YAHIA FARES UNIVERSITY OF MEDEA

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An Investigation into the Challenges and Difficulties Encountered by EFL Master Students in Dissertation Writing

The Case study of Yahia Fares University of Medea

A dissertation Submitted in Partial Fulfillment of the Requirements for a Master Degree in English (Linguistics)

Submitted by:

Ms. Abir MEKTOUF

Ms. Meriem DEBBAH

Ms. Silia AKROUR

Supervised by:

Dr.Cheikh Mohamed DABOUZ

Panel of Examiners:

- **Examiner:** Mrs. Amira METTIDJI
- **Chairman:** Mr. Samir ZINAI
- **Supervisor:** Dr.Cheikh Mohamed DABOUZ

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DECLARATION

We, hereby, declare that this dissertation, entitled "An Investigation Into The Challenges And Difficulties Encountered By EFL Master Two Students Towards Thesis Writing: Case study at Yahia Fares University of Medea", has been undertaken by us for the requirements for master degree in English (Linguistics) under the supervision of [Dr.Cheikh Mohamed DABOUZ]. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by any other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:10/06/2023

Signed: Ms. Abir MEKTOUF

Ms. Meriem DEBBAH

Ms. Silia AKROUR

DEDICATION

IN THE NAME OF ALLAH, MOST MERCIFUL,
MOST COMPASSIONATE

I dedicate this work to the light of my life, my paradise, my dearest and beloved parents who have been my unwavering source of love, inspiration, and support.
To my cherished siblings, who have been my lifelong companions.
To my esteemed friends, Silia and Meriem. Your camaraderie and shared passion have made this experience unforgettable, and this achievement would not have been possible without each and every one of you.

Abir

DEDICATION

IN THE NAME OF ALMIGHTY ALLAH

I dedicate this work to "My whole heart".....my family

I couldn't have asked for a better support system. Each of you has played an important role in shaping who I am today, and I am grateful for the love and care you have shown me.

Mama and Papa, I love you more than words can express. Thank you for always being my rock and for providing me with a loving home.

To my Brother Sidahmed and sisters Wassila and Imane, thank you for being my confidants and best friends. Your unwavering support and love have been a constant source of strength for me, and I am grateful to have you in my life.

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To my beloved friends Abir and Silia, i truly thank you for your hard work, dedication and patience, May Allah grant you with the best things in life.

To my life long besfriends, Amouna and Sirine.

To my sunshine, Love and Light to you

Yours truly Meriem

DEDICATION

IN THE NAME OF ALMIGHTY ALLAH

I dedicate this work to my beloved parents and sisters Lilia, Ikhlas, Anfel and kouther.

I am humbled and grateful for the unwavering support and encouragement you have provided me throughout my academic journey. Your love and guidance have been instrumental in shaping me into the person I am today.

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In the name of Allah, the Most Gracious and Most Merciful

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Abstract

Master's dissertation writing is a significant academic milestone. It demands an immense amount of time, effort, and dedication from every student to achieve. As such, it is not uncommon for a student to feel overwhelmed and stressed during the dissertation writing process. As a result, the research at hand seeks to shed light on the challenges and difficulties encountered by EFL master two students towards thesis writing at the University of Yahia Fares in Medea during the academic year 2022/2023. To this end, a descriptive-analytical method with a mixed approach were adopted, with questionnaires conducted to a sample of fifty (50) master two students, and six (6) teachers. The findings revealed that a considerable number of students faced various obstacles while writing their dissertations, in areas such as methodology, academic writing, time management, supervision, and psychological factors such as anxiety and lack of self-esteem. On the other hand, the findings obtained from the teacher's questionnaire indicate that citing methodology, and the lack of research skills are the most challenging. Therefore, academic writing and methodology courses should be given more attention to improve the learner's research skills and remedy their practice. The recommendations derived from the results need to be considered by students, teachers, and curriculum designers.

Key words: Master’s dissertation, Master two students, challenges, difficulties, academic writing.

ملخص

تعتبر مذكرة الماستر معلما أكاديميا هاما يتطلب قدرا هائلا من الوقت و الجهد و التفاني من كل طالب، لذلك من الطبيعي ان يشعر الطالب بالإرهاق و التوتر للوصول للهدف المراد. تسعى هذه المذكرة إلى تسليط الضوء على على التحديات و الصعوبات التي يواجهها طلبة السنة الثانية ماستر لغة إنجليزية كلغة أجنبية في كتابة المذكرة في جامعة يحيى فارس بالمدية خلال العام الدراسي 2022\ 2023. تم الإعتماد في ذلك على المنهج الوصفي التحليلي مع المنهج النوعي، و إجراء إستبيان لعينة من خمسين (50) طالبا، و ست (06) أساتذة. فأسفرت النتائج على أن معظم الطلبة يواجهون عقبات مختلفة اثناء كتابة مذكراتهم سواء في المنهجية او الكتابة الأكاديمية او تنظيم الوقت، ضف إلى ذلك العوامل النفسية كالقلق و قلة الثقة بالنفس. اما النتائج التي تم الحصول عليها من استبيان الأساتذة تشير على أن الاقتباس و المنهجية و الافتقار إلى مهارات البحث هي الأكثر صعوبة، لذا وجب الاهتمام بما سبق ذكره حتى تتحسن مهارات الطالب في الكتابة الأكاديمية و منهجية البحث. و في الاخير، وجب الأخذ بالتوصيات المستنبطة من النتائج بعين الاعتبار من قبل الطلاب و الأساتذة و مصممي المناهج الدراسية.

الكلمات المفتاحية: مذكرة الماستر، طلبة السنة الثانية ماستر، الصعوبات، التحديات، الكتابة الأكاديمية.

Résumé

La rédaction d'un mémoire de master est une étape académique importante. Cela demande énormément de temps, d'efforts et de dévouement de la part de chaque étudiant. A ce titre, il n'est pas rare qu'un étudiant se sente submergé et stressé pendant le processus de rédaction de la thèse. En conséquence, la présente étude vise à clarifier les défis et les difficultés rencontrés par les étudiants en master deux EFL vers la rédaction de thèse à l'Université de Yahia Fares à Medea au cours de l'année académique 2022/2023.

Dans cette intention, une méthode descriptive-analytique avec d'approches mixtes ont été adoptée, avec des questionnaires menés auprès d'un échantillon de cinquante (50) étudiants en master deux et de six (6) enseignants. Les résultats ont révélé qu'un nombre considérable d'étudiants ont rencontré divers obstacles lors de la rédaction de leur mémoire, dans des domaines tels que la méthodologie, la rédaction académique, la gestion du temps, la supervision ainsi que des facteurs psychologiques comme l'anxiété et le manque d'estime de soi.

D'autre part, les résultats obtenus à partir du questionnaire des enseignants indiquent que la citation, la méthodologie et le manque de compétences en recherche sont les plus difficiles. Par conséquent, les cours de rédaction académique et de méthodologie devraient recevoir plus d'attention pour améliorer les compétences de recherche de l'apprenant et remédier à sa pratique. Les recommandations dérivées des résultats doivent être prises en compte par les étudiants, les enseignants et les concepteurs de programmes pédagogique.

Les mots clés : Mémoire de Master, étudiants de master deux, difficultés, rédaction académique.

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List of Abbreviations

EFL: English as a Foreign Language.

PHD : Doctor of Philosophy.

(%) : Percentage.

ICT: Information and Communication Technologies.

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General Introduction

General Introduction:

Academic writing is an essential skill for EFL master students, especially when it comes to writing a dissertation, which is the culmination of their studies. Al Fadda (2012) defines academic writing as a cognitive activity that involves the organization and expression of ideas. Abu-Ghararahand (1998) emphasizes the importance of logical organization and coherence within paragraphs and discourse units. Furthermore, Burke (2010) notes that academic writing is a social activity that requires an understanding of the conventions and expectations of a given society. For EFL master two students, the task of writing adissertation can be particularly challenging due to the complexity and demands of academic writing. As such, these students must develop their academic writing skills in order to succeed in their studies and future careers.

A dissertation is a formal academic document; every student must produce and submit as part of the requirements for obtaining a Master's degree. It involves the independent presentation of research outcomes and is typically conducted under the guidance and supervision of a faculty member. As such, writing a dissertation is a challenging assignment that requires students to navigate through several complex steps to complete it successfully.

To begin with, students typically choose a topic that they have studied in class and then work closely with their supervisor to develop a research plan and ultimately build a cohesive paper. This form of academic writing is highly structured and organized, requiring a great deal of preparation and adherence to established research practices (Turmudi, 2017). However, the dissertation writing process can be extremely challenging and time-consuming, with many obstacles that must be overpowered. For non-native English-speaking students in particular, dissertation writing presents unique difficulties (Bhatia, 1999). As such, it is essential to focus on this population and explore the challenges they face.

In conclusion, the dissertation is a critical aspect of higher education and often the most demanding assignment for students (Biggam, 2008). Despite the challenges inherent in the process, completing a dissertation is a vital step toward academic and professional success.

1. Background of the Study:

The literature indicates that a good number of studies have been conducted worldwideon postgraduate dissertations hindrances. Moreover, a great number of scholars examine the study in various higher educational contexts around the world intending to uncover those obstacles in different scopes. Research writing continues to be an important subject for students, especially those involved in the academic writing of dissertations.

According to Huang (2007), “For the vast majority of students, difficulties in writing theses suggests that most of these studies found that students faced a number of challenges when writing their arguments. According to Fukao and Fujii (2001), academic writing requires learners to integrate skills such as gathering information, organizing ideas in a logical order, summarizing resources, paraphrasing, editing, and final proofreading. Based on the available literature, a large number of studies have been conducted around the world on graduate mentoring and dissertation writing tasks. Irvin (2010) defined academic writing as a form of ``assessment that requires students to demonstrate knowledge of thinking, interpretation, and presentation and skills in a particular discipline" (p. 8). Regarding clarity and brevity, Turner (2011) notes: (p. 78). Bitchener and Baturkmen (2006) outline the learner's shortcomings in studying writing, highlighting language barriers and the way he expresses and connects his ideas. They also recognized that these disabilities may exceed his allotted hours to conduct the study.

In addition, Bitchener and Basturkmen (2006), Ho (2013), Singh (2015), and Komba (2015) found that students had difficulty structuring the components of the paper. According to the available literature, some students who are required to write papers in a foreign language or English as a second language experience difficulties with grammar and punctuation, and lack of vocabulary to express ideas and views. Still struggling with more authoritative language issues such as restrictions. Alsied and Ibrahim, 2017; Chang and Strauss, 2010; Singh, 2015; Strauss, 2012). We surveyed writing assignments and selected a sample of people, including 2 EFL students and teachers from a state university in Libya. The results of this study showed that EFL students faced obstacles during the research phase or writing papers. They found the tasks of identifying an area of interest, choosing a topic, formulating a research question, and writing a literature review to be particularly problematic. There were challenges such as problems, ineffective research background knowledge, lack of motivation, and lack of library resources. Following a similar interest, a study conducted by Bitchener and Basturkmen (2006) highlighted students' shortcomings

in writing the discussion portion of their papers, and the results showed that students functioned satisfactorily in the discussion portion of their papers. I was showing that I didn't understand. discussion results section of their paper. Furthermore, in a recent study conducted by Alshehry (2014) to explore the challenges faced by female students and their teachers at Najran University, Saudi Arabia twenty (20) of her students and her faculty members, a semi-structured interview was conducted with I used a survey tool. Results indicated that students encountered significant shortcomings in seeking resources, time, and the creative process. The results also showed that students faced the following problems when writing research papers: B. No time to conduct research or ethical issues. Another major problem was the students' lack of research experience and knowledge and the difficulty in selecting appropriate topics using appropriate references. I also had problems finding libraries to search for books. Students in some cities had very weak internet connections and the books they needed were not available in the library. Regarding the research knowledge and experience of the students, the teacher found that most of her students did not know how to search for information on their own. "Furthermore, research shows that one of her setbacks due to poor English proficiency is the negative impact on students' academic writing practices, which has a direct impact on student's academic performance." (Singh, 2017, p. 623).

Divsar (2018), for his part, carried out a study consisting of the challenges encountered by Iranian TEFL students in thesis writing. The findings of this study showed that linguistic problems, including grammatical and organizational problems and lack of mastery of academic writing style, were among the dominant obstacles faced by Iranian EFL students. However, findings showed that the students reported a wide range of other difficulties which were grouped into three main categories: (1) instructional and pedagogical inadequacies (mainly students‟ lack of knowledge and experience in researching and writing up their thesis), (2) personal problems and affairs such as poor management of time and the loss of interest and motivation in the process of thesis writing, and (3) educational support such as the limited availability and assistance offered by the supervisor and adviser. Also, Most of the studies conducted worldwide on postgraduate training have focused on issues of supervision (Taylor and Beasley, 2005; Murray, 2002; Hartley and Jory,2 2000), Sajadi (2012) sees supervisors as responsible for encourage them to continue their efforts. The hindrances of writing a dissertation might be due to many reasons, such as in point of the objective of the research, the data for the research, findings

of the research, and/or the whole research based on the proved ratio Turmudi (2019).

On the other hand, Maliposa and Mafa conducted a study that explores the difficulties in developing proposals and ethical considerations. Emilia (2010) concluded that EFL students have a poor ability of understanding writing dissertations because of the habit lack, Brown(2017) reported that most students had problems are in writing every chapter in their thesis.

In addition, to highlight learners' psychological factors. Brown (2000) states that language problems are caused by errors in language comprehension and influencing factors (p.219). When writing papers, students feel insecure and lack confidence in their abilities. You are afraid of making mistakes in English. In this case, I do not write multiple paragraphs because I have no confidence in my sanity. Ary (2010) Harmer (1998, p. 51), related to the difficulty of dealing with student motivation, states that motivation is a kind of internal process that drives someone to think in order to achieve something. said to be an impulse. Also Brown (2000). This motivation is the generic term most commonly used to describe the success or failure of virtually any complex task. In a study conducted at a Jordanian university, a researcher distributed his questionnaires to his four public university faculty with extensive experience in discussing and supervising papers. The results indicated that students experienced difficulties in writing dissertation problems and questions, methodology, and relationships between doctoral students and supervisors.

Similarly, Gurel (2011) used both how to collect qualitative data to uncover challenges encountered while writing a thesis in English at a Turkish university context. She did a comprehensive survey with (forty-four) 44 memories supervisors and conducted face-to-face interviews with eleven of them to identify these challenges. The result of this mixture of research on methods shows that Turkish students at the stage of Memoirs written in English as a foreign language have faced many language difficulties, such as an overall lack of writing inability to express and present his ideas clearly because he does not have enough vocabulary. In addition, they used the wrong grammar in the text of thesis. The researcher attributes these challenges to the students in experienced writing and the fact that they received adequate English education throughout their lives at all levels. In a more recent study conducted by Boufeldja and Bouhania, (2020) where they explored the difficulties faced by Algerian EFL Master students in the process of writing their thesis, from their own as well as their supervisors‟ perspectives, the findings of the study revealed that Algerian EFL students perceived linguistic problems as less problematic than

sociocultural challenges.

The sociocultural challenges include inadequate support and cooperation, poor-quality academic preparation: education, students lack of preparedness, insufficient academic writing skills, and lack of research skills and knowledge. On the other hand, according to Boufeldja and Bouhania (2020), apart from general rhetorical tasks about students who need to write papers in a foreign language or English as a second language still have grammar and more obvious language problems, such as punctuation problems and limited vocabulary for expressing ideas and views.

