Unveiling English Language Learners' Challenges in Conducting Language Research: A Phenomenological Study

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Abstract— **This undertaking sought to investigate the lived experiences of 4th year Bachelor of Secondary Education major in English students in conducting language research in Davao de Oro State College–New Bataan Campus, Philippines. This study sets out their challenges, coping mechanisms, and insights concerning the phenomenon being studied. In this study, the researchers utilized a qualitative-phenomenological research design and utilized Creswell's Thematic Analysis for data analysis.**

Ten (10) participants were chosen using purposive sampling, and all data were gathered through in-depth interviews and focus group discussions. Conclusively, the results indicated that the language researchers' challenges were their lack of knowledge, research instructor-related challenges, research materials and resources, research participants' unavailability and lack of interest, and English language-related ineptness. However, despite their difficulties, their coping mechanisms were family and friends' support, prayer, self-studying or learning, co-researchers' teamwork, and time management. Ultimately, the participants' insights concerning language research were how beneficial language research was to the language community itself, language research was a challenging process, and learned significant values and skills in language research.

Keywords— **Language Research, challenges, purposive sampling, Trial and Error Theory, Philippines**

I. INTRODUCTION

Research is a comprehensive examination that aims to come up with or expand knowledge by establishing and drawing conclusions about a specific thing (Ahmad, 2015). Thus, aside from using research to understand issues and increase public awareness, it is a tool used to build knowledge and facilitate learning (Zarah, 2021). If truth be told, humankind has been using research in numerous fields, and education is not an exemption. In line with this, research is integrated into the curriculum, requiring most students to undergo research before they graduate.

With this, students experience the benefits research brings with their involvement. It allows them to fully comprehend published works, balance individual and collaborative duties, and identify a research subject of interest. Meanwhile, numerous students realize their enthusiasm for research and pursue graduate courses and faculty posts as researchers (Madan, 2012). Nonetheless, research entirely teaches students to make informed decisions about their future endeavors; enhances their learning gains, and cognitive and personality development; and inspires them to become more self-directed learners (El-Dakhs, 2010). However, behind the triumphs research has brought in the learners' holistic aspect and ultimate destination, there are also concealed stories during the language research conduct that are seemingly taken for granted, leaving them unresolved.

At the international level, Qasem and Zayid (2019) investigated the students' early challenges in creating research projects in English as Second Language (ESL/L2) in Saudi Arabia. Later on, the study revealed the shared students' difficulties in creating research projects

and proposals. These include the struggle in determining a research topic, unfamiliarity with research methodology, incapacity to find up-to-date and related literature, lack of understanding of the subject matter, lack of time and interest, and lack of research supervisory. Al-Qaseri (2016) also investigated the same scenario faced by undergraduate students in Yemen. Accordingly, students' low academic level in English as a medium of teaching and research, lack of a good-equipped library with free access to websites and e-resources, students' negative attitudes, and tough conditions towards research projects were shown in the findings.

In the Philippines, the Department of Education (DepEd) and the Commission on Higher Education (CHED) emphasized that conducting research is deemed to be a professional development program (Ulla, 2017). Congruently, Philippine schools and universities have research as a prerequisite in the curriculum. Simultaneously, Sobredo (2013) conducted a study regarding the students' challenges in conducting research in Manila. Findings showed that research posed difficulties to students regarding the English language used during the interview, participants' educational levels, transportation, and limited computer resources. Additionally, Versoza (2019) conducted the same study in San Manuel, Isabela, and discovered another set of results. These included the research advisers' handling and support, financial or economic constraints, research and library services, computer and literacy services, researchers' preparedness, and time management. Thus, these findings were tagged as strongly serious.

In the local context, different universities and state colleges in Davao Region are conducting research. In Davao de Oro State College – New Bataan Campus, specifically in Teacher

Education Department, students are steering into their journey to conduct studies under their major. Despite today's new setup of the educational system, students still push through their thesis-making to put timely, growing educational issues into the light. However, students are still facing challenges along the way.

Gleaned from the data and contexts mentioned, this research study investigates students' challenges in conducting language research through a phenomenological study. Previous studies only concentrated on the teachers' challenges in doing research. Hence, further research must be conducted on the students' perspective and other specific research areas (Alsied & Ibrahim, 2017; Ulla, 2017; Landicho, 2020). Additionally, to bridge these existing gaps in the literature, the researchers will scrutinize students' research challenges, specifically in language research.

