evaluation and comparison of them.*

Students have a basic understanding of the steps that need to be followed for organizing data and conducting statistical analysis in a scientific paper, including the development of questionnaires, data collection and processing, and statistical analysis. However, the responses also indicate a range of knowledge and skills, suggesting a need for further training and clear guidance in this area.

## 3. Conclusions

The survey results show a wide range of perceptions and attitudes toward scientific research among students studying in different fields such as Teaching, Translation, and Communication. The data analysis reveals that most students have a general level of knowledge about the concepts and processes of scientific research, though some require deeper support, especially regarding research methodologies and their practical application in real projects.

Students have also identified some significant challenges, including the lack of necessary resources and difficulties in data analysis, suggesting a need for further training in developing research skills and in the use of digital tools. Additionally, the project supported by the University of Tirana has created an important platform for increasing awareness and involvement of students in scientific research, encouraging them to participate more actively in research processes and to develop valuable skills for their academic and professional careers.

These conclusions indicate that involving students in structured research projects supported by academic institutions not only enhances their skills but also increases their interest in scientific research as an essential component of their professional development.

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