2. Statement of the Problem:

Writing a master's dissertation is a complicated task, particularly for non-native speakers of the language. Despite numerous studies that investigated this issue, there is still a need to explore it from a holistic perspective that encompasses not only linguistic and rhetorical challenges, but also psychological, and students' proficiency challenges. Previous research has primarily focused on specific aspects of dissertation writing, leaving a gap in understanding the overall process. Therefore, this study aims to fill this gap by providing a comprehensive overview of the challenges faced by EFL master Two students when writing their dissertations. This study seeks to shed light on the hindrances that students encounter in this academic undertaking.

3. Aim of the Study:

The objective of this research is to explore and identify the challenges and difficultiesstudents pursuing their Master's degree in the English department at Yahia Fares University encounter when writing their dissertations as non-native speakers of English.

These students not only have to communicate in a foreign language but also need to master the conventions of dissertation writing. Therefore, this study aims to investigate and bring attention to the various issues faced by EFL Master's Two students during the dissertation writing process.

4. Research Questions and Hypotheses:

4.1. Research Questions:

Based on the objective of the research, the present study seeks to respond to the following inquiries:

- What are the difficulties and challenges encountered by master two students in their dissertation writing process?

- What recommendations can be proposed to address these challenges and difficulties?

4.2. Research Hypotheses:

- EFL Master's degree students encounter multiple challenges and obstacles beyond language barriers that hinder their dissertation writing process.

- Providing master two students with targeted training and support in academic writing skills and research skills will improve their ability to write a successful dissertation and overcome the challenges they face.

5. Significance of the study:

The significance of this study lies in its potential. To contribute to a better understanding of the challenges and difficulties faced by EFL Master's degree students while writing their dissertations. The study aims to provide insights into the various factors that hinder the dissertation writing process. Understanding these challenges and obstacles can help instructors and academic supervisors to develop more effective strategies to support students in overcoming these difficulties and achieving success in their academic endeavors. Additionally, the study can serve as a guide for students. Who are struggling with their dissertation writing process, providing them with a better understanding of the challenges they may encounter and possible ways to address them. Ultimately, this study can contribute to improving the overall quality of academic research and the educational experiences for EFL Master's degree students.

6. Research Methodology:

The main objective of this research was to investigate and explore the obstacles and hardships faced by Yahia Fares University's EFL master Two students during their dissertation writing process. To achieve this goal, a mixed- method research approach was employed to gain an in-depth understanding of students' experiences within their natural environment. The mixed- method research is the most appropriate method for representing the views and perspectives of people in a study. This approach was chosen because it

allows the researchers to capture the participants' experiences in a rich and descriptive manner.(Creswell, 2003; Bogdan & Biklen, 2003; Flick, 2002).

6.1. Methods:

This investigation employs a mixed-method research design that incorporates both quantitative and qualitative data collection techniques. The methodological approach involves scrutinizing documents that contain pertinent information related to the obstacles students encounter when writing their dissertations. This research specifically delves into the challenges that Master Two students face when writing their dissertations.

6.2. Sampling:

The present study involves a sample of fifty (50) participants, containing EFL Master Two students who were in the process of writing their dissertations. As well as, six (06) supervisors from the English departments at Yahia Fares University of Medea. The selection criteria for student participants required that they had completed their first semester of study. The supervisors were chosen for their extensive experience in supervising EFL Master's students, which was expected to yield richer and more insightful information for the study compared to newer faculty members.

6.3. Research instruments:

The research instrument employed in this study was a questionnaire. Specifically designed to gather information on the challenges and difficulties faced by Master Two students when writing their dissertations. The questionnaire consisted of open-ended and closed-ended questions. That was developed based on the research questions and objectives. The open-ended questions allowed the participants to express their opinions and provide detailed information about their experiences, while the closed-ended questions provided a structured format to gather quantitative data.

The questionnaire was pilot tested with a small sample of students and refined based on their feedback to ensure its reliability and validity. The use of a questionnaire as a research instrument allowed for a standardized approach to collecting data, making it easier to analyze and compare responses.

6.4. Structure of the Study:

The current study is composed of two main chapters. The first chapter focuses on the theoretical aspects of the research, divided into two sections. The first section aims to define key terms and concepts, such as writing skills and academic writing, as well as identify some characteristics of academic writing and the most commonly used academic genres. While, the second section, focuses on the dissertation writing process and its various stages. It also highlights some of the challenges that students may encounter during the process. The second chapter is devoted to the practical aspect of the research, which involves investigating the difficulties experienced by Master's degree students in writing their dissertations. It includes an analysis of the data collected from the questionnaires administered to both students and teachers, as well as a discussion of the study's limitations and its pedagogical implications.

Chapter One
Literature Review

Section one: Academic Writing

Introduction:

When learning a language, writing is one of the main skills that needs to be developed. In higher education, students are required to write in a way that is critical, argumentative, and advanced. This means they must use academic vocabulary and write formally. It's important for all students, even those learning English as a foreign language, to learn academic writing skills because, it helps them to organize their thoughts and arguments clearly and improve their critical thinking skills. This section is all about defining academic writing and explaining what makes it different from other types of writing.

1. Writing:

1.1. Definition of writing:

According to David Crystal's Dictionary of Language, writing is the process or result of recording spoken language using a system of visual marks on a surface. (Tarigan, 1994, p.3) stated that writing is an activity to produce or draw graphic symbols which represents a language that is understood to people. Almost the same with Tarigan, (Ramelan, 1992, p.14) also stated that, writing is a representation or symbol of language. (Nunan, 2003, p.88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.

From the previous definitions, it can be concluded that writing is a medium of human verbal exchange that makes use of symbols and signs for specific language and emotion. In maximum languages, writing is a supplement to speech or spoken language. Writing is not a language but, a device that makes language readable. In a linguistic system, writing is based on various identical systems as speech, together with vocabulary, grammar, and semantics, with extra reliance on signal or image systems.

1.2. The importance of the writing skill:

The purpose of teaching writing to the learners of English as an overseas language consists of reinforcement, language development, studying style, and most importantly writing as a skill in its right. According to (Harmer, 2004, p31-33) there is some importance of writing:

A. Writing encourages students to focus on accurate language use because they think as they write; it may provoke well development as they resolve problems that writing puts in their minds.

B. Writing is often used as a mean of reinforcing the intended language. They use writing skills to take notes of what they learn during training because there is a process in each progress.

C. Writing is often useful as preparation for other activities.

D. Writing can be used as an integral part of a larger activity focused on: Other things such as language practice, acting, or public speaking.

2. Academic writing :

2.1. Definition of academic writing:

« Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting » (L. Lennie Irvin, 2010, p.08). (Labaree, 2009, p.37) Proposes a more detailed definition stating that «academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise», adding that it is «designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts».

The academic writing concept can be defined in various ways. (Hillard & Harris,(2003) «do not treat academic writing as a single, monolithic discourse». (Aitchison & Lee, 2006) support this claim by stating that «academic writing involves a network of social, institutional and peer relations –of readers, reviewers, teachers, examiners…» (p. 271). (Hillard & Harris) also argue that academic writing is almost always composed in response to others texts. In other words, academic writing demands to be clear, concise, and backed up by evidence as well as considering the audience and their expectations. The academic writer weighs what is known about the subject before deciding what they believe. The academic reader's expectations won't be met if the writer's article doesn't enlighten or make an argument.

2.3 Characteristics of academic writing:

In evolved education settings, understudies are expected to have progressed open abilities which include the capacity to write basically. This encompasses capabilities to comprehend « a scope of scholarly jargon in context» Which leads understudies into further ways of complexity while engaging in composing. Also referred to as academic writing. It is significant for understudies across all disciplines including ESL/EFL students to foster satisfactory scholarly composing abilities as it permits them to coordinate and decipher information in a more organized way and expand on their factious and decisive reasoning capacities. Moreover, it is mentioned by many scholars and researchers that academic writing has various features which are: Complexity, Formality, Objectivity, Explicitness, Accuracy, Hedging, and Evidence.

2.3.1. Complexity:

Academic writing is more intricate. It has longer words with fluctuated jargon and normally confounded syntax, contrasted with spoken language. As stated «Written language is relatively more complex than spoken language» (Williams, 2001). Complexityrefers to the extent of elaborateness at the sentential, clausal, and phrasal levels. It is ope-rationalized in a great many ways to measure the different items in the diverse linguistic features that make up the structure of the language at these levels. (Norris & Ortega, 2009) pointed out that complexity is a multidimensional construct that comprises many different levels and sub-constructs, each nested in another, making itself a highly complex construct. That is to say, written language has more subordinate clauses and morepassives.

2.3.2. Formality:

In academic writing words and expressions are generally formal. This implies that informal words and articulations ought to be avoided. Hacker maintains that «formal writing emphasizes the importance of its subject and the exactness of its information. Its tone is dignified, and it maintains a certain distance between writer and audience» (Hacker, 1998, p.126). In general, this means that the writer should avoid contractions, colloquial words and expressions, tautology, and vague words or phrases.

2.3.3. Objectivity:

In general, academic writing is level-headed. There are extremely few circumstances where personal writing is endured by which the writer or the readers are alluded to. This implies that the primary accentuation ought to be on the data to be given instead of the author. Moreover (Monippally & Pawar, 2010) emphasize the need to refrain from appearing overenthusiastic and the need to remain distant from the subject being discussed.

2.3.4. Explicitness:

Academic writing makes the relationships in the text clear. It calls for explicit linkages between various parts of the submitted texts and exact text organization. academic writing is claimed to be «decontextualized», «autonomous», or «explicit», with all assumptions andlogical relations being overtly encoded in the text (Biber & Gray, 2010).

2.3.5. Accuracy:

Academic writing utilizes precise jargon. Since most words have multiple meanings, the writer should choose the one that will best explain their meaning to the audience. According to (Fernández-Toro & Hurd, 2014) accuracy in language learning is an iterative process and student writing can improve significantly through multiple feedback cycles. Many researchers have reasonably argued that for academically oriented and advanced learners, grammar instruction is essential if they are to achieve their educational and professional goals (Celce- Murcia 1991; Schmidt 1994; Shaw & Liu 1998). (Celce-Murcia, 1991), for instance, emphasized the importance of a reasonable degree of grammatical accuracy in academic writing.

2.3.6. Hedging:

It's a challenging aspect of academic writing. In general, hedges assist the writer in making critical selections regarding the words and phrases that influence the potency of a claim or a specific argument. Cautious language or hedging is another central feature in academic writing as it expresses probability rather than certainty (HYLAND, 1996). (HYLAND, 1996) also notes that hedges can be achieved by drawing attention to the limitations and shortcomings of the results.

(Jordan, 1997) presents the following taxonomy of hedges:

1. Shields, e.g. all modal verbs expressing possibility; semi-auxiliaries like to appear, to seem; probability adverbs like: probably, likely.

2. Approximators, e.g. of quantity, degree, frequency, and time viz. approximately, roughly, often.

3. Expressions such as «to our knowledge», etc. which express the author's personal doubt and direct involvement.

4. Emotionally-charged language and intensifiers, such as: extremely interesting, particularly encouraging.

5. Compound hedges, i.e. the juxtaposition of several hedges, e.g..... It may suggest that..., It seems reasonable to assume..., we might possibly be wrong (though it is not likely), etc.

2.3.7. Evidence:

One of the most important aspects of academic writing is evidence. It is the responsibility of authors to cite facts, data, and research findings in their writing and arguments. so that the information written can be trusted by the reader.

In a brief, academic writing is distinguished by outlining, objectivity, and the author's use of precise terminology. To further clarify, academic writing refers to any activity where the author organizes ideas using formal language, deductive reasoning, and third person perspective. It reflects what the author is thinking and what evidence and justification he has to support this thinking (Vineski, 2003).

2.4. Academic genres:

"A genre is a recognized communicative event with a shared public purpose and with aims mutually understood by the participants in that event. … In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience" Swales (1986) (cited in Conolly & Pemberton, 2013). In some cases, the term genre coincides with the term text type, however, the former could be seen as a kind of umbrella term for a communicative event, for which one or several more specific text types can be employed as the preferred vehicle of communication.

According to Hyland (2007: 46), the term **genre** is here used as a means of "grouping texts together, representing how writers typically use language to respond to recurring situations". Additionally, abstracts, summaries, analyses, essays, reports, case studies, projects, literature reviews, exam replies, research papers (or term papers), dissertations, and theses are among the most typical genres that students are expected to become familiar with and generate. Each of them has its own content organization or format, style, and established standards.

As reported by (Jordan, 1997) academic writing should focus mainly on the «academicdiscourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the student into the academic context» (p.166). Therefore, this section aims at examining conventional academic genres which are essential for the development of advanced writing abilities.

2.4.1. Essays:

According to Aldous Huxley « the essay is a literary device for saying almost everything about almost anything", and adds that "by tradition, almost by definition, the essay is a short piece». An essay is a document that has a defined structure – an introduction, a body, and a conclusion, this definition was more convenient following this statement «An essay is a structured argument about a particular topic. It will contain a thesis/argument throughout that addresses a set question and will require critical material and/or primary materials to support the points made» (McMahon-Coleman & Draisma, 2016, p. 105). Scholar Terence Cave once described the Essays as «the richest and most productive thought-experiment ever committed to paper» (Cave, 2007), which means that the goal of an essay is to present a topic interestingly. A meaningful essay is addressed to a specific audience. Its objective is to engage readers, reshape their perspectives, engage them in the concepts it offers, and finally persuade them to accept those concepts.

2.4.2. Research Articles:

Swales (1990) defines a research article as «a written text (although often containingnon-verbal elements), usually limited to a few thousand words, that reports on some investigation carried out by its author or authors». He adds that a research article attempts to relate the findings within it to those of others, and may also examine issues of theory and/or methodology. It is to appear or has appeared in a research journal or, less typically, in an edited book-length collection of papers. (p. 93) A research article is a primary source since it presents the procedures and findings of an initial investigation conducted bythe writers. It doesn't matter what kind of study it was, it could have been an experiment, survey, interview, etc. The writers always collected the original data, processed it, and thencame to their conclusions.

2.4.3. Abstracts:

According to (Gastel & Day, 2006), the abstract is “a miniature version of the paper” (p.52). An abstract is a precise description of your article that is written with the reader's understanding of the study and conclusions in mind. It's a condensed form of your paper. It includes the purpose, methods, findings, and conclusion. It is often written after the research paper has been completed.

There are multiple reasons to compose an abstract. A well-written abstract makes it easierfor readers to pick which material is the most crucial and pertinent. Moreover, several online resources index larger publications using abstracts. As a result, abstracts should include terms and phrases that make searching simple.

2.4.4. Theses and Dissertations:

Torrance & Thomas (1994) defined a dissertation as “a smaller research requirement that is to complete a Master’s program”. In addition to that, a thesis is a collection of studies that demonstrates the expertise of the material covered in a student graduate degree, which means they are both research-focused and investigate a topic in-depth, synthesizing all concepts, hypotheses, and practical applications learned over a student's years in graduate education, whether it be a master's or doctorate (PhD) degree.

2.5. of learChallenges ning Academic Writing:

It is highly believed that writing constitutes one of the most difficult skills to master due to its complexity. Horváth (2001), for instance, states “Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects” (Jozsef, 2001, p. 5).