Research Questions

This study seeks to answer the following questions:

1. What are the challenges faced by the students in their language research conduct?
2. What are the coping strategies/mechanisms of the students from their language research conduct difficulties?
3. What are the insights of students in their language research conduct?

II. LITERATURE REVIEW

Language Research

Language Research is a peer-reviewed academic journal that encompasses the practical and theoretical fields of language education and linguistics. In addition to research reports, keynote articles and theoretical reviews are considered for publication. In its entirety, language research is considered an academic journal (Yeonwook, 2021).

Meanwhile, the Commission on Higher Education (CHED) (2017) believes that language research is subdivided into Language Research I and II. Language Research I deals with the language research discussion of methodologies. In this part, the course examines various methods of conducting research. It explains the entire process of research with a particular emphasis on English language-related topics. Meanwhile, Language Research II concentrates on the actual thesis-making of the students. This time, the course covers the process of writing a research-based thesis on a language-related topic.

In Davao de Oro State College, Language Research is a course taken by Bachelor of Secondary Education major in English students. This course deals with research conducted in a much-specified aspect of the English language, teaching, and learning.

Challenges in ESL Research and Language Research Conduct

The task of writing a language research topic necessitates researchers to exert a laborious effort, especially since this is being field-specified. Hence, it requires students to have ample time and good background knowledge about it. However, the initial stage itself can be a dilemma for undergraduate and novice researchers. Concerning this, Alsied & Ibrahim (2017) conducted a study to explore the challenges of English as a Foreign Language (EFL) students in conducting language research at Sebha University in Libya. Around 42 students were gotten as respondents in the mixed-method study. The results of the study mainly revealed two categories of challenges in language research. The first one was the difficulty of developing a research project that encompasses the students' area of interest, choosing a topic, and formulating a researchable problem. These problems focused on the students' initial stage in doing research. The second category delves into the students' research report on the findings, including the literature review writing, methodology construction, and the results and discussion sections. Nonetheless, the boiling point of these categories is dependent on students' difficulty in academic writing.

According to the first category, Taskeen et al. (2014) stated that most novice researchers only replicate research due to a bit of background knowledge. It happens because of the learners' doubt, selection of senseless and uninteresting topics, and not reading extensively. Meanwhile, he furthered that research advisors may also contribute to this situation if the advisors themselves do not have adequate experience in various methodologies. Paradoxically, if supervisors also have a vast knowledge of research, supervisors must guide in moderation. Kiley et al. (2009) believe that research supervisors are responsible for directing their students to work in the current, original and necessary field. Their expertise is significant in determining the topic of the student's thesis. However, too much engagement or imposition in the process will not bring out the students' creativity, interest, and success in creating their research papers (Mawere & Weda, 2011; Alam, 2013). Thus, supervisors need to prepare environments that establish a valuable feeling in the students by giving active, student-centered learning. Thus, it enables them to develop their research skills (Styles & Radloff, 2001; Akyürek & Afacan, 2018).

Dwinhandini et al. (2011) also studied the same phenomenon by analyzing the factors influencing undergraduate students' challenges in writing a thesis in the English Department of Mahasaraswati University, Indonesia. Around 50 students were taken as subjects in the descriptive survey research. This time, there were three major factors identified. These were the psychological, sociocultural, and linguistic factors. The findings exposed self-esteem as the major factor that affects students' conduct in language research for psychological factors. Secondly, sociocultural factors encompass the students' knowledge of proper lexical items and linguistic units. The student's understanding of the university's culture and thesis writing format also plays a critical role in

research conduct. Finally, students' minimalizing grammatical errors must be deleted, replaced, reordered, and supplied due to difficulties in doing English language research.

This study was further solidified by Puspita (2019) in his mixed-method approach to analyzing students' difficulties in their language research conduct. He also discussed various variables that may impact the English study program at IAIN Curup. The study's population is composed of all students at the TBI, which consisted of 49 individuals. In this analysis, a questionnaire and interview were used to obtain information. The questionnaire was used to figure out the students' problems in writing their thesis, and interview sessions were used to assess the reasons students struggle with writing their thesis. The findings have shown that more than half of the students had complexity in personality factors. Secondly, 41 students had difficulties with their social and cultural backgrounds. Thirdly, 42 or 86% of the students had linguistic difficulties. Via the comparative study of the three factors, he concluded that the linguistic factor was the most difficult for English students.

