

Adopting CAQDAS in Algerian EFL Research: Barriers, Challenges, and the Need for Professional Development

L'adoption du CAQDAS dans la recherche Algérienne en Anglais comme langue étrangère : Obstacles, défis, et besoin en développement professionnel

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Abstract:

Qualitative Data Analysis (QDA) involves interpreting qualitative data (e.g., texts, interviews, recordings) to generate insights. However, QDA poses significant challenges for researchers. Computer-Assisted Qualitative Data Analysis Software (CAQDAS) has emerged to streamline these tasks. This study investigates Algerian EFL researchers' awareness of CAQDAS and its application in QDA. An online survey of 35 Algerian university researchers explored their familiarity with CAQDAS and the barriers to its use. Results indicated that while participants acknowledged CAQDAS's potential, most had never used it. Key obstacles included limited knowledge of the software, insufficient technical skills, and inadequate institutional funding. The findings suggest an urgent call for targeted professional development programs to improve researchers' CAQDAS proficiency. Such initiatives could address the gap between recognizing the software's benefits and its practical implementation in research contexts.

Keywords: CAQDAS- QDA - Algerian EFL Researchers- Challenges- Professional Development

Résumé :

L'analyse de données qualitatives (QDA) implique l'interprétation de données comme des textes ou des entretiens pour générer des insights. Toutefois, elle pose des défis aux chercheurs. Le logiciel d'analyse qualitative assistée par ordinateur (CAQDAS) a été conçu pour simplifier ces tâches. Cette étude examine la familiarité des chercheurs algériens en anglais langue étrangère avec le CAQDAS et son application dans le QDA. Une enquête en ligne menée auprès de 35 chercheurs universitaires algériens a exploré leur connaissance du CAQDAS et les obstacles à son adoption. Les résultats montrent que, bien que les participants reconnaissent son potentiel, la plupart ne l'ont jamais utilisé. Les principaux freins incluent une connaissance limitée du logiciel, des compétences techniques insuffisantes et un financement institutionnel inadéquat. Ces résultats soulignent la nécessité de programmes de formation ciblés pour renforcer les compétences en CAQDAS. De telles initiatives pourraient combler l'écart entre la reconnaissance des avantages et leur mise en œuvre pratique.

Mots- clés : CAQDAS- QDA- Chercheurs Algériens- Obstacles - Développement professionnel

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Introduction

Qualitative data analysis (QDA) plays a vital role in research across a wide range of disciplines, particularly in fields like education and the social sciences. At its core, QDA involves a thoughtful and systematic process where researchers interpret and make sense of qualitative data—such as interviews, focus groups, open-ended survey responses, and multimedia recordings—to uncover deeper meanings and insights. Unlike quantitative analysis, which focuses on numerical data and statistical patterns, QDA dives into the complexities of human experiences and social dynamics, capturing the nuances that numbers alone cannot express (Baugh et al., 2010).

Due to the growing importance of qualitative research in EFL (English as a Foreign Language) education, researchers are increasingly tasked with tackling large and intricate qualitative datasets. These rich sources of information present opportunities and challenges, as they require careful interpretation to ensure that the stories and experiences embedded within the data are accurately understood and meaningfully represented.

Despite its importance, many researchers approach the process of QDA with a sense of anxiety or uncertainty. This phenomenon, often named "thematic analysis worry," arises from several challenges, including the perceived complexity of qualitative methodologies, the overwhelming volume of data to sift through, and limited familiarity with analytical techniques (Braun & Clarke, 2022; O'Connor & Gibson, 2003).

To address these concerns, Computer-Assisted Qualitative Data Analysis Software (CAQDAS) has become an invaluable resource for researchers. These tools are designed to simplify and streamline QDA by offering essential features such as coding assistance, data organization, and visualization capabilities. For instance, Quirkos (a CAQDAS program) accords far more prominence to codes and quotes, generating outputs and visualisations directly relevant to the research (Ting et al., 2024). Beyond just saving time, these software functionalities help ensure that analyses remain systematic, transparent, and rigorous. Research shows that CAQDAS not only boosts the trustworthiness of qualitative findings, CAQDAS package enables the researcher to compare existing literature with his analysis (Lewins & Silver, 2007). By providing tools to manage complex datasets and visualize relationships between themes, CAQDAS empowers researchers to focus more on interpreting their data and less on the logistical challenges of handling it. This means these programs serve as both a practical aid and a confidence booster for researchers navigating the complex nature of qualitative analysis.