(Abdulkareem, 2013) and (Ankawi, 2020) point to some difficulties students face in academic writing including difficulties with grammatical competence, difficulties with the different structures of Arabic and English, and difficulties with differences in genres and socio-cultural differences. (Abdulkareem, 2013) mentions other problems Arab students face in writing in the English language, including paraphrasing, sentence structure, and interference with the student‟s mother tongue.

A study by (Al Badi, 2015) concluded that students struggle when it comes to language use, coherence, and cohesion, expressing their own voice. It is apparent that academic writing challenges faced by EFL learners at the tertiary level concern style and word choice, paraphrasing other scholars’ ideas as well as struggling to produce organized,

well-structured pieces of writing.

Conclusion:

This section aims at providing a clear understanding of writing, its value, and the distinct concept of academic writing. It further elaborates on the specific attributes that characterizeacademic writing.

Section two: Writing the Dissertation.

Introduction:

Learning academic writing is a crucial skill for students, especially for postgraduate students who need to write dissertations and theses. Writing a dissertation is a significant achievement, as it requires an entire year of work and is a vital component of a student's academic journey. According to Han (2014), the process of writing a thesis is more important than the final result itself. For English as a foreign language (EFL) learners, completing a thesis is a challenging project that takes up most of their final year in university. This means that students encounter various difficulties throughout the dissertation writing process. This section aims to define the steps involved in writing a dissertation, the role of the supervisor, and the challenges faced by EFL students during the dissertation writing process.

1. Theses and Dissertations:

Both the thesis and the dissertation are academic documents that concentrate on the student's area of study. They both have a research-focused approach and thoroughly examine a subject, integrating all ideas, theories, and applications that have been learned over time. Whether a student has completed a master's or doctoral (PhD) program at a graduate school. The definitions of various academic terms will differ because different nations or continents in general have different educational systems; this is true for the concepts of the dissertation and thesis. In order to complete a doctoral or PhD program in Europe, a thesis is required. The student's extensive body of original research spans many years and includes references to and connections to prior work that has been done by other people. On the other hand, Torrance & Thomas (1994) define the dissertation as “a smaller research requirement that is to complete a Master’s program.” It need not contain original research, but the student must express an opinion and provide arguments in the form of a

literature review to support it. The research project required to complete a master's degree program in the United States is called a thesis, whereas a doctoral dissertation is completed. As a result, the Algerian context uses the European distinction.

1.1. Steps of Writing a Dissertation:

A dissertation's writing is a process in itself. To complete the final academic assessment in a way that is acceptable academically, the students must go through a number of steps. Opentech (2013) PhD dissertation & thesis help lists seven critical steps inthat order. To complete the steps involved in writing a dissertation, which are: picking a subject, organizing the study, formulating a hypothesis, gathering information and supporting evidence, analyzing the information, and presenting the results and findings.

1.1.1. Topic Selection:

The first and most crucial task for students to complete is choosing an original and insightful topic. It should unquestionably be in line with the program and area of interest. It must be very specific; ambiguity is not acceptable in a dissertation. It may give the student some time to think of a suitable topic while they brainstorm and look for ideas. The most crucial thing is to maintain your attention on the current task. (Opentech2013)

1.1.2. Research Planning:

The student should carefully plan the paper's research strategy after selecting the topic. A scientific approach should be used when planning the research because being methodical and organized now will help in the long run. The student ought to explain the 19 sources he or she will use, the research techniques, and whether or not the subject will produce sufficient real-world evidence. (Opentech2013)

1.1.3. Forming Hypothesis:

Students now gather observations, assess the observations, conceive of a potential explanation, and determine which explanation qualifies as a hypothesis. The students would need a good deal of time to complete this process. For writing the research proposal that includes these two steps, both organizing a study and developing a hypothesis are essential. (Opentech2013)

1.1.4. Data Collection:

Every time a hypothesis is formed, it must either be proven true or false. The next stage of writing a dissertation is to do that. The student's hypothesis should be effectively proven to be true (or, in rare instances, false) by amassing enough data. The most significant often referred to as "fieldwork," this activity requires a lot of energy. The chosen evidence could come from any source, but it needs to be accurate and as useful as possible. The use of numerous sources must be acknowledged. (Opentech2013)

1.1.5. Data Analysis:

Critical analysis of the data should then be performed. It is possible to use a variety of analytical techniques, including structural analysis (morphological), interpretation, statistical analysis, critical discourse analysis, and comparative analysis. (Opentech2013)

1.1.6. Presenting the Findings:

Data analysis must be followed by an explanation of the research and a conclusion. Eventually, the results would lead to a conclusion, which needed to be well supported.

1.1.7. Revision:

This includes repeatedly skimming and scanning the dissertation to look for any potential errors, blunders, and incoherence. The dissertation is perfected in this step by adding the last details. (Opentech2013)

1.2. Dissertation Writing Challenges:

According to Chelli (2016), dissertation obstacles are a collection of challenges that slow down the development of the research and create barriers that limit the researcher's capabilities while carrying out his research. The following are some examples of challenges.

1.2.1. Difficulties of Selecting a Topic:

Some researchers lack the confidence to choose a new research question and conduct an innovative study. As a result, the issue must be novel, re-searchable, and significant. However, this leads to density. After all, it is difficult to draw attention to the issue because it appears to the populace to be both novel and significant. It can be challenging to choose a new topic at the beginning of a research study because researchers are often unaware of the criteria they should use to choose a topic. Additionally, the selection process starts with

choosing an area of interest; then, within that area, a problem is picked out and made more specific. However, the researcher wastes a lot of time selecting pointless and irrelevant research topics due to the lack of satisfactory knowledge about the chosen problem. Not reading enough about their topic when writing research papers is a major issue that students encounter (Amison, 2017).

1.2.2. Lack of Time and Time Management :

One of the most prominent difficulties when piloting research is the time factor. Due to the variety of their works, many EFL researchers still struggle with the problem of the investigation's length. As a result, time would be a very hard resource to come by if one were working a full-time job, and for management researchers, this presents the biggest challenge (Mack, 2017). A last-minute rush to complete tasks is one of the effects of poor time management. The students will eventually miss a deadline.

1.2.3. Difficulties in reviewing the literature:

In the current study, EFL master students also had trouble finding and analyzing the literature pertinent to their writing subject. The literature review is a crucial stage in the dissertation writing process that plays a significant role in enhancing the student's understanding of the topic of his or her research. However, the students who took part in this research claim that it is a difficult task. They primarily lamented their poor reading abilities, inability to locate and synthesize the pertinent literature, and inability to select what to study and what to include in the dissertation's Literature Review chapter (Bakhou & Bouhania, 2021).

Additionally, the most significant of these is their inability to choose from the body of relevant literature. Their lack of research writing experience is the cause of this issue. Because it involves selecting keywords to use in the literature search, finding the literature, reading it and determining its applicability, organizing the chosen literature, and writing the literature review, conducting a literature review is a demanding process that can be intimidating even for seasoned writers (Creswell, 2002).

1.2.4. Difficulties in availability and accessibility of data:

Researchers may have a problem because there aren't enough references available and it's difficult to access the resources they need. Additionally, the majority of them disclosed

that their institutions had outdated but limited libraries for current journals and books as well as no internet access online. The management of library searches is also not organized systematically.

Additionally, if they find the necessary information, it may occasionally be published in fee-based books. As a result, researchers continue to waste too much time looking for books, reports, and newspapers that are pertinent to their work. Then, those difficulties prevent their work from getting better and cause them to lose focus on the main research question.

1.2.5. Data Collection Challenges:

Is one of the most important and necessary parts of an inquiry and the first step in the research process. Researchers cannot rely on just one or two sources of data, they must gather information from a variety of sources. The researchers discovered a lack of databases for research and development during their searches, as well as a lack of reliable access to data sources.

1.2.6. Sample choosing Difficulties:

Sampling is a recognized term for the process of choosing individuals from a population for a study. According to (Chelli, 2016). "The sample is the group of participants that the researcher actually examines in an empirical investigation," Researchers may indicate the population from which they have chosen participants, but representative samples are frequently unavailable, which has an impact on the findings and their ability to be generalized. In other words, a good study needs a suitable sample and appropriate sampling methods, but many researchers struggle to select the proper sample.

1.2.7. Difficulties in Research Methodology:

The following, according to Al Badi (2015), are the main challenges students face when writing with coherence and language use, followed by expressing their own voice and choosing an important topic and pertinent references. However, it was noted that paraphrasing, referencing, and citations were the least difficult (p. 68).

1.2.8. Supervision and supervisor's role:

According to Swanson (2011), the term "supervision process" refers to the formal and academic activity carried out by some experienced individuals in academic institutions to direct and regulate other individuals with less experience.

Since they lack experience and have never completed a similar task before, students who are required to conduct research and, primarily, write a dissertation, need supervisors. The dissertation supervisor has a crucial role to play throughout the process and even earlier. Supervisors are "responsible for helping students choose an appropriate subject for their dissertation, encouraging them to continue their efforts in writing the dissertation, establishing a good relationship with their students, and finally, having enough scientific capabilities in research methodology, and statistics" (Mizany, Khabiri, & Sajadi, 2012, p. 1).

In addition, Kumar and Bujang Huat (2011) see the supervisor as a mentor who "supports, encourages, builds confidence, and is aware of the changing needs of the supervise" (p. 19). They add that managers must take on responsibilities such as providing guidance and advice, keeping an eye out for the supervisor's developmental needs, establishing regular contact, keeping tabs on the progress of the research, providing both oral and written feedback on the supervisor's work and ensuring ethical and professional conduct are all things that supervisors are expected to do.

Izah et al. (2012) state that "effective supervision is one of the important keys for a successful written research work" (p. 51). After conducting their research, they concluded that fostering student self-regulated learning and being friendly with the supervisors are the most important qualities of an effective supervisor. Additionally, Izah et al. (2012) affirm that supervisors play a significant role in students' academic as well as personal careers.

However, they identify the following characteristics of supervisors that supervise dislike:

• Being too busy to be effective.

• Providing poor feedback.

• Lacking commitment and interest.

• Conflicts or tensions within the supervisory team.

• Poor communication skills.

• Setting conflicting or unrealistic expectations.

• Selfishness and disrespect.

• A supervisor who is out of touch with the field.

• Supervisor who lacks experience.

• Personality conflicts.

• A supervisor who promotes a master-slave relationship (p.23)

Additionally, Izah, Norizan, Engku, and Zulkifli (2012) assert that one of the keys to successful written research work is effective supervision. They discovered through their research that the most important requirements for a successful supervisor are: open-minded and adaptability, knowledgeable and resourceful, and supportive of the supervisees' self-regulated learning. They also affirm that "Supervisors play an important role in the students' academic life as well as personal careers" (p. 220).

1.2.9. Plagiarism:

The word "plagiarism" has historically been connected to immoral behavior. By stating that "To take a piece of writing without acknowledging the creator is plain theft" (Ragen, 1987, p. A39), Ragen provided one of the most well-known definitions of plagiarism in writing. The expression "plagiarism is theft" has been frequently used as a general description of plagiarism. While Pecorari (2010) views plagiarism as the outcome of the decision not to participate in the writing process in a proper and legal manner. However, students often resort to plagiarism as a quick fix to produce a quality piece of writing without exerting much effort when they are unable to write or when they lack competence and are unable to handle the writing task. Plagiarism is categorically rejected in academic writing, which strongly values the intellectual property of ideas and works.

Plagiarism is the act of hiding the source of an idea or piece of information that is used in a composition; it is not the act of copying from the works of other authors. According to

Pecorari (2010), another definition of plagiarism is "the use of words and/or ideas from another source without proper attribution and with the intent to mislead" (p. 4). As a result, plagiarism is also associated with intent; someone commits plagiarism when they purposefully use another person's words or expressions while intending to conceal their true author and pass them off as their own. In conclusion, based on the aforementioned EFL researcher challenges, it is safe to say that research becomes difficult when certain difficulties obstruct the researcher's investigation. Additionally, the problems mentioned were almost universal among researchers.

1.3 Factors Affecting the Dissertation Writing:

Many undergraduate students encounter some challenges that have an impact on the dissertation writing process. The latter make it difficult for students to finish their final assignment, which is a demanding task that takes a lot of time, effort, and money. These issues may be caused by a variety of variables, including personality, sociocultural, and linguistic factors.

1.3.1. Psychological and Personality Factors:

A theory of second language acquisition must take into account how people react, feel, think, believe, and value things. "Personality factors are the intrinsic side of affectivity within a person that can contribute in some way to the success of language learning," claims Brown (2000, p. 142). Additionally, according to Brown (2007, p. 153), students' internal affective factors can be used to determine their psychological factors. Brown also explains how the psychological barriers that undergraduate students must overcome in order to produce quality dissertation writing (Brown, 2007).

1.3.1.1. Anxiety:

The emotion of anxiety has a significant impact on many facets of human life. Every learner, even those studying a foreign language, occasionally feels anxious. Scovel (1978) stated that anxiety is linked to feelings of unease, frustration, and fear. worry, trepidation, or self-doubt" (p. 134). Additionally, anxiety is described as "an uncomfortable feeling of nervousness, or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry" by Cambridge Dictionary (2021). In addition, anxiety has been defined in a variety of ways by numerous academics and psychologists. As cited in Kelly, 2002, p. 54, anxiety is defined as "a general feeling of

apprehension including hyper-vigilance, increased sympathetic nervous system activity, anddifficulty concentrating." Davis and Palladino (1997) make this claim.

In general, anxiety is a psychological condition that is characterized by feelings of irrational fear, panic, discomfort, and apprehension that are connected to a particular situation or cause. It can also threaten students' self-esteem. Their self-assurance and creativity have a negative impact on their academic performance.

1.3.1.2. Lack of Self Confidence:

Self-confidence is a key component in assisting students in achieving better outcomes in their studies, employment, or in any other aspect of daily life. Numerous researchers have examined and defined self-confidence. The definition of confidence given by Murray (2006) is "firm trust. When someone is confident about something, they are not concerned with the results. Additionally, he or she will just assume everything will go smoothly. Because they have faith in their abilities, confident learners are therefore always pleased with the outcomes (p. 53). In a simply put, self-confidence refers to a learner's ability to succeed despite any obstacles that may stand in their way. This obstacle keeps EFL Master two students from successfully completing their dissertation and obtaining their master's degree.

1.3.1.3. The Fear From Failure:

Every student works extremely hard to improve their academic performance and earn their master's degree. But regrettably, some students discover that their path to success is paved with many challenges. Stress, anxiety, and failure fear are a few of these barriers. Additionally, EFL Students think that a major barrier preventing them from achieving their objectives is their fear of failing. Therefore, fear of failure is the extreme anxiety that students feel as they consider all the terrible scenarios that could occur if they are unsuccessful in accomplishing their goals. Conroy et al. (2002) made the following claim in the same context: "The fear of failure tends to appraise threat to the achievement of personally meaningful goals, when One fails in the performance" (as cited in Wilt, 2016, p. 03). As a result, teachers guide students who struggle with this problem to develop prevention goals, which may divert their attention, sap their energy, and make planning challenging. Additionally, researchers found that students who feel fear of failure (FOF) often suffer from shame and embarrassment. This is especially true for EFL learners. Overall, EFL Master II students' fear of failing can lower their chances of success.

1.3.1.4. Fear of negative evaluation:

The fear of negative evaluation is defined as "an anxiety about other people's opinions, distress over their negative opinions, and expectation that others will evaluate them negatively" (Chan & Wu, 2004, p. 293). EFL students may perceive themselves as being incompetent in their teachers' eyes as a result of this factor. Additionally, Horwitz (1986) noted that "students avoid evaluative situations in which they may receive feedback from teachers or comments from peers" (p. 43). The fear of being negatively evaluated can negatively affect the dissertation writing process and prevent students from successfully completing their work. EFL learners who experience a higher degree of negative evaluations may feel extremely anxious and stressed.