Furthermore, the interview revealed that personality traits were the first component. They were due to a lack of confidence when writing a literature review and selecting a thesis subject. The second was the cultural considerations that students learn about the university's culture department and the thesis's formatting criteria. Ultimately, the third element involved the power of language. It means that students find it hard to paraphrase sentences and sources from the abstract.

Meanwhile, Qasem and Zayid (2019) explored the students' early challenges in creating research projects in English as Second Language (ESL/L2) in Saudi Arabia. Around 60 subjects participated in the study from the College of Sciences and Arts, University of Bisha. The latter part of the study revealed the shared students' difficulties in creating research projects and proposals. These include the struggle in deciding the research topic, lack of knowledge of research methodology, inability to find up-to-date and related references, lack of interest, lack of understanding of the subject matter, lack of time, and research guidance. Al-Khairy (2013) also furthered that the Saudi Arabian undergraduates' major challenge in creating research concentrates on the maximum sentence-level or paragraph-level academic writing. Hence, low proficiency in writing EFL/ESL contexts, research, in this case, is due to grammatical incompetence, less practice, demotivation, educational background, and weaknesses in using appropriate lexical items (Javid & Umer, 2014; Widagdo, 2017).

Additionally, Al-Qaderi (2016) studied the same scenario faced by undergraduate students at Ibb University, Yemen. English in Yemen is taught as Foreign Language (FL). It is found that the major problems students encountered were broadly (1) the weak academic level of the students in English as a medium of instruction and research or in specialization (2) the lack of a well-equipped library with open access to e-resources and websites, and (3) students' difficult conditions, and their negative attitudes towards research projects. In line with this, Kikula and Quorro (2007), Repoa (2007), and Tromp (2011) corresponded in searching for critical problems students encounter in writing proposals in Tanzania. These include writing broad titles with no clear and focused content in the introduction. The statements of the problems were not clearly stated, which failed readers and writers to identify correct research techniques. The literature reviews, the research methodology, the research questions, and the results were not enough and were not created well.

Ultimately, Maznun et al. (2017) piloted a specified research study investigating the difficulties encountered by English as a Second Language (ESL) students in writing the introduction section of a research paper. Five introduction sections of bachelor of art students taking up the English language were examined, and a teacher was interviewed regarding the learners' weaknesses. Swales' create-a-research-space (CARS) model was utilized as the analytical framework of the research study. The findings showed that students confronted problems in writing their introduction, specifically in counterclaiming, raising questions from previous researchers, indicating research gaps, and continuing tradition. Furthermore, the researchers had difficulty writing a good background of the study, theoretical framework, and statement of the problem, which exposed their unawareness of the introduction section's appropriate rhetorical structure in language research.

Studies mentioned above mainly focused on the student-related challenges in conducting language research. There were proposed studies to enhance students' skills in creating their proposals and research projects effectively in the early stage of research. Alfakih (2017) examined a training program's influence on enhancing students' research skills in formulating a research proposal. After designing a training program for enhancing the skills in writing research proposals, questionnaires were utilized. Pre-test and post-test tools were used to get rich results in examining the students' skills. The results have seen the training program's improvement and effectiveness in enhancing the students' research skills, which was evident from the participants' performance between the pre-test and post-test. Hence, the study recommended that students acquire specific knowledge to prepare research proposals. Supervisors and course designers must have practical insights into the student's research skills and develop students' research proposals.

hallenges may emphasize student-related factors in language research conduct. However, Mapolisa and Mafa (2012) also endeavored a multi-faceted study to explore English as Second Language (ESL) students' challenges in researching at Zimbabwe Open University. The findings revealed that students faced three categories of challenges: supervisor, relationship with supervisor, and students' challenges.

The study revealed three challenges categories ESL students have encountered in their research conduct. It encompassed supervisor, student, and institution-related challenges. Supervisor-related challenges included little to no

interest in research, supervisor absence from work, and failure to return to work on time. On the other hand, student-related challenges included a lack of time, library resources, money, and family problems. Ultimately, institution-related challenges encompass the lack of internet facilities, research-related courses, library resources, and computer literacy and workshops, impacting the ESL students' research conduct.