Nevertheless, many EFL researchers in Algeria may lack the awareness or necessary skills to utilize CAQDAS. Despite the growing availability of these tools, studies have identified several challenges that hinder their adoption. These include limited access to training opportunities, unfamiliarity with software functionalities, and a prevailing preference for traditional qualitative analysis methods (Silver & Lewins, 2014). Preliminary observations suggest that while Algerian EFL researchers acknowledge the potential of CAQDAS to streamline data organization and enhance analytical efficiency, a significant gap remains in the practical application of these tools. This tendency is not unique to Algeria; similar patterns have been observed in other contexts. It has been proved that researchers worldwide often acknowledge the benefits of CAQDAS but struggle to integrate it due to insufficient institutional support, inadequate formal training, and a lack of confidence in navigating these

technologies (Sohn, 2017). Such barriers can impede the broader adoption of CAQDAS, even among those who stand to benefit most from its capabilities.

In light of these challenges, this study seeks to investigate the extent to which Algerian EFL researchers are aware of CAQDAS and its potential advantages for qualitative data analysis. By exploring their attitudes toward these tools and identifying specific barriers to their use, this investigation may provide actionable insights to enhance researchers' competencies in qualitative methodologies and empower them to leverage CAQDAS effectively in their qualitative research studies.

2. Literature Review

2.1 Background of Thematic Analysis

Thematic Analysis (TA) is a widely utilized qualitative research method designed to identify, analyze, and interpret patterns of meaning—referred to as themes—within qualitative data. Renowned for its adaptability, TA provides a structured yet flexible framework that enables researchers to organize and make sense of complex datasets while accommodating diverse research contexts and epistemological approaches (Braun & Clarke, 2022). Braun and Clarke (2022) list the key characteristics of TA as follows:

- While TA follows a systematic sequence of coding and theme development, it remains inherently iterative. Researchers are encouraged to revisit and refine their interpretations as new insights emerge, ensuring a dynamic and evolving analysis.
- TA is applicable across a range of research paradigms, including positivist, constructivist, and critical frameworks. This flexibility allows researchers to align their analytical approach with their theoretical stance and research goals.
- Themes can either organically emerge from the raw data (inductive) or be guided by pre-existing theories, hypotheses, or research questions (deductive). This dual approach offers researchers methodological freedom to tailor the analysis to their needs.
- TA emphasizes the importance of meticulous documentation of analytical decisions. Researchers are urged to critically reflect on how their perspectives and biases may shape the interpretation of data, thereby enhancing the trustworthiness and credibility of the findings.

2.2 Braun & Clarke's Six-Step Framework

Building on the foundational work of Braun and Clarke (2006), the TA process is guided by a six-step framework designed to balance rigor with creativity. These steps, updated in Braun and Clarke's 2022 guidelines represent a dynamic roadmap for engaging with qualitative data:

- a) As a first step, the researcher starts reading and rereading transcripts to familiarise himself with the dataset.

- b) The second step requires the researcher to assign descriptive codes to meaningful segments of data. At this stage, each segment is labeled with a code that captures key concepts, emotions, or patterns aligned with the research focus.
- c) Next, the researcher begins grouping related codes into provisional themes. These themes act as “candidate” concepts, representing broader patterns within the data. He then evaluates these themes for their ability to address the research question and align with the dataset’s narrative.
- d) Step four involves refining the themes by assessing each theme for internal coherence, distinctiveness from other themes, and its grounding in the data. Themes may be collapsed, split, or redefined to ensure they accurately reflect the dataset and contribute meaningfully to the analysis.
- e) In the fifth step, the researcher defines and names each finalized theme with precision. At this level, a concise label is crafted for each theme, encapsulating its essence, and making it easily interpretable within the broader context of the study.
- f) As a final step, the researcher produces a comprehensive report where he integrates the findings. This narrative weaves the themes using vivid data extracts, situating the results within existing literature and exploring their implications for theory or practice.

2.3 Thematic Analysis Hurdeles

Recognized as a powerful qualitative analysis method enabling researchers to uncover patterns and insights within qualitative data, Thematic Analysis (TA) can present significant challenges when executed manually, particularly when handling large or complex datasets. Researchers often grapple with repetitive coding, managing extensive volumes of unstructured data, and ensuring consistency across interpretations. These processes are not just time-consuming but also susceptible to human error, disorganization, and inconsistencies, which can undermine the transparency and rigor of the analysis (Ting et al., 2024; Braun & Clarke, 2022; Lewins & Silver, 2007).

To decrease this heavy workload and address these challenges, researchers often turn to Computer-Assisted Qualitative Data Analysis Software (CAQDAS). These tools reduce manual effort and enhance the efficiency and reliability of qualitative research by providing structured frameworks for coding, organizing, and visualizing data (Lewins & Silver, 2007; Woolf & Silver, 2018).