1.3.1.5. Motivation:

The term "motivation" is used frequently in academic research and in the field of education, scholars still do not have a consensus definition of it. In education, motivation is closely related to the personal, affective, and cognitive aspects of learners' psychology. The process by which goal-oriented behaviors are started, led, and sustained is known as motivation. In other words, it is the logical and psychological explanation of why a person makes a particular decision to carry out a particular task and to put forth the greatest amount of effort to achieve this goal. Whether it's getting a drink of water to quench their thirst or reading a book to advance their knowledge, it is what drives people to act. One's drive is compromised of the factors that influence behavior on a biological, emotional, social, and cognitive level. Motivation is "the degree to which individuals commit effort to achieve goals that they perceive to be meaningful and worthwhile" (Johnson & Johnson, 2003, p. 25). In other words, motivation is what propels the writing of a dissertation.

1.4. Linguistic Factors:

Since English is not their native language, EFL students have more writing challenges than other students and must exert more effort to produce an appropriate piece of writing. Writing difficulties are areas where students struggle with one or more writing-related skills, such as the use of tenses, the use of nouns, and spelling errors. In other words, it refers to issues that hinder students' ability to produce or create an unpaid piece of writing. According to Medgyes (1992), "Non-native speakers can never achieve a native-speakers

competence [because they] can never be as creative and original as those whom they have learned to copy" (p. 4). That is to say, non-native English speakers, particularly EFL students, would make mistakes and have language problems when writing their dissertations. Another study by Al Badi (2015) found that students have trouble expressing their own opinions and using language coherently and cohesively. It is clear that EFL learners at the tertiary level struggle with academic writing in terms of style and word choice, paraphrasing the ideas of other scholars, and producing well-organized, well-structured writing. According to Raimes (1983), "Writing is a challenging task because it involves many linguistic components, such as spelling, vocabulary, grammar, and punctuation" (p. 209).

1.4.1. Spelling:

Spelling is the process of correctly creating words out of letters. Although it is expected that learning to spell words correctly happens in the very beginning stages of language teaching, this is not always the case because spelling can occasionally become challenging. When students are unable to properly form the words, their writing is inadequate. Students' writing accuracy is also impacted by the mixing of American and British English spellings because they occasionally get confused about which spelling to use. Spelling errors can occur for several reasons.

The first primary cause of spelling errors, according to Smith (1973), Bahloul (2007), Al-Hassan (2011), and Jayousi (2011) is irregularities in English pronunciation because English spelling requires more work in terms of memorizing rules. Additionally, learners find spelling challenging because there isn't a perfect correlation between how a word sounds and how it is written; in other words, there isn't a relationship between the phonemes and the graphemes.

Furthermore, Frith (1980) asserts that "Learning to read should imply Learning to spell and Learning to spell should imply Learning to read" (p. 496). Spelling is said to be closely related to reading. This isn't always the case, though; some people have excellent reading skills but have trouble spelling words (Frith, 1980, p. 497). According to Bernard Smith and Michael Swan (2001), the mother tongue is the primary factor contributing to writing errors.

1.4.2. Grammar:

Understanding grammar rules is necessary to write a meaningful sentence or paragraph. Grammar is the set of rules that organize language. Furthermore, according to Harmer (2001), grammatical rules are not the decrees of teachers, editors, or other authorities but rather the rules that organize language. It only describes the manner in which people speak and write, and when people begin to speak and write in other ways, the rules change. The main categories of grammar rules are tenses, prepositions, word classes, voice, and many others. Many students find these rules to be difficult to follow when writing. Hartwell (1985), who looked into the impact of teaching grammar, cited a number of studies and came to the conclusion that neither students' writing skills nor their ability to spot mistakes were improved by formal grammar instruction.

1.4.3. Vocabulary:

Vocabulary is a potent meaning carrier, according to Hubbard (1983). It is one of the most crucial language abilities that a learner must possess because it is the basis for all written and verbal communication in any language. In addition, vocabulary teaching and learning "represents one of the major challenges that face EFL / ESL teachers and learners" (Al-Zahrani, 2011, p. 34). The majority of ESL/EFL students struggle to communicate in English due to their limited vocabulary, which has a negative impact on their English language proficiency. Limited vocabulary makes it difficult for EFL learners to communicate their ideas effectively, and it can significantly impact their overall academic progress. Word choice mistakes in academic writing can lead to misunderstanding or incomprehensibility, further exacerbating the problem.

1.4.4. Punctuation:

According to the eighth edition of the Oxford Advanced Learner Dictionary, punctuation is the use of symbols like the comma (,), period (.), and colon (:) to demarcate the beginnings and ends of sentences. Because it requires a lot of time and repetition, using different punctuation marks appears to be a challenging task for learners. According to Carroll and Wilson (1993), punctuation can cause three issues. The first is that punctuation rules aren't always exact, it's complicated, and the meaning depends on one's writing style. Because each punctuation mark has a unique interpretation of the meaning, how a student punctuates writing can completely alter its meaning. Students must therefore be aware of their punctuation, which is typically an issue for them.

1.4.5. Cohesion and Coherence:

Students must be able to use certain organizational skills, primarily cohesion, and coherence, in order to produce a clear, seamless, and well-structured piece of writing. According to Bachman and Palmer (2010), one shows cohesion knowledge by "producing...explicitly marked relationships among sentences in written texts" (p. 45). Consistency issues in writing can lead to issues with cohesion. These variations or shifts frequently involve tenses, voices, persons, numbers, styles, or points of view. Because of the ambiguous relationship between the ideas, the shifts may cause the reader to miss important points. According to Ahmed (2010), a number of studies conducted in the Arab world have illuminated the issues with coherence that students face when writing inEnglish.

For instance, written texts by Arab students showed that common causes of incoherence and textual deviation include repetition, parallelism, long sentences, a lack of variety, and the improper use of some cohesive devices. Furthermore, according to other studies, the coherence and cohesion of the written texts of Yemeni and Moroccan students exhibit some weaknesses.

1.4.6. Informal Language:

The language used in writing is just as important as the content and findings, even though the dissertation is graded on its quality and content. Thus, academic writing requires the use of language that is appropriate for the subject, genre, purpose, and audience. Any awkward language choices could lead readers astray and divert their attention. Additionally, if you express your ideas informally, they might not take them seriously.

As a result, appropriate decisions regarding formality, technicality, and familiarity should be made. According to Tent (2008), "Inaccurate, awkward, or overly complex English may make it harder for your reader to understand the content of your dissertation, negatively affecting how your work will be assessed" (p. 31). In academic writing, researchers should refrain from using slang, colloquialisms, and regional terms. Slang expressions quickly become out of date and may have different meanings depending on the regions and cultures in which they are used, so such wording is rarely understandable to all readers.

1.5. Reasons behind Linguistic Factors:

1.5.1. Lack of Reading:

Reading is a good tool for helping students write better because it involves studying written material. According to some studies by Krachen (1984, as cited in Harmer, 2006, p. 224), which compared classes that focused more on reading than writing, the reading group demonstrated greater growth than the writing group during the writing test. The two skills are complementary and can be developed together even though they are separate because reading is a passive activity while writing is a productive one. Reading can, of course, be the goal in and of itself, and is likely to be more significant than writing, but the two skills can and should be developed closely in tandem, according to Byrne (1991, p. 22). Better writers tend to be better readers, better writers read more than poorer writers, and finally, better readers tend to produce more syntactically sound writing than poorer readers (Eisterhold, 1997, p. 88). Therefore, the directionality of the skills transfer is a concern when learning a second or foreign language.

1.5.2. Influence of Mother Tongue on Writing in English:

In addition to the lack of reading, students face another obstacle that hinders their ability to write correctly. Numerous researchers, including Harmer (2006), Kroll (1997), Sadek (2007), and Stark (2005), are most interested in this issue. Generally, foreign language teachers emphasize the need for EFL writers to think and write as much as possible in English. According to Friedlander (1997), "writers do any of their work in their first language" (p. 109). This indicates that learning English will be hampered by the incorrect transfer of vocabulary and sentence structures from the first language.

Writing abilities and strategies, whether strong or weak, will be transferred by writers from their first language to their second or third, according to Friedlander's (1997) study (as cited in Sadek, 2007, p. 109). According to Edelsky (1982), "writing knowledge transfers across languages" when it comes to writing in one's first, second, or third language (as cited in Friedlander, 1997, p. 109). This means that students who write use their L1 knowledge and writing techniques to support and help their L2 or FL writing.

Conclusion:

Writing a dissertation can be a difficult process. This section aimed to compare and contrast the differences and similarities between a thesis and a dissertation. Additionally, it outlined the various stages involved in writing a dissertation and the role of the supervisor in the process. Lastly, it sought to identify the common difficulties that students may encounter when conducting their research and writing their dissertations.

Chapter Two

Research Methodology and Data Discussion

Introduction:

The current chapter covers the practical part of the study. Which's main aim is to investigate and identify the challenges and difficulties encountered by EFL master two students while writing their dissertations. To pinpoint such hindrances, questionnaires for both students and teachers were given out. This chapter presents where the study took place, the chosen methods to conduct the investigation (qualitative and quantitative), a description of the data collection tools, an analysis of the data, and the population sampled for the study, including its size. This chapter concludes with a discussion of the findings.

Research Methodology:

The current section describes the research methodology and procedures. The research design, the sampling size, the techniques, and data collecting tools are all covered.

Research Design:

The study was a case study conducted at Yahia Fares University in Medea. It used descriptive quantitative and qualitative designs, which were preferred because the researchers wanted to have a thorough understanding of or information about the challenges faced by EFL master two students when writing their dissertations. Burns and Grove (2001, p. 248) "Descriptive design helps to identify problems in current practice with a view to improve outcomes." Quantitative method research involves data collection techniques that primarily produce numerical data, which is then analyzed by a statistical method in percentage, in the form of frequency tables. On the other hand, qualitative research involves data collection procedures that primarily reveal non-numerical data, and it is deemed to be the best for "representing the views and perspectives of people in a study" (Yin, 2011, p. 7). Both approaches complement one another and aid researchers in exploring and analyzing in detail the difficulties and obstacles that students face. "Quantitative and qualitative inquiry can support and inform each other," claims Zoltan (2007, p. 42).

Sampling Size and Sampling Techniques:

The study was conducted in Yahia Fares University‟s English Language department during 2022/2023. The sample consisted of fifty (50) master two students who were in the process of writing the dissertations as their final assignment as it is required from them to conduct research and write a dissertation in order to graduate. Also, fifteen (15) supervisors

were questioned to provide their thoughts on the challenges faced by their candidates.

Data Collection Tools:

To complete this study, the data collection instruments that were to be employed were the questionnaire. Two questionnaires were designed to gather qualitative data. One of the most popular methods for gathering data used in research projects, according to Kothari (2004), is the use of questionnaires. According to Orodho (2008), questionnaires are frequently used to gather information on current circumstances, opinions, and attitudes in a clear and concise manner. Questionnaires for both students and teachers submitted online, aimed at exploring the difficulties EFL master two students face while accomplishing their thesis and to have specific information about how teachers view these obstacles.

Student's Questionnaires:

Administration of Students' Questionnaire:

The students' questionnaire was designed on Google Forms, and distributed among fifty (50) students online via "Facebook" in the group of second-year Master's students due to time constraints and unavailability of second-year Master students. Before starting the questionnaire, students received some instructions on how to respond.

Description of the Questionnaire:

The questionnaire administered to students consisted of 24 questions divided into five sections. The initial section focused on obtaining personal information from students, such as their gender, age, and current situation. The second section comprised questions assessing students' proficiency in academic writing. The third one focused on the challenges students encountered during the different stages of the dissertation writing process. The fourth section was about examining the various difficulties faced by students, particularly those arising from personal and linguistic factors. Finally, the fifth section was concerned with eliciting additional feedback and suggestions related to the dissertation theme.

The questionnaire was structured based on the objectives of the study, with each question in the questionnaire designed to obtain a piece of specific information relevant to the study's focus. It included; both closed-ended and open-ended questions so students are given sufficient time and freedom to express their opinions.

Data analysis for Student s' Questionnaire:

Section one: Personal information

Q.01. what is your gender?

A. Male

B. Female

Q.02. How old are you?

A. 20-25 years

B. 26-30 years

C. More then 30

Q.03. What is your situation?

A. Student

B. Student-worker

These Three questions were addressed to EFL Master Two students, and they aim at identifying the personal information of the participants who answered this questionnaire.

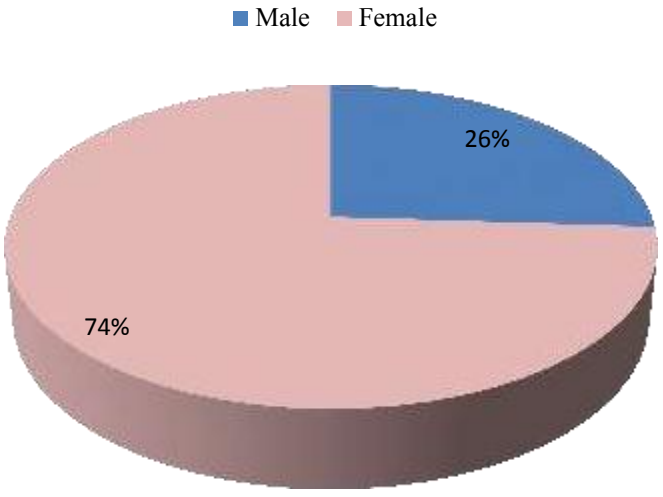


Figure 01: Students' Gender

Participants	Number	Percentage
Students	32	64%
Students-workers	19	38%

Table 01: Students' situation

Our research was made in a panel of ages going up from 20 to 30 years old. In which 32 participants were students, while 19 of them were workers and students at the same time, as shown in Figure 02.

According to the statistics shown in Figure 1, the number of female participants who responded to the questionnaire was 37, with a (74%) response rate. On the other hand, only 13 male students responded to this questionnaire, with a rate of (26%). The findings of these statistics suggest that the majority of those who responded to this questionnaire are female students, which is true for foreign languages in general that appear to be more intriguing to females than to males.

Section two: Academic writing

Q.04. How is your level in academic writing?

A. High

B. Medium

C. Low

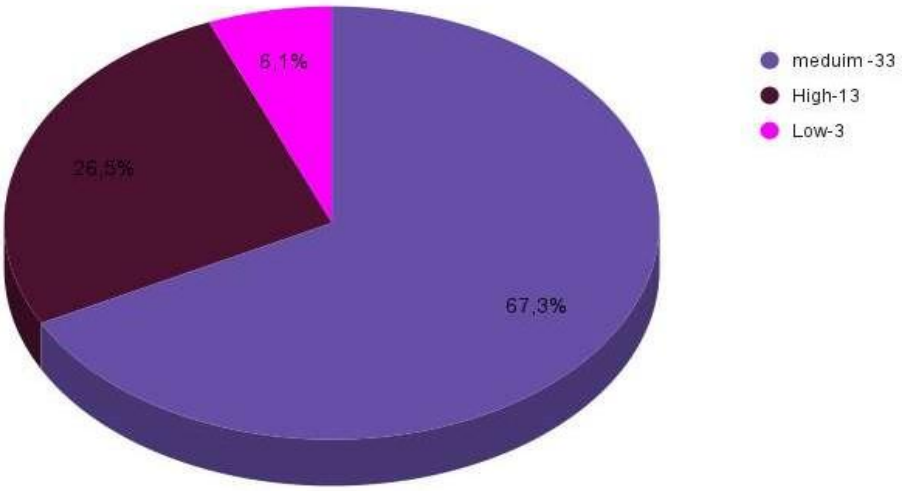


Figure 02: Students' level in academic writing

This question was answered by a sample of 49 Master Two students out of 50 (67.3%) of them considered their level in academic writing as a medium, meaning that these students possess an intermediate level of proficiency in writing academic papers, indicating that they can produce texts that meet the expected standards but may still have room for improvement.