Mahammoda (2016) analyzed the factors affecting undergraduate research quality at the University of Bahir Dar in Ethiopia regarding supervisor-related and institution-related factors. This is also to determine the challenges faced by teachers in monitoring the study of their students. The study's outcome showed that students faced academic problems, including students' inability to study the course, advisors showing no engagement, students with no analytical skills, and low interest in their research subject.

The results also showed that students were confronted with specific social and personal variables, including little to no interaction between students and supervisors, no time management skills, and financial support. Meanwhile, institution-related factors included a shortage of library resources and books, students' unwillingness to perform research, the inaccessibility of an open research evaluation framework, and little or no research-assisted environment. The critical difficulties and problems faced by supervisors during research supervision were all these variables.

Meanwhile, Ebadi and Pourahmadi (2019) also explored the challenges in writing the English as Foreign Language (EFL) thesis, but this time, it considered both the students' perspectives and the supervisors' perspectives. Around 40 EFL postgraduate students and ten supervisors were selected based on available sampling from 5 different Iranian universities. Semi-structured interviews were used to collect and gather qualitative data, which were analyzed using thematic analysis.

As stated by supervisors and the students themselves, the results revealed a range of major difficulties encountered by postgraduate learners in writing master theses, some of which were common challenges for both classes. The students' lack of research knowledge, comprising the inability to write academically using academic terminology, research design knowledge lack of knowledge, and selecting a researchable subject, was the most common challenge identified by students and supervisors. Thus, Sadeghi and Khajepasha (2015) believe that writing in a second or foreign language is challenging because the writer is not fully competent. Postgraduate learners are not an exception to this in writing their research or thesis.

Coping Mechanisms in ESL Research and Language Research Conduct

Doing language research is a trying task since it necessitates the students' effort, time, money, and other school resources. However, according to the study conducted by Nihat Şad & Gürbüztürk (2013) on a study concerning the Parents' Level of Involvement in their Children's Education, they have mentioned that parents are considered an essential component of the school curriculum. Students' success is guaranteed if the students are supported by their parents, for it yields positive outcomes, including better academic achievement. Moreover, Abraham et al. (2018) also posited their study concerning the families' support and influence on college students' educational performance. Students highly prefer their parents to contact them through their academic endeavors frequently.

While parental support is deemed a significant factor in the student's education, the teamwork coming from the language researchers' co-students is also seen as significant. Shneiderman (2016) postulates that working in groups is advantageous when it comes to tackling complex and critical challenges. Since students then take on more ambitious projects, complement their knowledge, and use several research approaches, they frequently generate excellent work. Also, a benefit of cooperative research is the possibility for everyone to learn from one another. Alongside, self-studying or learning is an admirable approach to cope despite the language researchers' challenges they have faced during their conduct. The study conducted by Jarvis et al. (2019) revealed that self-studying is a successful approach to carrying out research.

In the most trying times of conducting language research, Merrill, Read, and LeChemiant (2009) also found out in their study that faith in God acts as a cushion for stress that provides meaning, purpose, and comfort to one's life. This proved that prayer is also an excellent coping mechanism for a language researcher. Jeynes (2020) also associates the students' prayers concerning their academic and behavioral outcomes. This study was investigated through a meta-analysis, which links prayer to the improvement of student outcomes. In this context, prayer serves as a buffer for the researchers' distress in their daily undertakings.

Ultimately, Enago Academy (2019) sees it critical to stay focused on a research study while becoming a great researcher. Remaining focused on the research is possible if one can successfully manage his time. Effective time management can a researcher be more effective by reducing time-wasters like procrastination and interruptions. Thus, a language-research must manage his time wisely and avoid such tasks that will disrupt the language research tasks at hand.

Insights in ESL Research and Language Research Conduct

In the study conducted by Avelino in 2019, he found out that language research is a complex process since it necessitates examining numerous elements, including language use, learning process, context, research methodology, and other associated disciplines. Language Use identifies if the speaker is speaking in their first, second, or third language. Studying the learning any of these three language types will be very different from one the other, making it challenging.

While conducting language research is seen as a difficult process, Enriquez and Rainville (2016) believe that the primary purpose of English language research is to help teachers and institutions to make informed judgments about

which educational activities and experiences will benefit students most. Systemic issues such as the classification of assessment criteria and the review of teaching and evaluation programs at all levels are influenced by English language research and the individual decisions that each educator must make about their classroom.