2.4 Defining CAQDAS

Computer-Assisted Qualitative Data Analysis Software (CAQDAS) refers to tools that facilitate the management, coding, and interpretation of qualitative data. “CAQDAS packages largely grew out of social science disciplines and are distinguished from other software tools by the sense in which they offer qualitative approaches to qualitative data” (Lewins & Silver, 2007, p. 18). These software tools are designed to aid researchers in organizing and analyzing complex, unstructured data typically obtained from qualitative research methods such as interviews, focus groups, and open-ended surveys (Ting et al., 2024). In a sense coding, organising and categorising codes/themes, searching across multiple documents/sources, and visually displaying thematic patterns are performed faster and easier. This means that the functionalities

of these software tools make the qualitative data analysis process more efficient and manageable, especially when dealing with large datasets or multiple types of data sources.

2.4.2 Common CAQDAS Software Packages

To address the diverse needs of qualitative investigations, researchers have access to a range of Computer-Assisted Qualitative Data Analysis Software (CAQDAS) packages. These tools are designed to support the organization, coding, and interpretation of qualitative data, rather than performing analyses on behalf of researchers. Instead, they act as aids to help researchers manage their data efficiently and enhance the analytical process (Ting et al., 2024). Some widely used CAQDAS packages include:

- *Atlas.ti* 6.0 (<https://www.atlasti.com>): A comprehensive tool for qualitative analysis, offering features such as hierarchical coding, network visualization, and multimedia integration.
- *Max QDA* (<https://www.maxqda.com>): Known for its user-friendly interface and robust visualization capabilities, Max QDA supports mixed-methods research and interactive memo-writing.
- *QSR N6* (<https://www.qsrinternational.com>): Part of the NVivo suite, this software provides advanced text mining, statistical tools, and seamless integration with other qualitative and quantitative datasets.
- *NVivo* (<https://www.qsrinternational.com>): One of the most popular CAQDAS tools, NVivo offers extensive functionality for coding, querying, and visualizing qualitative data, including support for audio and video files.
- *Open Code 3.4* (<https://www.8.umu.se>): A free and open-source alternative, Open Code supports basic coding and thematic analysis, making it accessible for researchers with limited budgets.
- *Weft QDA* (<https://www.pressure.to/qda>): Designed for collaborative projects, Weft QDA facilitates team-based analysis and integrates qualitative data with quantitative methods.

These tools vary in terms of cost, complexity, and specific functionalities, allowing researchers to choose the package that best aligns with their project requirements and methodological approach. While CAQDAS does not perform analyses autonomously, it significantly enhances the efficiency and rigor of qualitative research by providing structured frameworks for organizing, coding, and interpreting data (Sohn, 2017; Ting et al., 2024).

2.4.3 Benefits of CAQDAS in Qualitative Research

CAQDAS plays a significant role in improving the efficiency of qualitative research. According to Silver and Lewins (2014, p. 2), “CAQDAS packages are essentially project management tools which can be used from the earliest moments of conceiving a research idea, through all the phases of planning and implementation of analysis to the tasks of writing up an account for publication, preparing for a conference presentation or organising a thesis”. This implies that CAQDAS support qualitative data analysis in several ways:

- CAQDAS helps researchers systematically organize their qualitative data. This organization allows for easier access and retrieval of information, which is crucial when

dealing with large volumes of data. Tools such as MAXQDA or NVivo can facilitate various aspects of qualitative research, including data management and the generation of insights, making research processes more efficient (Sohn, 2017)

- The software provides tools that assist in the analysis of qualitative data more efficiently. Researchers can easily identify and tag relevant segments of data with codes, which can be reused across different datasets (Sohn, 2017; Ting et al., 2024). This ability improves the analysis process, allowing researchers to focus on interpretation rather than getting stuck in manual data handling.
- CAQDAS enables researchers to explore their data in various ways, such as through visualizations and queries. This exploration can lead to new insights and a deeper understanding of the data, which enhances the overall quality of the research.
- “CAQDAS packages are project management tools which have potential benefits for all qualitative and mixed methods projects” (Lewins & Silver, 2007, p. 16). For researchers employing mixed methods, CAQDAS can integrate qualitative and quantitative data analysis. This integration allows for a more comprehensive research approach, making it easier to draw conclusions considering multiple facets of the data.
- CAQDAS can aid in collaborative research efforts by allowing multiple researchers to work with shared datasets and coding structures (Sohn, 2017).
- The software also aids in the writing process by allowing researchers to document their analysis and reflections directly within the software (Silver & Lewins, 2014). This feature can streamline the transition from analysis to writing, making it easier to articulate findings and insights.

3. Methodology

To investigate the extent to which Algerian EFL researchers are aware of CAQDAS and its potential advantages for qualitative data analysis, the researcher employed a quantitative research design to investigate. The research objectives guided the formulation of research questions and informed the data collection process.