On the other hand, (26.5%) of the respondents selected the "high" option, denoting a high degree of control they have over academic writing. These students are likely to be more experienced and skilled in writing academic papers, and their work may reflect a higher level of sophistication and mastery of academic writing. Only three students (6.1%) chose the "low" option, indicating that they struggle with academic writing and may require additional support or resources to improve their skills. While this percentage is relatively small, it highlights the importance of providing adequate support and guidance to students who may face challenges in mastering the skills of academic writing.

Overall, based on these results, we can conclude that Master Two students' level in academic writing is medium, with a significant proportion of students possessing an intermediate level, while others demonstrate a high degree of control or struggle with the task.

Q.05. How did you gain your knowledge about academic writing?

A. From the teacher's courses.

B. Previous knowledge

C. Your own research

D. Other

Options	**Frequency**	**percentage**
From the teacher's courses	34	68%
Previous knowledge	12	24%
Your own research	19	38%
Other	3	6%

Table 02: The source of students' knowledge about academic writing

The table above is a representation of how did master two students gain their knowledge about academic writing. The results of the survey indicate that (68%) of students' knowledge about academic writing was gained from their teachers' courses. Highlighting the idea that most university students rely heavily on their teachers' lectures to develop their skills in academic writing. In contrast, (24%) of the students reported that their knowledge about academic writing was acquired from previous knowledge, suggesting that these students may have had some exposure to academic writing before their current courses. This group of students may have an advantage over their peers who are starting from scratch, as they may have a foundation of knowledge and skills to build upon. Interestingly, a significant proportion of the respondents (38%) chose the thirdoption, which suggests that they feel less confident in doing research and may require additional support or advice in this area. This finding highlights the importance of providing resources and support for students who may struggle with research. Finally, a small percentage of the respondents (6%) reported that they consulted other sources of

knowledge to attain more information about academic writing. This group of students may be highly motivated in seeking out additional resources and information to enhance their skills in academic writing.

University students' knowledge and skills in academic writing are influenced by a variety of factors that may effect students to develop the skills and confidence they need to succeed in their academic writing.

Q.06: Do you think you have had enough assignments to improve your academic writing skills?

A. Yes

B. No

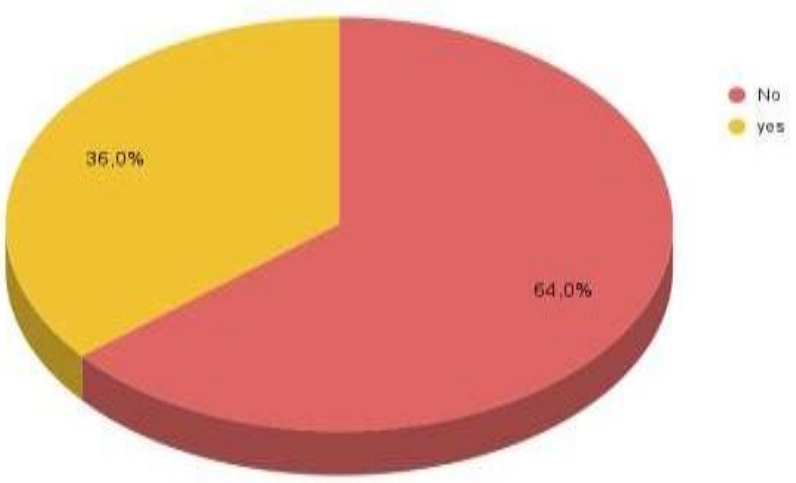


Figure 03: Students thoughts on the amount of assignments provided by the teacher to improve their academic writing

The main objective of posing this question was to determine whether students have been given sufficient academic writing assignments to enable them to develop their skills in academic writing. (36%) of the students responded positively, suggesting that they feel they have had enough practice to improve their academic writing skills. This group of students may have had more opportunities to practice writing assignments, and may have been able to develop their skills and confidence through these experiences. However, the majority of the respondents (64%) answered negatively, indicating that they are dissatisfied with the number of assignments provided by their teachers to enhance their skills and proficiency in academic writing. The results to this question indicate that there is a need for

teachers to provide more opportunities for students to practice writing assignments and receive feedback, as this is critical for developing their skills and proficiency in academic writing.

Q .07. Which aspect of academic writing do you find most difficult?

A . Grammar

B. Vocabulary

C. Punctuation

D. Spelling

E. Other

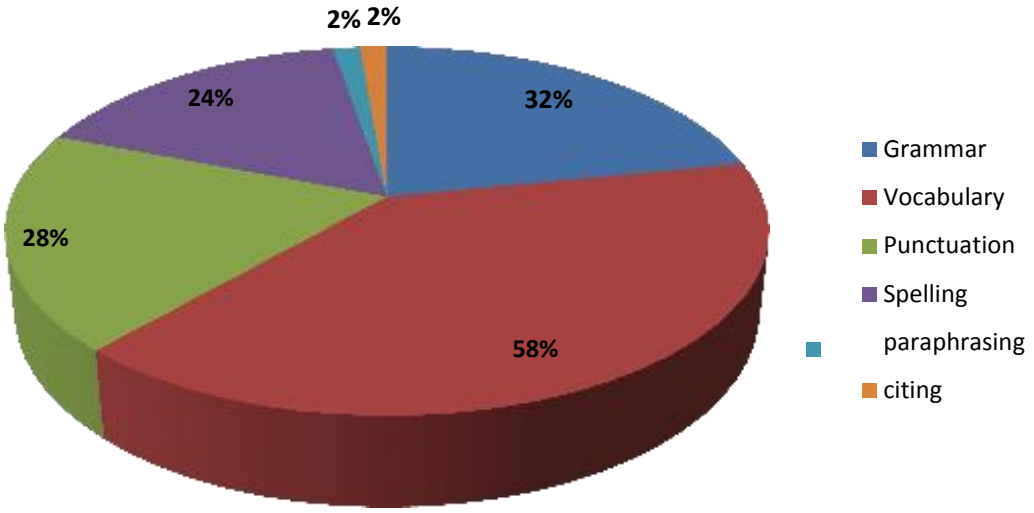


Figure 04: Aspects of academic writing students find most difficult

The seventh question in the survey asked participants to identify the most challenging aspect of academic writing. The results indicate that there are several areas that students struggle with, including grammar, vocabulary, punctuation, and spelling. Out of the 50 students who responded, 16 (32%) indicated that grammar was their biggest difficulty. Emphasizing on the continued challenges that EFL students face with maintaining accurate language, despite their experience with the English language. The majority of respondents, 29 (58%), identified vocabulary as their main issue. Confirming that achieving a native-like level of vocabulary in a second language is nearly impossible. Punctuation was chosen by 14 (28%) students as their main difficulty, while 12 (24%) selected spelling. These findings suggest that students may need more practice and feedback in these areas to improve their writing skills. Paraphrasing and citing were each selected by only one

student, making them both equal at (2%). These results suggest that while these areas are important aspects of academic writing, they may not be as challenging for students as other areas such as grammar, vocabulary, punctuation, and spelling.

Q.08. How was the writing of your research proposal?

A. Easy

B. Difficult

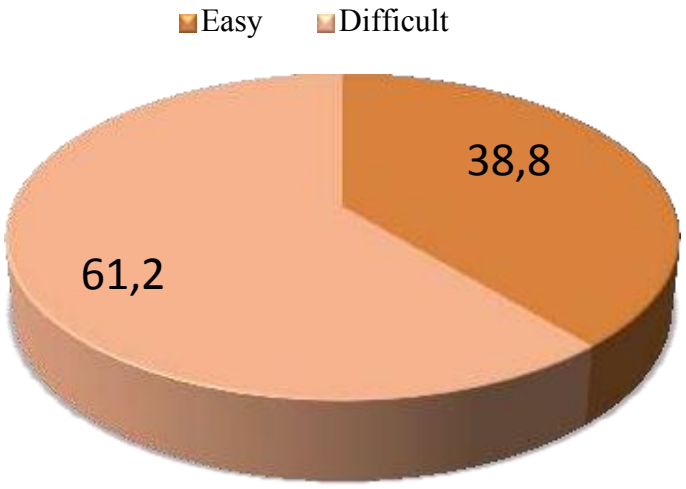


Figure 05: Students' thoughts on the research proposal writing process

Writing the research proposal is considered the very first leap toward thesis writing. So the main aim behind asking such a question was to find out how did master two students receive a task that is the initial stage that sets the framework for their entire research. According to the answers in the graph above, (38.8%) of students did not encounter any obstacles in writing their research proposals and found it easy to complete, But the estimated majority of (61.2%) considered it a difficult task to achieve. Most of the students find writing a research proposal challenging because, of the difficulties that may arise from their limited proficiency and inadequate command of the target language, insufficient knowledge of research methodology, and inadequate practice in writing in general and academic writing in particular. These factors can harm their overall performance in writing their dissertation. Vein, Deborah, Emmanuel, Emmanuel, & Gray, Edward (2003) argue that novices may not know what is required of a research proposal or do not feel capable enough to achieve the requirements. Other studies claim that hindrances could also stem from writing a research proposal in academic English, as both the genre and the academic register may be unfamiliar to the novices.

Section three: Dissertation writing challenges

Q.09. How was choosing your thesis topic?

A. Easy

B. Difficult

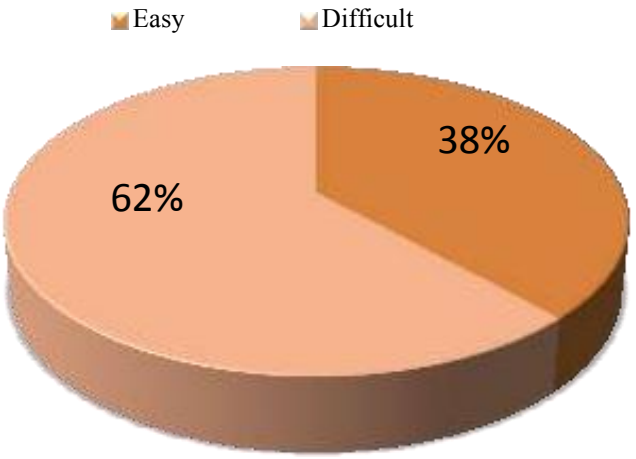


Figure 06: Choosing the thesis topic

In relation to the selection of the thesis topic, the table reveals that (62%) of the surveyed students encountered challenges in selecting a topic for their dissertations highlighting the potential difficulties that some students face in this process. It is worth noting that the proportion of students who encountered challenges in selecting a topic (62%) is higher than the proportion who found it to be easy and straightforward (38%). This suggests that while some students may find the process of selecting a topic to be relatively easy, the majority of students face some level of difficulty in this process. Despite these challenges, it is important to recognize that selecting a topic is not an obstacle for all EFL master two students. With the right support, guidance, and resources, students can navigate the topic selection process and identify a topic that is both meaningful and feasible for their dissertation work.

Q.10. How did you choose your topic?

A. suggested by the supervisor

B. From prior work

C. From your area of interest

D. inspired from real life

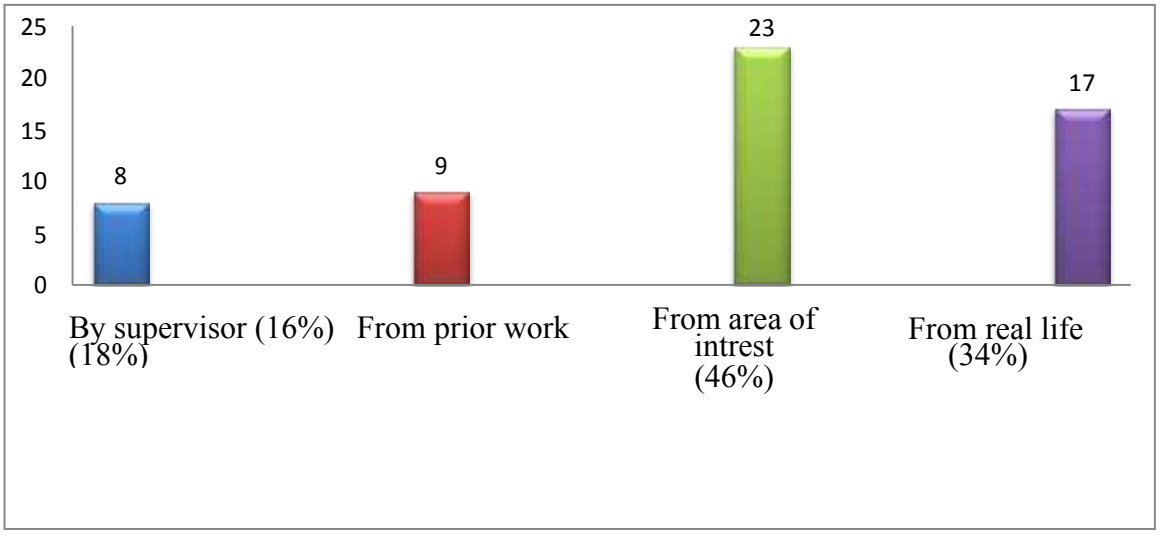


Figure 07: Thesis topic selection

Based on the data presented in the table above, it can be inferred that only (16%) of students relied on their supervisors to suggest dissertation topics suggesting that students may feel confident in their own ability to identify a topic and carry out a research.However, it is also possible that some students may not feel comfortable approaching their supervisors for guidance, or that supervisors may not have had sufficient time or resources to provide to each student. The fact that the majority of students (46%) chose topics related to their area of interest indicates that students are motivated by personal passion and curiosity in their research. This can lead to more engaged and enthusiastic research, as students are more likely to be invested in their topics and dedicated to producing high-quality work. The (18%) of students who based their topic selection on prior work may have found inspiration from previous research or may have chosen to build on existing ideas. This approach can be beneficial as it allows students to contribute to a larger body of research and potentially make meaningful contributions to their field. It is worth noting that (34%) of students selected their dissertation topics "from real life", highlighting the diversity of approaches that students may use when selecting a topic and underscores the importance of providing support and guidance throughout the dissertation process. Overall,

these findings suggest that the dissertation topic selection process is complex. While supervisors play a critical role in supporting students, students also draw on their own interests and prior experiences to identify topics that are meaningful and engaging to them.

Q.11. Which difficulties did you encounter when finding your research topic?