Lastly, Research Skills (2021) also mentioned and exemplified that the capacity to find and analyze relevant information on a certain topic is referred to as research abilities. Such skills or abilities include problem investigation, critical analysis application, and ideas and solutions formulation. These pertain to research skills since a researcher can obtain these skills.

The language researchers encountered personal-related challenges, instructor-related challenges, and school-related challenges to encapsulate the existing related literature concerning the phenomenon being studied. Such challenges contribute to both internal and external factors that influence the researchers' language research conduct. However, the studies have unveiled coping strategies which students have made through various ways that alleviated their struggles. These can be in the form of their parents' and friends' support and their adjustments as they steer into research. Lastly, previous studies have mentioned that conducting language research was both a complex process and an attempt that benefits the language community.

However, most of it focused on research-related themes upon scrutiny of previously conducted studies, leaving a minimal scope of studies specifically related to language research. There were international studies conducted related to the English language. However, there are only minimal studies in both national and local contexts to exhaust the possibility of discovering other challenges in such settings. Also, there were little to no studies about how language researchers cope and see language research which can give educational policymakers the potential implications to address the problems of language researchers.

III. METHODS

The study employed a qualitative-phenomenological research design that investigates the lived experiences of language researchers in conducting language research. Conforming to Creswell (1994), qualitative research is an investigation of human or social problems. It stands suitable to use such a method to understand any phenomenon with only limited information (Strauss and Corbin, 1990). Accordingly, this study used qualitative research since literature is scarce regarding the students' challenges in conducting language "language research." A qualitative method is best suited to capture the participants' lived experiences on the said phenomenon.

However, qualitative research has specific designs: narrative, grounded theory, case study, ethnography, or phenomenology. The study utilized phenomenology as its research design. According to Creswell (2007), a phenomenological study is a research design that describes common detailed experiences of people (participants) about a particular phenomenon. That phenomenology's basic tenet is to reduce individual experiences of a particular phenomenon to a universal essence description. Congruently, the researchers identified a phenomenon that revolved around students' challenges in conducting language research. The researchers then collect rich data and detailed descriptions from those who directly experience the said phenomenon.

Population and Sampling

The population of this study consisted of ten (10) ten 4th year Bachelor of Secondary Education major in English students in Davao de Oro State College-New Bataan Campus, Philippines. Out of these ten participants were (5) participants from the In-Depth Interview (IDI) and another five from the Focus Group Discussion (FGD). Creswell (1998) recommends that there should be 5-25 participants in the phenomenological study. These recommendations can support researchers in estimating how many participants they need in the study. However, the number of participants and their participation must depend once the data saturation is reached.

ccordingly, purposive sampling was used to meet the characteristics. Purposive sampling is used when a selection decision involves the researchers using their judgments to select participants most useful to the research purpose. Thus, this sampling method is frequently used in qualitative research. Researchers gain detailed knowledge about a specific phenomenon rather than make statistical inferences, noting that an effective purposive sample must have clear criteria and rationale for inclusion (McCombes, 2021).

Data Analysis

The researchers utilized Creswell's Thematic Analysis. Since the study involved multiple interpretations and descriptions of the participant's responses, the researchers used thematic analysis to substantiate the illustration of every detail and the classification of the patterns seen in the responses. As explained by Alhojailan (2012), the use of thematic analysis will ensure accuracy and intricacy. It enhances the whole meaning of the research and develops accurate interpretations to gather appropriate themes. The thematic analysis is a qualitative research method widely used across various epistemologies and research questions. It is a widely applicable method for identifying, analyzing, organizing, describing, and reporting themes found within a data set in research. (Herzog et al., 2019; Braun & Clarke, 2006).

Hence, the study utilized Creswell's Thematic Analysis since it requires heavy theming and interpretation from the gathered transcripts. Creswell's Thematic Analysis involves the following steps: familiarization, coding, generating themes, reviewing themes, defining and naming themes, and writing up (Caulfield, 2020).

Ensuring Ethics

To establish conformity to research ethics in data

collection, all names used in this study were pseudonyms. During the data collection, all participants (language researchers) were safeguarded through confidentiality and namelessness. The researchers assured the language researchers that all the information gathered was solely for academic purposes and that their information will not be utilized under non-academic circumstances.