3.1. Study Description

This study aims to examine qualitative data analysis practices among Algerian EFL researchers. It seeks to illuminate the current situation regarding their approaches to data analysis, identifying methodologies employed and aligning them with best practices in the field. Additionally, the research will explore the challenges these researchers face during qualitative data analysis, including difficulties related to data collection, coding, and interpretation. A key focus of this study is to assess the knowledge and attitudes of Algerian EFL researchers towards CAQDAS. By evaluating their familiarity with such tools and their readiness to incorporate them into their research, the study aims to identify areas where further training and resources may be beneficial. To achieve these objectives, the study addresses the following research questions:

- Which methods of data analysis do Algerian EFL researchers prefer to adopt?
- What is challenging during the QDA process?
- Have Algerian EFL researchers ever heard or used computer assisted software?
- Are Algerian EFL researchers aware about the facilities CAQDAS could provide them with?

- Will Algerian EFL researchers approach their QDA via CAQDAS?
- How to facilitate the use of CAQDAS for Algerian EFL researchers?

By exploring these research questions, the study aims, this investigation aspires to facilitate the effective use of CAQDAS among Algerian EFL researchers in their future qualitative research designs.

3.2. Data Collection

The data was collected through an online questionnaire designed to assess Algerian EFL researchers' awareness, attitudes, and experiences regarding CAQDAS. The questionnaire was distributed via the Google Forms link: <https://forms.gle/mFGfZXf9XAyvpeSb8>, ensuring easy access for participants across various institutions.

Thirty-five EFL researchers from different Algerian universities participated in the survey. The online format allowed for a convenient and efficient means of data collection, enabling participants to respond at their own pace and from any location with internet access. The questionnaire included a series of structured questions aimed at gathering quantitative data on several key areas:

- Basic information about the participants, including their academic background and experience in qualitative research.
- Questions gauging participants' familiarity with various CAQDAS tools and their functionalities.
- Items investigating whether participants have used CAQDAS in their research and, if so, to what extent.
- Open-ended questions that allowed participants to articulate challenges they face in utilizing CAQDAS effectively.
- Questions aimed at identifying specific areas where participants feel they require additional training or support regarding CAQDAS.

The online questionnaire format not only facilitated a broader reach but also encouraged candid responses from researchers who may have felt more comfortable providing feedback in an anonymous setting.

3.3. Analysis and Interpretation of Data

Quantitative data obtained from the questionnaire responses were saved within the same online link. The collected data were then analyzed using appropriate statistical methods to identify trends and patterns in the responses, contributing valuable insights into the current state of qualitative data analysis practices among Algerian EFL researchers.

3.3.1 Background Information

As shown in Figure 1, the academic qualifications of the informants reveal a rich diversity of educational backgrounds, underscoring the depth and breadth of expertise within the study's sample. Most participants (48.6%) hold doctoral degrees, reflecting a strong foundation of advanced knowledge and specialized expertise in their respective fields. Additionally, 31.4% of the informants hold magister degrees. This highlights that a considerable portion of the sample has completed advanced studies beyond the undergraduate level. These individuals bridge the gap between theoretical understanding and practical application, offering valuable perspectives

on how academic training translates into real-world research practices. The last portion of the informants (20%) hold master's degrees. While this group represents the smallest proportion, their inclusion provides insights into the experiences and challenges faced by early-career researchers in navigating qualitative data analysis

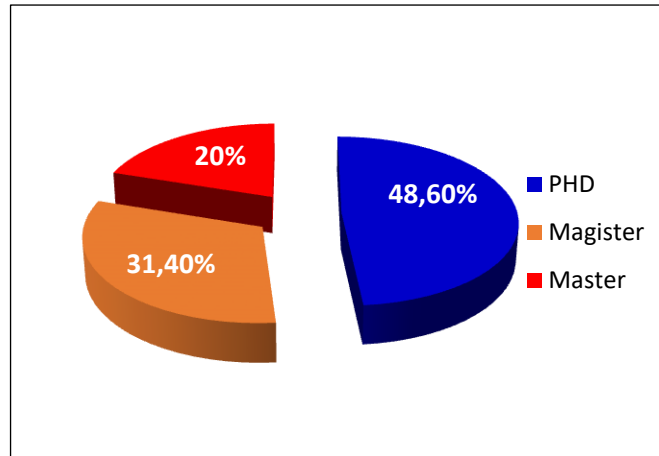


Figure 1: Informants' Degrees

3.3.2. Participants Affiliation

Figure 2 offers an overview of the institutional diversity among the study's participants, highlighting contributions from universities across Algeria. Mentouri University and the ENS of Constantine stand out as the most represented institutions, with 11 and 12 participants respectively. University of Algiers 2 and ENS of Algiers contribute 1 and 2 participants, highlighting participation from institutions in the capital region. Other universities, such as Biskra (2 participants), Ouargla (1 participant), Khenchela (1 participant), and OEB (2 participants), show smaller contributions. Institutions like M'sila, Tebessa, and Tiaret each contribute 1 participant, reflecting minimal participation