A. Difficulty in finding the field of the topic

B. Difficulty in deciding which topic is relevant

C. The topic was not approved by the supervisor or the administration

D. Difficulty of finding a topic that triggers your interests

E. other

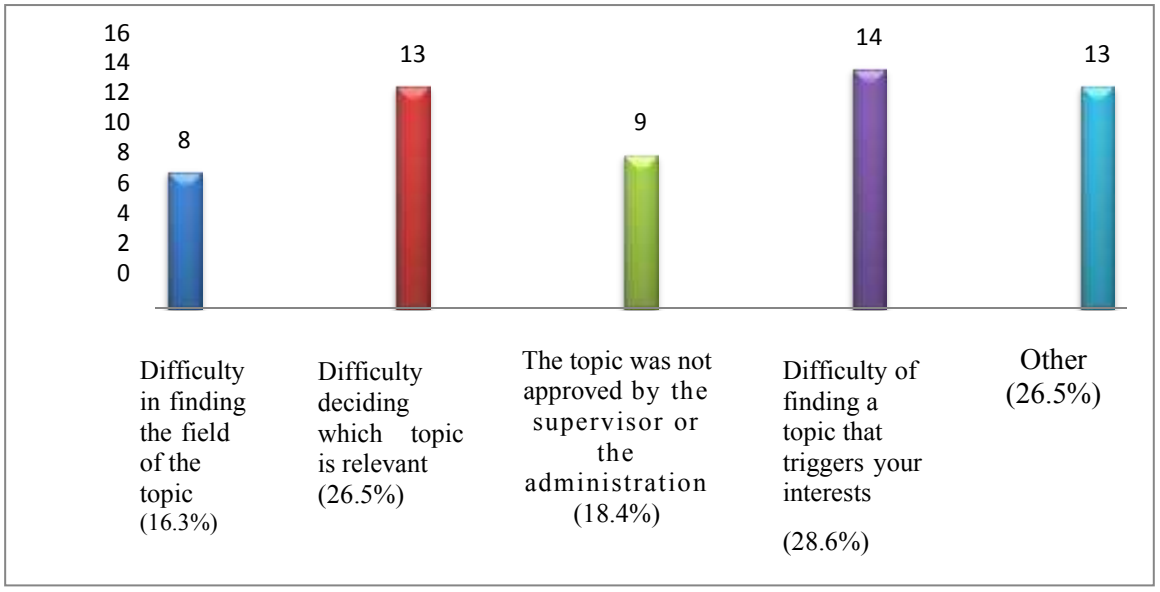


Figure 08: Difficulties encountered by students when finding a suitable research topic

The results presented in the eleventh figure provide insight into the specific difficulties that students encountered when selecting their research topics. According to the data, (16.3%) of students struggled with finding the field of their research topic. While (26.5%) found it challenging to decide on a topic that was relevant to their area of study. This emphasizes the importance of selecting a topic that is personally meaningful as well as academically rich.

Additionally, (18.4%) of students encountered challenges related to the approval of their chosen topic by their supervisor or administration, which may have required them to modify their research plans or seek different topics. A significant percentage of (28.6%) also reported difficulty in finding a topic that aligned with their area of interest, which may have made the process of selecting a topic more daunting or frustrating. Interestingly,

(26.5%) of students reported encountering difficulties in selecting a topic for reasons that are not specified in the data. This highlights the potential complexity surrounding the topic selection process, as students may face unique challenges or obstacles based on their individual circumstances and experiences.

Given the range of difficulties that students encountered when selecting their research topics, it is important to note the impact these hindrances may have had on the students' overall research experiences. For example, if a student struggled to find a topic that aligned with their interests, they may have had less motivation to invest time and effort in the research process. Similarly, if a student's topic was not approved by their supervisor or administration, they may have had to start over with a new topic, leading to delays and setbacks in their research timeline.

Q. 12. Which part of the thesis do you find most challenging to write? (e.g., introductions, literature review...etc) and why?

The twelfth question is open-ended. We decided to give full freedom to students to express their thoughts on which part of the thesis they find most challenging to write.

The majority of respondents (30 out of 50) found the literature review to be the most challenging part of writing their thesis. This is not surprising, as the literature review requires a detailed understanding of the existing literature on the topic and the ability to analyze that information. Many respondents noted that "the literature review involved reading a lot of articles and books to find relevant literature, selecting the most suitable sources, and avoiding plagiarism." A few respondents (7 out of 50) also found the introduction to be a challenging part of thesis writing. As it sets the tone for the entire document and needs to be well done. Others (4 out of 50) mentioned that the theoretical part was difficult due to the amount of time required to read and synthesize multiple sources. (3 out of 50) considered the practical part challenging due to the need to analyze and interpret data and the demanding statistical skills. A couple of respondents (2 out of 50) also found the methodology and data analysis to be difficult due to the level of detail and justification required for every step in the research. (6 out of 50) noted that all parts of the thesis were challenging. While others (2 out of 50) mentioned specific challenges such as a lack of references when looking for relevant literature, and struggling with language and scientific terms in the literature review.

Overall, the responses suggest that the literature review is the most challenging part of writing a thesis, likely due to the time and effort required to gather and synthesize relevant

literature. The introduction was also noted as a challenging part due to its importance in setting the tone for the entire document. Respondents also mentioned challenges related to data analysis, methodology, and theoretical frameworks, which require specific skills and a significant amount of time to complete.

Q.13. Do you know how to design?

A. An interview

B. A questionnaire

C. An experiment

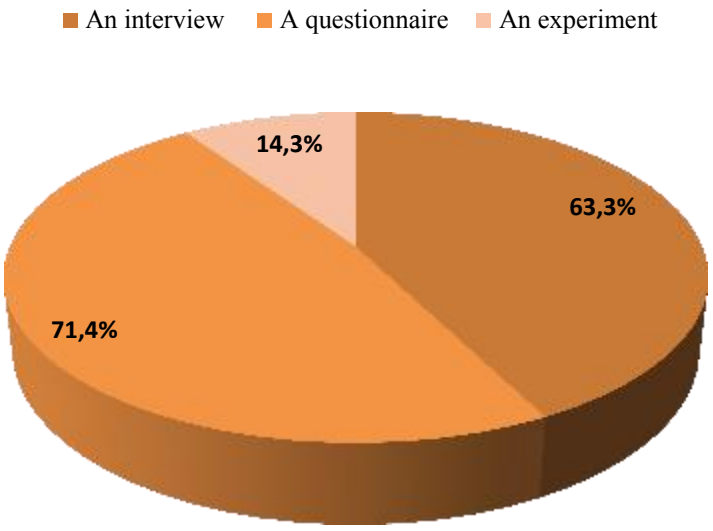


Figure 09: Designing (An interview/ A questionnaire/ An experiment)

Based on the responses shown in the chart pie (63.3%) of respondents indicated that they know how to design an interview. This suggests that a majority of the respondents have experience with designing interviews, which may be useful in conducting qualitative research. (71.4%) revealed that they know how to design a questionnaire, which means that a large majority of respondents are familiar with designing a questionnaire, which can be useful in collecting large amounts of data from study participants.(14.3%) of students revealed that they know how to design an experiment. This signifies that a relatively small number of respondents have experience with designing.

The results of the thirteenth question implies that most respondents are familiar with designing interviews and questionnaires, while a smaller proportion has experience with experimental design.

Q.14. Do you know how to analyze?

A. An interview

B. A questionnaire

C. An experiment

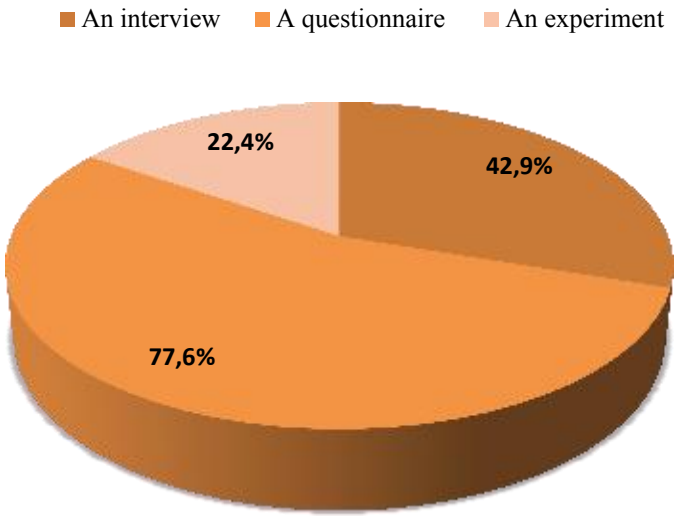


Figure 10: Analyzing (An interview/ A questionnaire/ An experiment)

The responses in the graph above show that a higher percentage of respondents feel comfortable with analyzing questionnaires compared to interviews or experiments. Approximately (77.6%) of respondents indicated they know how to analyze questionnaires, while only (42.9%) know how to analyze interviews, and (22.4%) indicated that they know how to analyze experiments.

Q.15. How is your relationship with your supervisor?

Based on the responses, it appears that the relationships between students and their supervisors vary widely, ranging from excellent to non-existent. Some individuals have reported good communication and guidance from their supervisors, while others feel ignored or disappointed by the lack of contact. Some describe a professional and respectful relationship that involves mutual understanding and interactive support, which can significantly impact their work experience, job satisfaction, and productivity.

The majority of respondents reported having good or very good relationships with their supervisors, with over half of the respondents providing positive feedback. However,

a small percentage of respondents reported negative experiences with their supervisors, including feeling disappointed, ignored, or having little to no contact. A few respondents noted that their supervisors are slow to respond to emails or that their relationships are complicated. Nevertheless, several respondents reported that their supervisors provide them with guidance, advice, and suggestions, and some describe their relationships as interactive, helpful, or based on mutual understanding and respect.

Q.16. How is your relationship with your group?

In the sixteenth question students were asked about their relationship with theirgroup. As a result, most respondents reported having good or very good relationships with their group, with over (60%) providing positive feedback.

.Good/Very good: 30 (70.6%)

.Great: 3 (7.1%).

Others noted that there are occasional clashes or differences in work strategies, but overall the group is able to work well together. A few respondents described their relationships with their group as cooperative or collaborative, while several others noted that they work alone. A small percentage of respondents reported that their relationships with their group are not good or are based on a lack of alternative options as one students said" Not very good. I was put in the group, because i don't have Friends to work with". While one students described their relationship with their group as "beautiful." Finally, two respondents reported very well or close knit relationships with their group, noting that they are able to work through disagreements in a rational manner and are willing to defer to others' opinions when necessary.

Q.17. So far, how is your dissertation writing process going ?

The feedback received from the seventeenth question indicates that the majority of respondents were making a progress with their dissertation writing process -by the time we received the questionnaire answer was March 2023, and they generally feel that things are going well. However, some are experiencing challenges and difficulties with various aspects of the process. As a number of students mentioned that they are progressing slowly or are struggling with specific tasks, such as "conducting the literature review or finding appropriate activities to test their samples". Despite these challenges, many are still optimistic and determined to complete their work within the given time-frame. On the other hand, a small number of respondents expressed more

significant concerns about the state of their dissertation writing progress. Reporting feeling stressed and overwhelmed, while others have expressed that they have not yet started or are still working on the first chapter, stating... "Very stressful", "Not very promising" and "Extremely slow, it's the end of march and we are still working on the first chapter."

It's important to keep in mind that writing a dissertation is a demanding and time-consuming task that requires a lot of dedication and effort. Although some respondents seem to be struggling, many are making progress and have completed a substantial portion of their work. As one said "Almost done" and" I did 50% of the work.

The feedback in general, suggests that the dissertation writing process is a mix of progress and challenges, but most students are working hard to complete their work within the given time-frame.

Q.18. I have difficulties in understanding the methodology

A. Agree

B. Neutral

C. Disagree

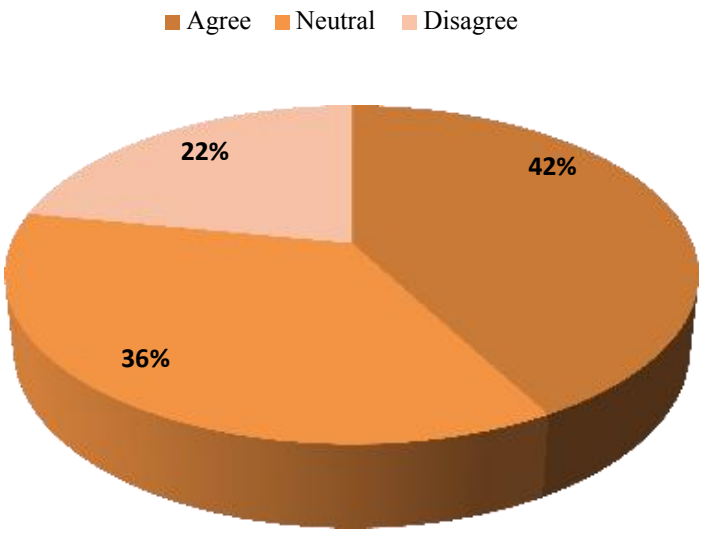


Figure 11: Understanding the methodology

Firstly, it is worth noting that the fact that (42%) of respondents agreed they have difficulties understanding the methodology is a significant proportion indicating that there may be some underlying issues with the clarity or accessibility of the

methodology. This could be due to a number of factors, such as a lack of explanation, overly complex language or concepts, or simply a difficult subject matter. However, it is also important to consider the (36%) of respondents who were neutral on the issue. While they did not express a strong opinion either way, it's possible that some of them may still have some difficulties with the methodology but were not confident enough to state it outright. Alternatively, some respondents may have a good understanding of the methodology and found it easy to understand, but were not motivated to express their opinion strongly. It is interesting to note that only (22%) of respondents disagreed that they have difficulties understanding the methodology. This suggests that the methodology is generally perceived as challenging or unclear by a significant portion of the respondents, although there is still a minority who do not find it difficult.

Q.19. I have difficulties in managing Time through the process of writing a dissertation

A. Agree

B. Neutral

C. Disagree

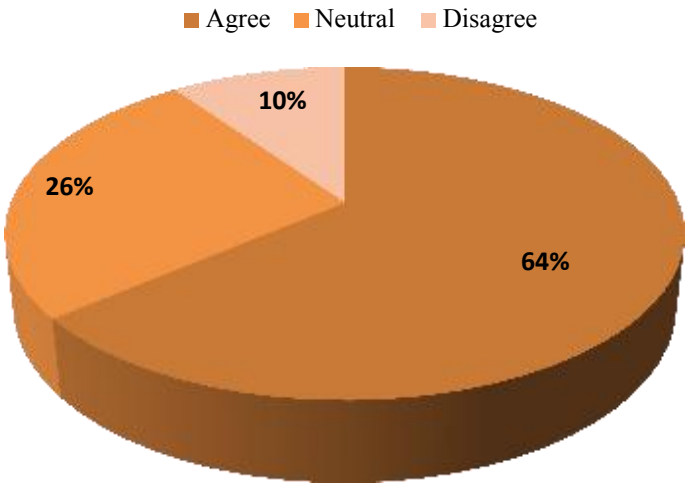


Figure 12: Time management through the process of writing a dissertation

Based on the data presented in the chart pie above, it appears that a significant percentage of respondents (64%) agree that they have difficulties managing time through the process of writing a dissertation. This indicates that time management is a concern for many individuals undertaking this task, which is not surprising given that writing a dissertation can be a complex and time-consuming process. A smaller proportion of respondents (26%) were neutral on the issue, which suggests that they

may not have a strong opinion or may not have thought deeply about the issue of time management. However, it is possible that some of the neutral respondents may already have good time management skills or may not be struggling with time management in their dissertation writing process. Lastly, only (10%) of respondents disagreed that they have difficulties managing time through the process of writing a dissertation. While this is a minority, it still suggests that some individuals may have effective time management strategies or may not be experiencing significant issues with time management during their dissertation writing process.

Q.20. I have difficulties avoiding plagiarism.