IV. RESULTS AND DISCUSSIONS

The following research questions were asked to the participants (language researchers) which concern their language research challenges, coping mechanisms or strategies, and insights regarding language research conduct. Essential themes and core ideas were presented through tables that represent their responses to the main research questions asked of them.

Research Question I

What are the challenges faced by the students in their language research conduct?

Table 1. Challenges and Experiences of Language Researchers

Essential Themes	Core Ideas
Students' lack of knowledge in language research	Little to no knowledge of language research. Lack of knowledge in conducting language research due to its difficulty Not so knowledgeable in language research because students did not undergo K-to-12.
Research Instructor-related Challenges	Teachers have their priorities which can affect language research conduct. Delayed responses or feedback The difficulty of reaching out Unaddressed concerns Teacher's poor performance
Lack of Research Materials and Resources	Internet connectivity Digital Divide Finances
Participants' Unavailability and Lack of Interest	Researchers' messages are ignored. Sudden withdrawal of the participants Uninterested Participants
English Language-related Ineptness	Language researchers' writing skills are not that good. Language researchers' poor vocabulary Not good at paraphrasing; hence, researchers are thought to be plagiarizing Difficulty in comprehending highfalutin words in e-resources

Table 1 indicates that the student-language researchers had challenges in language research due to their lack of knowledge in conducting language research, research instructors' apathy, lack of research materials and resources, and participants' unavailability and lack of interest. More so, they believed that they are not proficient enough in the English language which affects their research writing. The following responses are highlights from the said essential themes.

SANSA – "This is just for me. K to 12 curriculum plays a big factor in why I am having personal difficulty in taking language research. In our time, we do not have that, and we are not included in that curriculum. Also, unlike the Senior High School, we are not exposed to the new curriculum, which has advanced studies about research.'

ROB - "It is difficult to approach them [language research instructors]. Their schedule is full, and they are swamped. We are worried as to how we will reach them. We just wait to when they will reply to us. Secondly, there are research advisers who do not have that much knowledge and good performance in language research that somewhat confuses us."

TYRION – "Our situation today demands us not to have face-to-face encounters. Sometimes, it is difficult to reach our respondents because they either have poor internet connections or none at all. Another thing is that our limitations as researchers do include our resources, like vehicle, fare, money, or load credits."

THEON – 'In this crisis, the COVID-19 pandemic, it is difficult to conduct language research now that students live in far-flung areas. Consequently, they do not have an internet connection, or resources, specifically the cell phones and gadgets they had to utilize. They lacked these things because some barely have anything, so that is the major problem or challenge we face now as researchers in this time of the pandemic."

ARYA – 'Not all respondents are interested in our study. Our personal experience was when we approached a respondent, but they will just leave our message on-seen or not reply. Or when they say that they will answer our research questions, we still have to wait for a long time for them to reply."

Given these predicaments, it is evident that the students' language research journey was challenging for several internal and external factors. Thus, there is a need for them to be directed properly from crafting their respective language research problems until the end of their conduct.

Research Question II

What are the coping mechanisms/strategies of the students from their language research conduct difficulties?

Table 2. Coping Mechanisms of Language Researchers

Essential Themes	Core Ideas
Family and Friends' Support	Constant reminders and support The best support is shown through financial assistance. Support can also be through giving personal space.
God as Source of Hope (Prayer)	Asking for guidance from God to continue Praying to lessen negative feelings or emotions Trying to pray despite being a non-prayerful person.

Self-Studying	Asking questions from the research adviser Asking questions from co-researchers or peers Look for e-resources, articles, and books online.
Co-researchers Teamwork	Helping one another. Not leaving one behind. Not being selfish. Motivating each other in trying times.
Time Management	Time management in school and at home. Spending long hours on research Mindful of time in research, also not forgetting personal life.

Table 2 shows that the student-language researchers' coping mechanisms and strategies in conducting language research were their family and friends' support, prayer, self-studying, co-researchers' teamwork, and time management. Despite the challenges, they have faced are things they could lean on to alleviate their constant struggle. Accordingly, the following responses are also the highlights from the said essential themes vis-à-vis their coping mechanisms.

CERSEI – "My family supports me, of course, given that research requires us to spend our time and money. But, their best way of showing support is through financial."

NED - "Aside from my family, friends, and co-researchers, I pray to lessen the negative feeling I feel. This is proven and tested because if I have problems in other fields in the school, I pray. Yes, I confirm that it applies to language research."