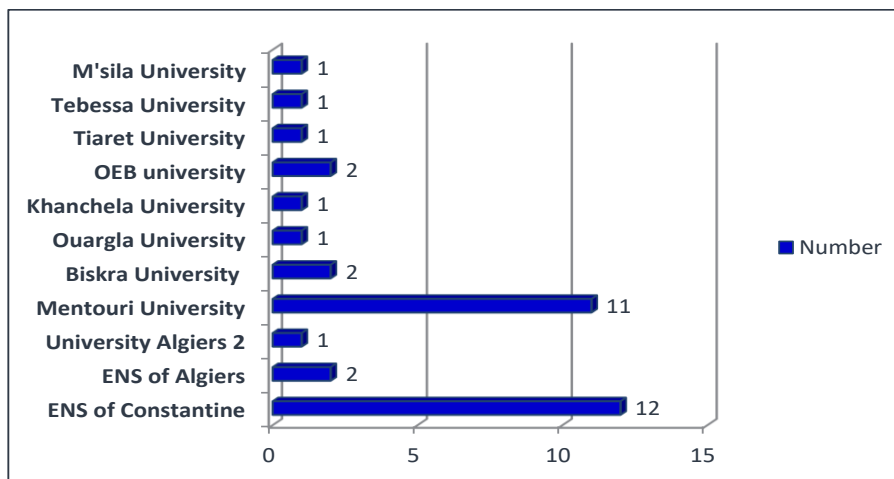


Figure 2: Informants' Affiliations

3.3.3. The Preferred Research Design

When asking the Algerian EFL researchers about their past practices and future intentions regarding research design preferences, they respond as follows:

Research Design	Past Usage (%)	Future Usage (%)
Mixed Methods	69	71.4
Qualitative	14	14.3
Quantitative	17	14.3

Table 1: Preferred Research Designs: Past vs. Future

From Table 2, we notice that Mixed methods research is the predominant approach, utilized by 69% of researchers in the past and projected to increase slightly to 71.4%. This trend reflects the value of integrating quantitative and qualitative methodologies to address the multifaceted nature of EFL phenomena, balancing measurable outcomes with rich contextual insights.

Qualitative research remains stable, with past usage at 14% and a marginal rise anticipated to 14.3%. This consistency underscores its importance in exploring in-depth, context-specific understandings of language learning dynamics. Conversely, reliance on purely quantitative research is declining, from 17% to 14.3%, signaling a shift from standalone numerical approaches. This decline highlights growing recognition of the limitations of quantitative data in capturing the complexities of language education in diverse sociocultural contexts.

3.3.4. Exploring QDA Challenges: Participants' Perspectives

To gain insights into the challenges faced by researchers during the QDA process, participants were asked to identify the most demanding phases. Their responses were then categorized and are presented in the figure below.