A. Agree

B. Neutral

C. Disagree

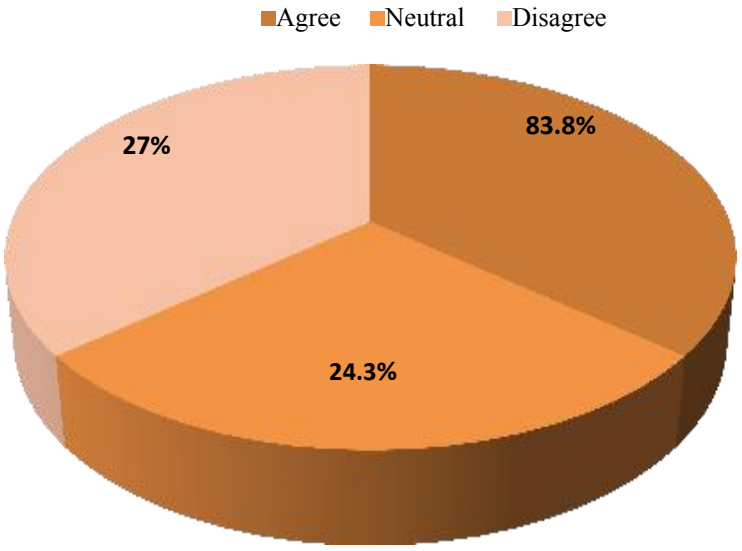


Figure 13: Students plagiarism avoidance

Based on the percentages provided on the chart pie above. it appears that a substantial numeral of students (83.8%) agree that they have difficulties avoiding plagiarism. This indicates that many students may not fully understand the rules and guidelines for avoiding plagiarism or may struggle with implementing them in their own writing. A smaller number of students (27%) disagree with this statement, meaning that they may have a better understanding of how to avoid plagiarism or have not experienced significant difficulties in this area.

The neutral reaction (24.3%) is also noteworthy, as it suggests that some students may not feel strongly one way or the other about their ability to avoid plagiarism. This may indicate a need for additional education and support in this area, as some students may not realize the importance of avoiding plagiarism or may not be fully aware of the consequences of plagiarism in academic writing.

Across the board, these outcomes highlight the importance of providing students with clear guidelines and resources for avoiding plagiarism and ensuring that they have a strong understanding of the expectations for academic writing. It may also be useful to provide additional support and education to students who are struggling in this area, in order to help them develop the skills and knowledge they need to succeed in their academic writing.

Q.21. I have difficulties in discussing my ideas with the supervisor

A. Agree

B. Neutral

C. Disagree

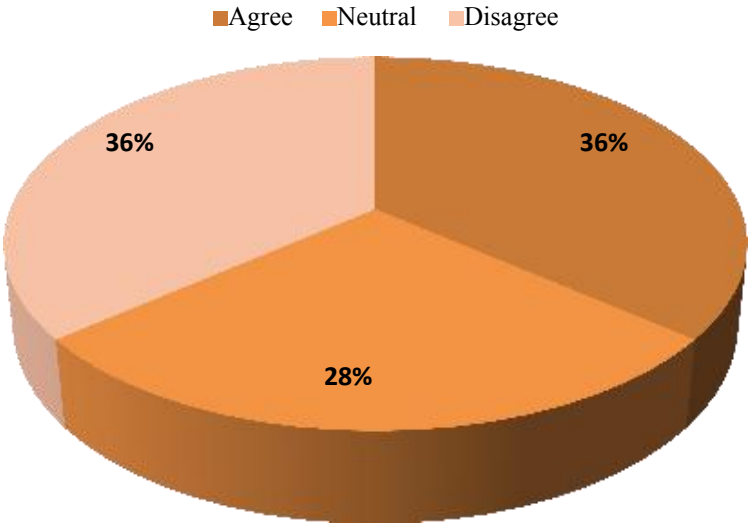


Figure 14: Students' thoughts on discussing ideas with the supervisor

Based on the results, respondents are equally divided on the issue of difficulties discussing their ideas with their supervisor. (36%) of them agree on having difficulties discussing their ideas, while (36%) disagree. The remaining (28%) remained neutral on the issue, indicating that they may not have a strong opinion or may not have encountered any difficulties in discussing their ideas with their supervisor. The reasons

for the difficulties may vary, and the respondents who agreed with the statement may have different experiences or concerns. For example, some students may feel intimidated by their supervisor or may struggle to articulate their ideas effectively, while others may have communication issues or may not have a good relationship with their supervisor. Conversely, who disagreed with the statement may have had positive experiences discussing their ideas with their supervisor, indicating that their relationship and communication channels are effective.

Section four: Psychological and linguistic factors

Q.22. I have psychological factors affecting the dissertation writing

A. Agree

B. Neutral

C. Disagree

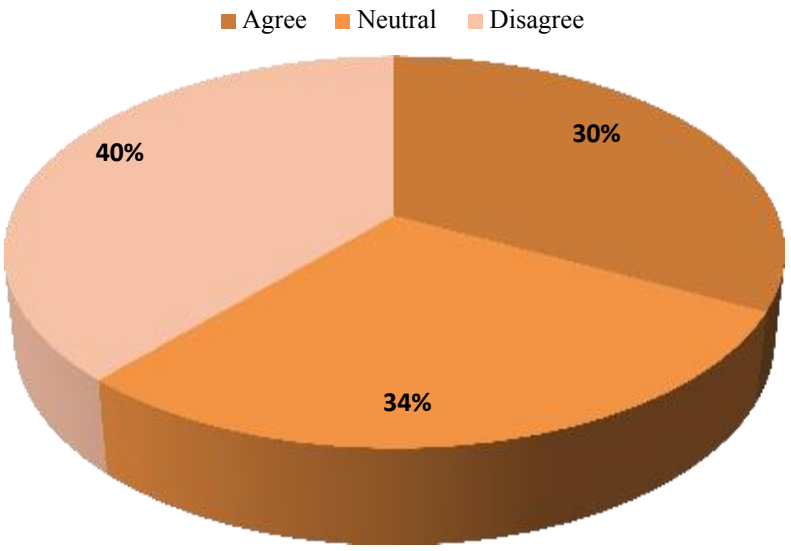


Figure 15: Psychological factors affecting the dissertation writing

Based on the results on the graph above, it appears that a significant proportion of respondents (34%) agree that they have psychological factors affecting their dissertation writing. This suggests that these individuals are experiencing some form of psychological distress or issues that are impacting their ability to write their dissertation effectively. (40%) disagreed with the statement, indicating that they may not be

experiencing any significant psychological factors that are impacting their dissertation writing. It is also possible that some of these respondents may be experiencing psychological issues but may not be aware of it or may not be willing to acknowledge it. Additionally, 30% of respondents remained neutral on the issue, which suggests that they may not have a strong opinion or may not have considered the impact of psychological factors on their dissertation writing process.

In conclusion, the data suggests that while some individuals may be experiencing psychological factors impacting their dissertation writing, it is not the case for everyone. It may be helpful for students to seek support and guidance from their supervisor or their colleges who are going through the same path, or from mental health professionals. Practicing self-care and developing coping strategies can also help in managing psychological distress and promoting mental well-being during the dissertation writing process.

Q.23. I have difficulties in having extrinsic motivation towards writing the dissertations

A. Agree

B. Neutral

C. Disagree

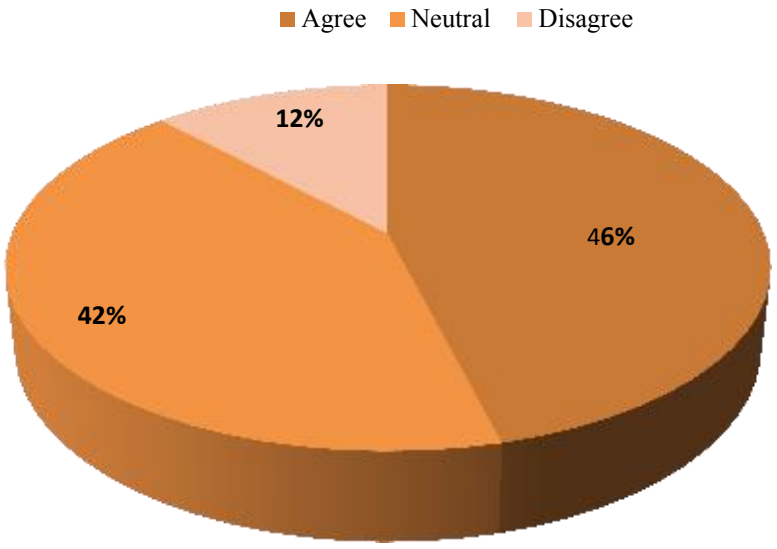


Figure 16: Students having extrinsic motivation towards writing the dissertation

As it is shown in the chart pie above, a significant proportion of respondents (46%) agree that they have difficulties in having extrinsic motivation towards writing their

dissertations. This indicates that these individuals may struggle with finding external factors, such as rewards or incentives, to motivate themselves to work on their dissertations. Meanwhile, a considerable proportion (42%) remained neutral on the issue, suggesting that these individuals may be primarily motivated by intrinsic factors, such as their passion for the topic or their desire to be advanced in their academic carriers. Lastly, only (12%) of respondents disagreed that they have difficulties in having extrinsic motivation towards writing their dissertations. This suggests that these individuals may find external rewards, such as praise or recognition motivating factors in their dissertation writing process.

The data suggests that extrinsic motivation may be a challenge for some individuals in writing their dissertations. As a result students who struggle with extrinsic motivation should identify and set achievable goals, break down the writing process into smaller tasks, and seek support and feedback from their supervisors or peers.

Section five: further suggestions

Q.24. If you have any further suggestions related to the theme of the questionnaire feel free to add them.

The final question on the questionnaire was an open ended question where students were to given the opportunity to state any further suggestions they have concerning the theme of the questionnaire.

The feedback provided by the respondents includes a mix of comments, suggestions, and opinions related to the theme of the questionnaire such as : "English students need more courses of methodology " , "I wonder why teachers rarely answer ", and "it's a good topic however many students feel anxious while writing their dissertation because they have a weak background about methodology. "

Some respondents expressed gratitude and wish the questionnaire creator good luck, while others offered specific suggestions for additional questions that could be added to the questionnaire.

One student for example provided a set of steps: "So if you want to write a better dissertation you should follow this steps:

-Write sooner.

-Modify your thesis and methodology slightly as you write and make progress in developing your overall argument.

-If you get stuck, move to another section.

-A dissertation needs to be of publishable quality and it will need to past the muster of your supervisor and committee.

-Taking notes.

-Reading and searching."

Some respondents shared personal experiences or advice related to dissertation writing, such as tips for time management or dealing with anxiety. Overall, this feedback provides insight into the diverse perspectives and experiences of individuals who are currently or have previously been engaged in the dissertation writing process.

Teacher's Questionnaires:

Administration of Teachers' Questionnaire:

Questionnaires for teachers were used as the second instrument in the data collection process. The questionnaire was designed using Google Forms and distributed among fifteen (15) teachers through "email". However, only six (6) teachers respond. The purpose of this questionnaire is to gather information and insight from supervisors about the challenges that second-year Master's students encounter while writing their dissertations. Additionally, the survey aims at identifying the most common difficulties students face during the dissertation writing process.

Description of the Questionnaire:

The teachers' questionnaire comprises fifteen (15) questions, categorized into two sections. The first section mainly concentrates on the personal details of the supervisors, including their age, gender, degree, and how long they have been teaching and supervising. While the second section of the questionnaire focuses on the opinions and attitudes of the teachers toward the difficulties encountered by Master Two students during the writing of their dissertations.

Data analysis for Teachers' Questionnaire:

Section one: Personal information

Q.01. What is your gender?

A. Male

B. Female

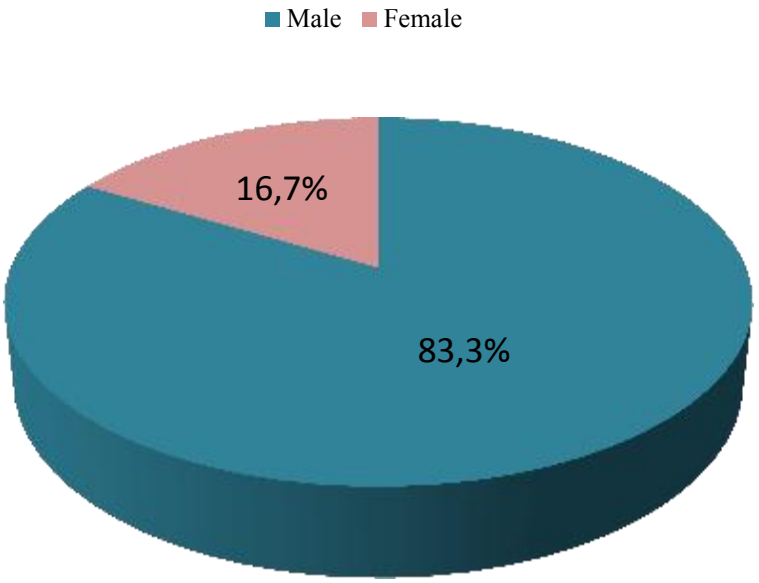


Figure 17: Teachers' gender

As shown in the chart pie above, the majority which is 5 out of 6 teachers who responded to the questionnaire were males with an estimated percentage of (83.3%). The remaining respondent identified as female (16.7%).

Q.02. What is your age?

A.30-40

B. 40-50

C. More then 50

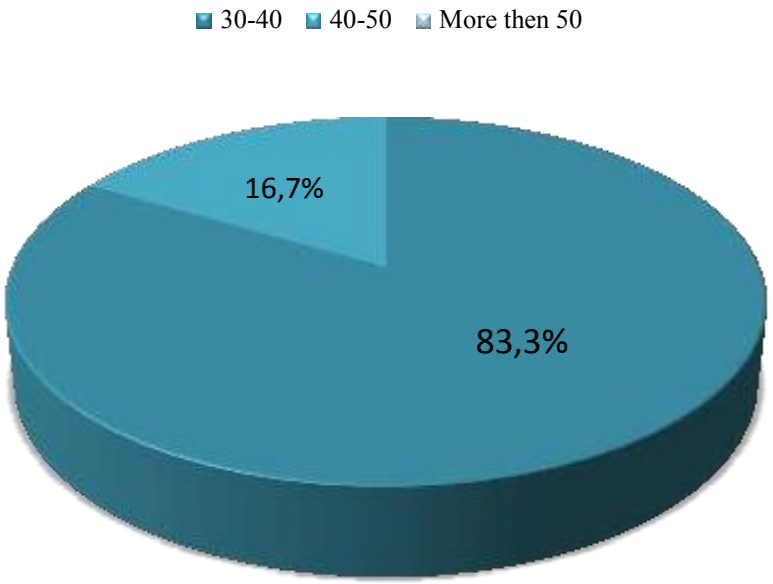


Figure 18: Teachers' age

Five out of six (83.3%), fall within the 30-40 age range, while the remaining respondent (16.7%) is between the ages of 40 and 50. No respondents reported being over the age of 50.

Q.03. How long have you been teaching English at University?