SANSA - "We do not know much about it [language research]. So, what I do is look for articles related to our research study. I read. Then, these articles can be helpful as a reference for our study. Through these, I realized how these things are done. Hence, reading is helpful in the research study we are conducting now."

ROB - "The key to successful language research is not to leave the other side hanging. Once a member is demotivated, the other one has to be there to encourage the former. If all of you do not wish to continue, nothing will happen."

TYRION – "Time management is needed in both school and home. Our problems in research are primarily unavoidable, so time management is the key. We will face language research, so we just have to do our part."

From the responses, it can be determined that there were still ways for language researchers to cope despite the time pressure and internal and external factors that they faced during their language research conduct. Notwithstanding, it is manifested that they need provision from the institution and their instructors to better rally themselves in conducting language research.

Research Question III

What are the insights of the student-researchers in their language research conduct

Table 3. Insights of Student-Language Researchers

Essential Themes	Core Ideas
Benefits to Language Community	It gears the participants to become future language educators. It helps the school community since different people are benefited. Language research can be used for practice.
Language Research as a Challenging Process	Language research is difficult but worth it. Language research is challenging. Language research is a testing yet life-changing process.
Learned Significant Values and Skills	Participants learned to become knowledgeable, patient, understanding, and cooperative. Participants honed their critical and communication skills. Participants can withstand pressure.

From Table 3, it was unveiled that despite the challenges language researchers had faced in their language research journey, they still see language research as a great avenue to learn as they believed and described language research as something that benefits the community. Language research might be a challenging process on their part, but they have learned significant values and skills as students that enabled them to become understanding and academically trained.

The following are responses that the participants shared during the interview.

ARYA – "I, myself, do believe in the power of research. Can you still remember those days when we could not see the importance of research because we consider it a burden in our studies? Now that we are already done with language research, we discovered the results, discussions, conclusions, and recommendations as to how these things were resolved and were given answers through our gathered data. Ultimately, future research can also maximize a phenomenon being studied, using our study as a basis. It is helpful for the small communities, but in general, many can be a direct beneficiary."

NAIROBI – "Research is stressful but is a type of stress that has a challenge. You will find it fun to conduct for as long as your research teacher, and co-researchers help you out."

TYRION – "It gives me pressure, yes. Despite the tediousness and pressure, you will still learn something. If you are introverted, you are challenged to socialize with other people through communication. So, your communication and social skills are better improved."

From the responses, it can be understood that the language researchers might have had challenges along their language

research conduct, but they believed later on that it was meaningful and sensible for them to go through. Nonetheless, from these responses, there is a necessity to boost the students' confidence in conducting language research while strengthening their weaknesses.

V. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn from the results and findings of the study:

- Many student-language researchers lack knowledge about the nature of language research. Thus, they do not know how to craft systematic language research.
- Language researchers have difficulty reaching out to their research advisers or mentors, not guiding them until they finish creating their respective studies.
- Language researchers do not have enough support for their language research conduct: that be in educational tools and resources, financial support, and instructor-related support.
- Students have personal-related concerns regarding English language ineptness, which touches their writing skills, paraphrasing skills, vocabulary, etc.

To help address the findings from this study, some recommendations are suggested. The institutions that have Language Research Education in their curriculum and instructors who handle the said load should take cognizance of the following:

- The Philippine Commission on Higher Education should strengthen educational policies and conduct initiatives that will necessitate universities and colleges to conduct various Webinars, workshops, and training concerning academic writing and Language Research. This is to augment students' macro skills, specifically their writing skills.

- The institution should provide public access to educational tools such as *Grammarly*, *Turnitin*, plagiarism checkers, and others which are beneficial during the writing phases of the language researchers. Students can also utilize the Computer Laboratory face-to-face students if they do not have an internet connection or gadgets that will suffice their needs.

- The school's research community can also standardize qualifications for research instructors and mentors who will handle Language Research by conducting educational background checks to check how adept a potential research instructor is in handling language research. Furthermore, they may take a look into the instructor's previously conducted research, conduct interviews with potential instructors, and conduct both written and oral tests.

- Selected Language Research instructors and mentors should be engaged in continual professional development workshops, in-service training, and refresher courses to sharpen their language research expertise and mentoring skills.

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