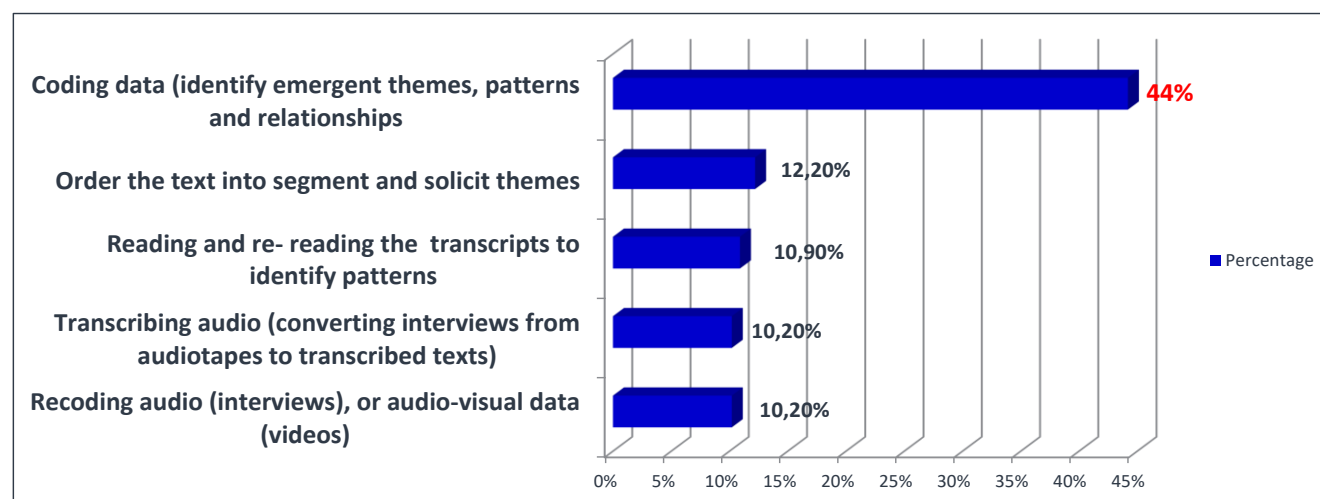


Figure 3: Participants' Perspectives about QDA Challenges

Figure 3 highlights the challenges researchers face in QDA, with "Coding data (identifying emergent themes, patterns, and relationships)" being the most significant, cited by 44% of respondents. This finding aligns with prior studies that emphasize coding as one of the most cognitively demanding aspects of qualitative research (Saldaña, 2021). The iterative and subjective nature of coding requires researchers to engage deeply with their data, often necessitating advanced analytical skills, reflexivity, and substantial time investment.

Other challenges include "ordering text into segments and soliciting themes" (12.20%), a preparatory step perceived as less demanding than coding itself. Similarly, reading and re-reading transcripts to identify patterns (10.90%) is foundational but less challenging compared to synthesis. These findings resonate with O'Connor and Gibson's (2003) observation that early-stage tasks such as transcription and segmentation are critical yet less intellectually challenging than higher-order interpretive processes.

Technical tasks like transcribing audio (10.20%) and recoding audio/audio-visual data (10.20%) also pose challenges, primarily due to their time-intensive nature. However, these activities focus on data preparation rather than analysis, which likely explains their lower prominence in the reported challenges. This distinction is supported by Lewins and Silver (2007), who note that technical tasks, while essential, are often overshadowed by the intellectual demands of coding and thematic synthesis.

3.3.5. Algerian EFL researchers' Familiarity with CAQDAS

To assess researchers' prior experience with CAQDAS, participants were asked whether they had ever used such software. Their responses are summarized in the table below.

Have you ever used CAQDAS?	Yes (%)	No (%)
	69	71.4

Table 2: Participants' Experience with CAQDAS

Table 2 highlights the proportion of participants who have used CAQDAS. A significant majority (85.70%) reported that they had not used CAQDAS in their research, suggesting a potential lack of familiarity or adoption of these tools within this group. Only a small proportion (14.30%) indicated prior use of CAQDAS. When asked to justify their positions and describe their experiences (or lack thereof) with CAQDAS, participants provided the following insights:

One participant admitted, *"I personally have no idea about it! I am learning about it from this questionnaire."* This statement highlights some researchers' lack of awareness regarding CAQDAS indicating they are encountering the concept for the first time. This finding aligns with prior studies highlighting gaps in researchers' exposure to CAQDAS tools, particularly in contexts with limited institutional support or training opportunities (Silver & Lewins, 2014).

Another participant noted, *"I have heard about these software packages but I have never used them in my research."* This response suggests that while some researchers are aware of CAQDAS, they have not yet integrated these tools into their studies which may be due to a lack of resources, training, or perceived necessity.

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A third participant remarked, "If I decide to use CAQDAS, I have first to read and know more about all these tools to decide which will be the most useful to my research." This statement reflects a thoughtful approach to adopting CAQDAS, emphasizing the importance of improving the researcher's knowledge of CAQDAS tools and evaluation before committing to these tools. This perspective aligns with findings from Davidson and Di Gregorio (2011) who highlight the need for researchers to critically assess the suitability of CAQDAS tools for their specific research goals and contexts.

3.3.6. The CAQDAS Tools Mostly Known

As a completion to the previous question, the respondents were asked if they knew some CAQDAS packages. Their responses are summarized in the table below.

Option	%
I know some of them	20
I don't know any of them	80

Table 3: Algerian EFL Researchers' Familiarity with CAQDAS Tools

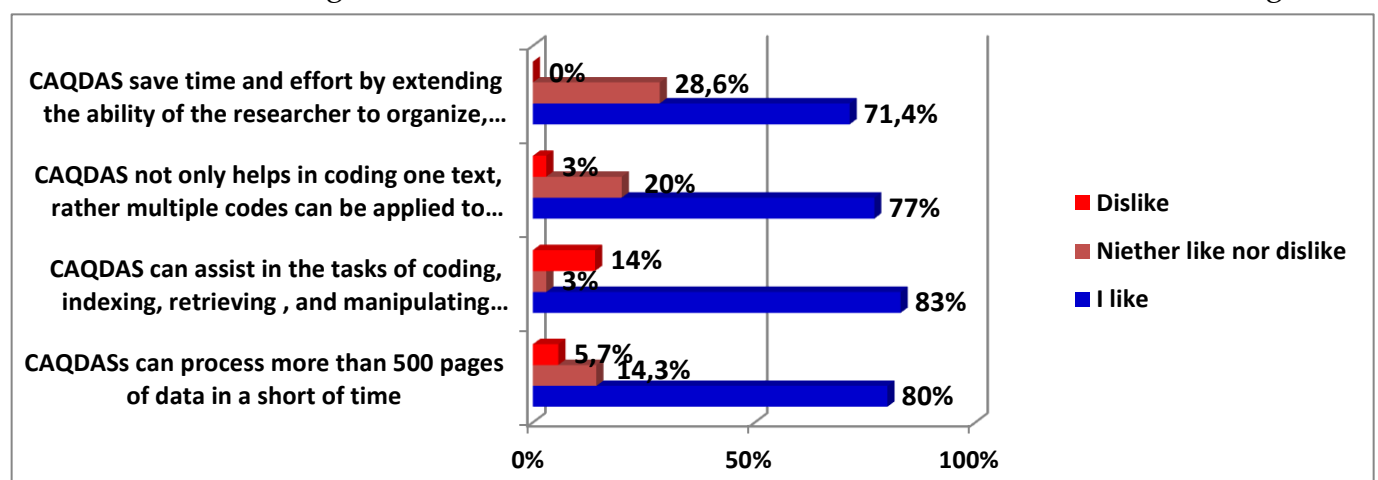
Table 3 reveals a striking disparity in respondents' familiarity with CAQDAS tools. 80% of participants reported no knowledge of any CAQDAS tools, while only 20% demonstrated some awareness. This lack of familiarity highlights a broader issue of limited exposure and insufficient training in advanced research methodologies, consistent with prior studies indicating that researchers often struggle with the complexity of CAQDAS packages (Baugh et al., 2010). Among the 20% who were aware of CAQDAS tools:

- Nvivo was the most recognized tool, mentioned by 5 researchers.
- MAXqda followed, with 2 researchers identifying it.
- QDA Miner and The Ethnograph were each mentioned by 1 researcher.
- Prominent tools like ATLAS.ti , Win MAX , Qualrus , and Transana received no recognition.

The prominence of Nvivo may stem from its global reputation, while the absence of recognition for other tools highlights a narrow scope of exposure (Woolf & Silver, 2018). Conversely, the lack of recognition of other tools underscores the researchers' narrow exposure due to limited institutional support or training opportunities (Sohn, 2017).

3.3.7. Algerian EFL researchers' Attitudes towards CAQDAS Tools

Within the same line of thought, the participants were provided with four functionalities of CAQDAS software. Figure 4 summarizes their attitudes toward the latter which are categorized



into three response options: "I like," "Neither like nor dislike," and "Dislike."

Figure 4: Algerian EFL Researchers' Attitudes Toward CAQDAS

The data reveals an overall positive perception of CAQDAS, though the level of approval varies across different aspects of its functionality. A strong majority of respondents expressed favorable attitudes toward CAQDAS, with 83%, 80%, 77%, and 71.4% selecting "I like" across the four evaluated aspects. These high percentages underscore the perceived benefits of CAQDAS in qualitative research, including its versatility in handling diverse data types, efficiency in processing large datasets, and support for core analytical tasks such as coding and data management. This finding aligns with prior studies highlighting the growing recognition of CAQDAS as a transformative tool in qualitative research (Woolf & Silver, 2017; Sohn, 2017; Ting et al., 2024).

Neutral responses were relatively low in the last two categories, ranging between 14% and 14.3%, suggesting that only a small proportion of researchers hold ambivalent views about these specific functionalities. However, the first two categories recorded a distinguished proportion of neutral responses at 20% and 28.6%, respectively. This increase in neutrality may reflect limited familiarity or confidence with certain features of CAQDAS, such as its ability to manage complex datasets or extend organizational capabilities (Davidson & di Gregorio, 2011). These findings highlight the need for targeted training initiatives to address knowledge gaps and build researchers' proficiency with these tools.

Disagreement levels were negligible, with 0% of respondents selecting "Dislike" in the first category and only 3% to 5.7% across the remaining categories. This reinforces the overall acceptance of CAQDAS among Algerian EFL researchers, consistent with prior research indicating that total opposition to CAQDAS is rare, particularly when its benefits are understood (Bazeley & Jackson, 2013).

3.3.9. Overcoming CAQDAS Challenges

When asked to identify key solutions that would aid them in analyzing their qualitative data using Computer-Assisted Qualitative Data Analysis Software (CAQDAS), participants provided valuable insights into how the challenges associated with these tools could be addressed. Table 5 summarizes their responses, highlighting several strategic approaches, all of which align with findings from previous research:

Option	%
Training on the software	69.7
Selecting the appropriate CAQDAS package	57.1
Conducting Training Workshops	42.9
Financial Support from Institutions	69
Other	0

Table 4: Algerian EFL Researchers' Perspectives on Overcoming CAQDAS Challenges

First, most respondents (68.70%) emphasized the critical need for hands-on training to build proficiency and confidence in using CAQDAS tools. Woolf and Silver (2017) highlight that experiential learning fosters a deeper understanding of software functionalities, enabling researchers to leverage its capabilities. Second, more than half of the participants (57.10%) recognize the significance of aligning software choice with specific research goals and contexts. This insight resonates with Davidson and di Gregorio (2011), who emphasize that selecting the right tool depends on the nature of the research project, the type of data being analyzed, and the researcher's familiarity with the software. Misalignment between software features and research needs can lead to inefficiencies. Conducting structured workshops was supported by 42.90% of the interrogated respondents who identified these workshops as an effective means of providing researchers with practical guidance and fostering a deeper understanding of CAQDAS functionalities. As noted by Bazeley and Jackson (2013), workshops and collaborative learning environments play a vital role in addressing common challenges faced during the implementation of CAQDAS. Finally, 69% of participants called for universities and stakeholders to facilitate access to CAQDAS packages through payment plans or subsidies.

3.3.8. Algerian EFL Researchers' Future Intention

When asked whether they would consider using CAQDAS for their qualitative data analysis, 86.6% of respondents said "yes," while 14.4% said "no." These findings demonstrate researchers' curiosity to explore CAQDAS in future research investigations. The reasons behind this enthusiasm became even clearer when participants shared their thoughts:

- One researcher explained, *"I've read quite a few articles where CAQDAS was used, and I found myself really curious about it. That curiosity made me decide to give it a try in my next study."* This reflects how exposure to others' success can spark interest. Sohn (2017) notes that experiencing computerized software in practice can motivate researchers to adopt such tools in their qualitative research.
- Another participant reports, *"I'm motivated to actually use these programs instead of just reading about what they can do."* This implies that hands-on practice is essential for truly understanding how transformative these tools can be (Davidson & di Gregorio, 2011) explain.
- A third researcher added, *"I've already done some corpus-based research from a qualitative perspective, and I'm working on an article along those lines now. So why not try one of these software programs in my next project?"* This testimony shows how prior experience with qualitative methods can lead researchers to see CAQDAS as a natural next step in improving their workflow.

These testimonials paint a vivid picture of researchers' growing excitement about CAQDAS. Many are inspired by its potential to make their work more efficient and insightful. That said, the 14.4% who opted against using it might still have concerns. These hesitations echo findings from earlier studies (Silver & Lewins, 2014).

Conclusion and Recommendations

This study has shed light on the potential and challenges associated with CAQDAS use among Algerian EFL researchers. While the importance of CAQDAS in streamlining qualitative data analysis is widely recognized, significant gaps in knowledge and technical skills remain a

barrier to its effective implementation. These gaps hinder researchers' ability to leverage the software and contribute to inefficiencies and what has been termed "thematic analysis worry" during the research process.

To address these challenges, several actionable recommendations emerge from the findings of this study. First, comprehensive training programs should be developed to equip researchers with the necessary skills to use CAQDAS effectively. Institutions play a critical role here, as they should prioritize offering hands-on training sessions and workshops tailored to the specific needs of EFL researchers. Such initiatives would build technical proficiency and foster confidence in navigating the complexities of qualitative data analysis.

Second, institutional support for software access is essential to overcoming financial barriers. Universities and stakeholders must facilitate affordable access to CAQDAS tools, through subsidies, payment plans, or institutional licenses. Ensuring equitable access to these resources will empower all researchers to benefit from the advantages of computerized qualitative data analysis software tools.

Finally, researchers would greatly benefit from clear guidelines on selecting suitable CAQDAS packages aligned with their specific research objectives. Providing structured decision-making frameworks could help researchers identify the most appropriate tools for their projects, thereby maximizing the utility of these software solutions.

By implementing these recommendations, EFL researchers can overcome existing barriers and confidently embrace the benefits of CAQDAS. This shift will enhance the efficiency and rigor of their research and pave the way for more innovative and impactful findings in their respective fields – whether in Human Sciences, Social Sciences, or beyond. Ultimately, investing in professional development and institutional support for CAQDAS adoption represents a vital step toward advancing qualitative research practices among Algerian EFL researchers. By taking these steps, the academic community can ensure that researchers are better equipped to navigate the complexities of modern qualitative research, fostering both individual growth and collective progress in the field.

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