A. 1-5 years

B. 5-10 years

C. More then 10 years

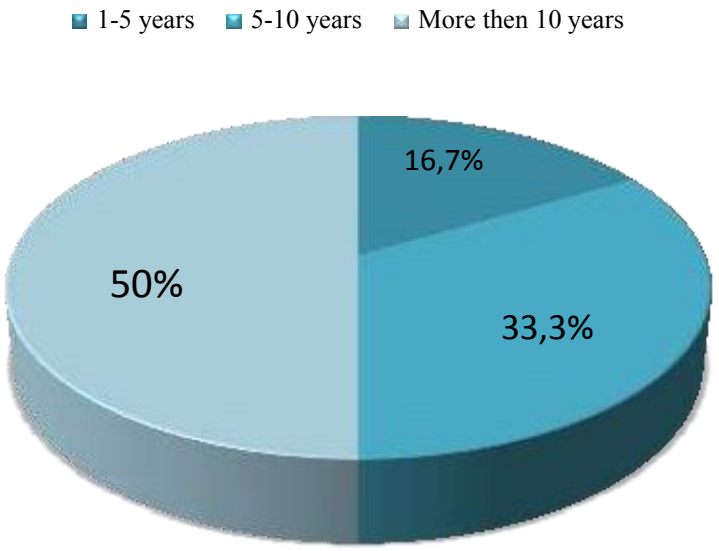


Figure 19: Teachers' teaching experience

The six teachers who responded to the questionnaire have varying levels of teaching experience at university. Three of them (50%) reported having more than 10 years of teaching experience, two (33.3%) have 5 to 10 years of teaching experience, and the remaining one (16.7%) has 1 to 5 years of teaching experience. The fact that half of the respondents reported having more than 10 years of teaching experience suggests that this sample of teachers includes individuals who are likely to have a significant amount of expertise and knowledge about teaching English at the university level. These teachers are more experienced and may have a greater understanding of the dissertation writing process and the complexities around it, while less experienced teachers may be able to provide fresh points of view on the challenges faced by students who are just beginning to write their dissertations.

Q.04. Please specify the degree you have achieved?

A. Master

B. Magister

C. Doctoral

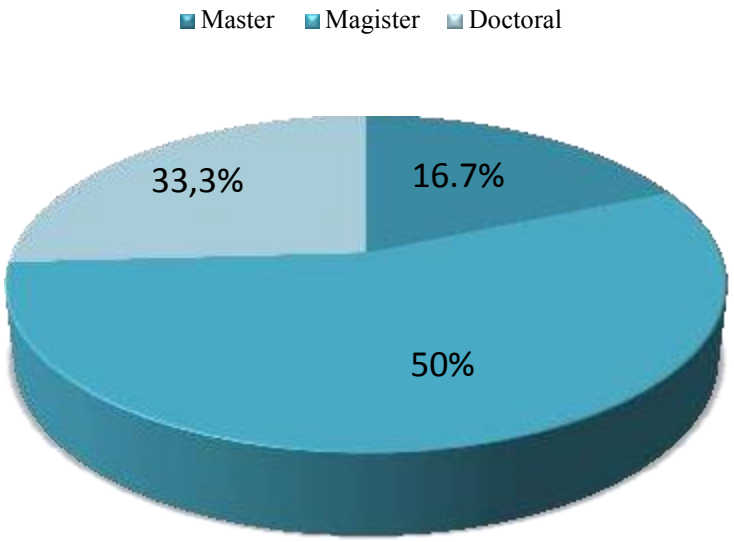


Figure 20: The degree achieved by the teacher

Three of the respondents (50%) reported having a Magister degree. Two (33.3%) have a Doctoral degree, which is the highest in the Algerian educational system. Only one teacher (16.7%) has a Master's degree. The responses to this question suggest that the teachers who participated in the study have achieved a range of different levels of educational attainment, which may influence their perspectives and approach towards teaching, research, and dissertation writing.

Q.05. How long have you been supervising undergraduate students?

A.1-3 years

B.3-6 years

C. More than 6 years

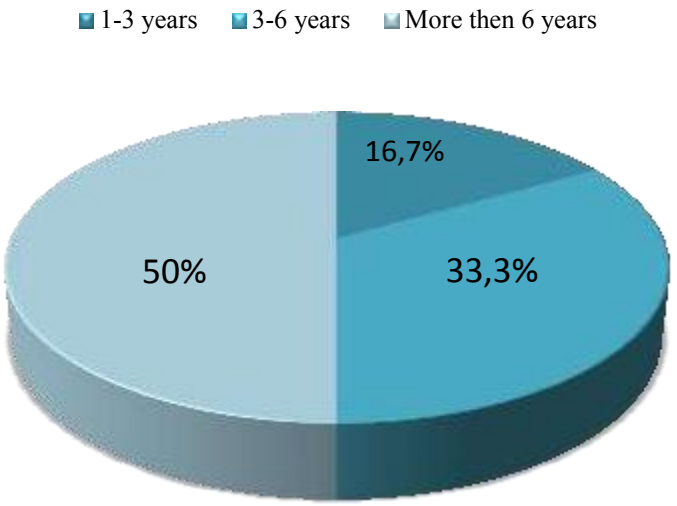


Figure 21: Teachers' supervision experience

As shown the chart pie above respondents have differing levels of experience with supervising undergraduate students.

Three teachers (50%) reported having more than 6 years of experience with supervising undergraduate students, while two (33.3%) have between 3 to 6 years of experience. Finally, one respondent (16.7%) has 1 to 3 years of experience with supervising undergraduate students. These results suggest that teachers with more experience may have a deeper understanding of the challenges that students face when writing their dissertations, and may have developed strategies for addressing these challenges based on their previous experience. While less experienced teachers may have a different approach towards assisting or supervising undergraduate students, or they may face problems themselves due to their lack of experience in dealing with dissertations and supervision in general.

Section two: Research skills and dissertation related questions

Q.06 How do you consider a dissertation?

A. A tool to improve knowledge

B. Opens new doors for future research

C. Enhances research ability

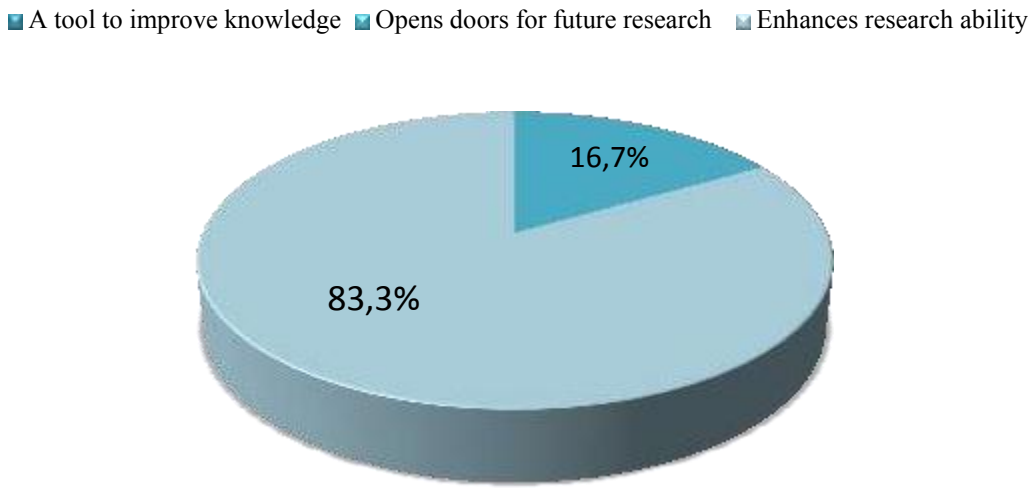


Figure 22: Teachers view and consideration of a dissertation

As shown in the figure above, the majority of the teachers who responded to the questionnaire (5 out of 6, or 83.3%) consider a dissertation to be an opportunity to enhance students' research abilities. This result suggests that these respondents view a dissertation primarily as an opportunity for students to develop their research skills and prepare for future academic work. One teacher (16.7%) indicated that he/she consider a dissertation to be a tool that opens up new doors for future research. Interestingly, none of the respondents selected the third option, "A tool to improve knowledge".

Q.07. Do you think students who are currently working on their thesis share your point of view?

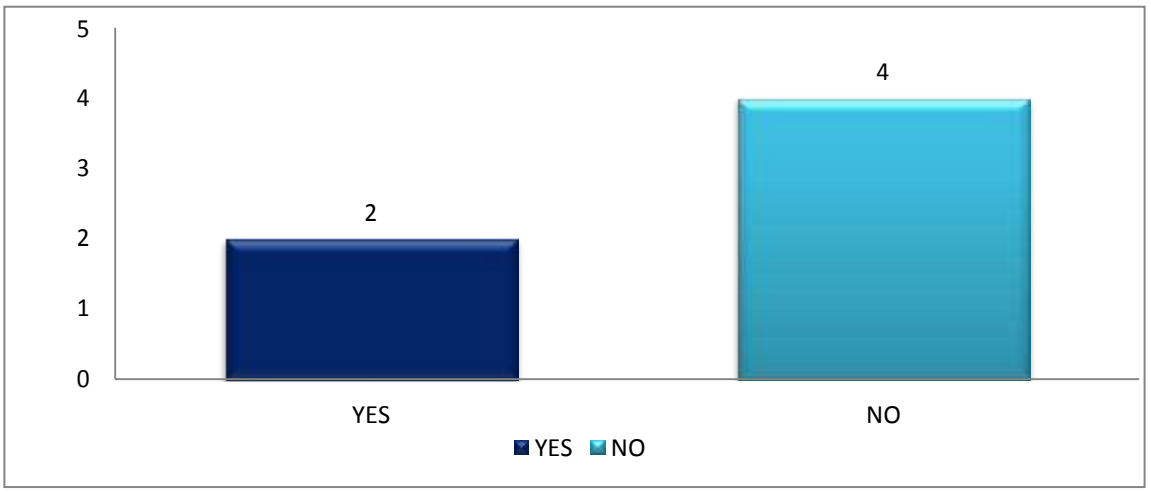


Figure 23: Teachers' thoughts on whether students under their supervision share their point of view

The seventh question was about whether teachers believe that students who are currently working on their thesis share their point of view. Based on the data, it appears that respondents have a variety of opinions on this topic.

Teachers have differing opinions on whether students who are currently working on their thesis share their perspective on the value of the dissertation writing process. Two respondents indicated that they believe students who are currently working on their thesis share their point of view, as one teacher said " they supposedly do." On the other hand, two respondents revealed that they do not believe that students share their point of view, with one of these respondents indicating that some students may view the thesis as "a necessary evil without understanding its learning outcomes." Finally, another two respondents reported that students under their supervision do not share their point of view.

Q.08. When supervising undergraduate students, how do you find this process?

A. Easy

B.Difficult

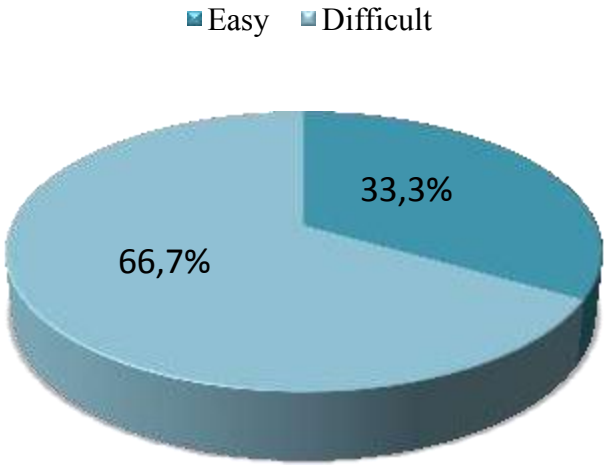


Figure 23: Teachers' thoughts on the supervision process

The eighth question concerned how teachers find the process of supervising undergraduate students. As shown in the table above, the majority of teachers (66.7%) find this process difficult, while the minority estimated by (33.3%) find it easy. This variation; may be supported by a number of factors such as teacher's experience and skills in supervising, students performance, the extrinsic factors effecting the dissertation progression process, the students-supervisor communication element. etc.

Generally, these results suggest that supervising undergraduate students can be a challenging process for many teachers. Which highlights the importance of providing adequate training and support for teachers to help them master the supervision process and manage dealing with the complexities surrounding it, and most importantly ensure that students receive the needed guidance and feedback in order to succeed in their task.

- If difficult, please explain!

In this question teachers were given the platform to feel free and express their thoughts on the matter. The outcome suggests that, there are several factors that contribute to why some teachers find this process difficult. One common challenge is students' lack of ability or willingness to work hard and read books. Another challenge is the need for the supervisor to explain every detail to the students, which can be time-consuming and

frustrating. Some teachers mentioned that students often lack communication skills and research skills, which can make the process of supervising them more challenging. In addition, students may struggle with critical thinking and writing skills, which can lead to grammatical and spelling mistakes in their work.

Overall, supporting students and providing them with guidance to help them develop the needed skills to succeed and produce a good thesis is much needed and extremely important.

Q.10. Do you think problems that students face are related to(you can tick more than one box)?

A. Their research skills.

B. Lack of sources.

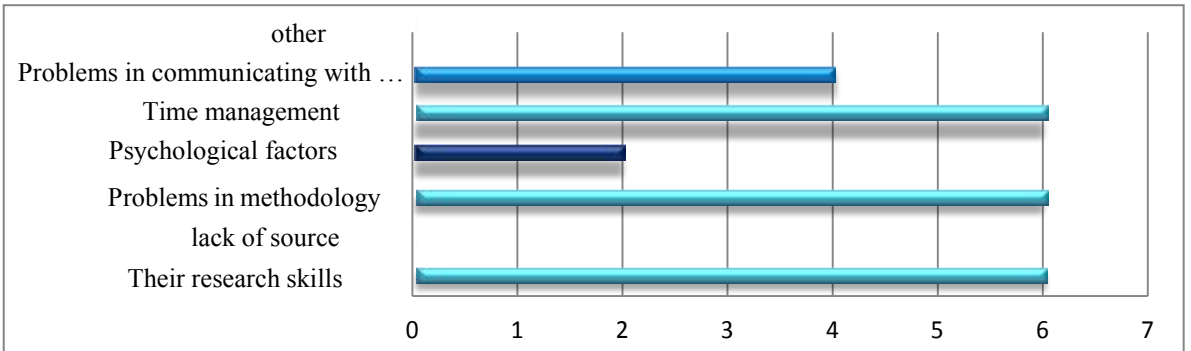
C. Problems in methodology.

D. Psychological factors.

E. Time management.

F. Problems in communicating with the supervisor.

G. Other.



	Their research skills	lack of sources	Problems in methodology	Psychological factors	Time management	Problems in communication ting with supervisor	other
Participants	6	0	6	2	6	4	0

Figure 24: The common problems that students face according to teachers

In the tenth question teachers were given the freedom to tick more than one box. As a result all teachers who responded demonstrated that problems are related to research skills, and to methodology, also time management are a significant factor in students' struggles.

A significant proportion of teachers (66.7%) noted that problems related to

communication with their supervisor can be a challenge for students, with four out of six respondents indicating that this is an issue. Two out of six teachers (33.3%) also mentioned that psychological factors may play a role in students' struggles, although this was a less commonly cited factor.

Q.11. Do you think current research-related modules such as research methodology and research skills are helpful for students in undertaking their dissertations?

The results of the eleventh question suggest that five out of six teachers believe that current research-related modules are helpful for students in undertaking their dissertations, with some suggesting that the effectiveness of these modules depends on how well they are taught to students. One teacher expressed "while these modules provide a theoretical basis, students also need practical experience in conducting research", which ideally should be integrated into their undergraduate studies." They are mostly theoretical. Undertaking research requires practice. Students should learn how to conduct research at an early stage (undergraduate studies).

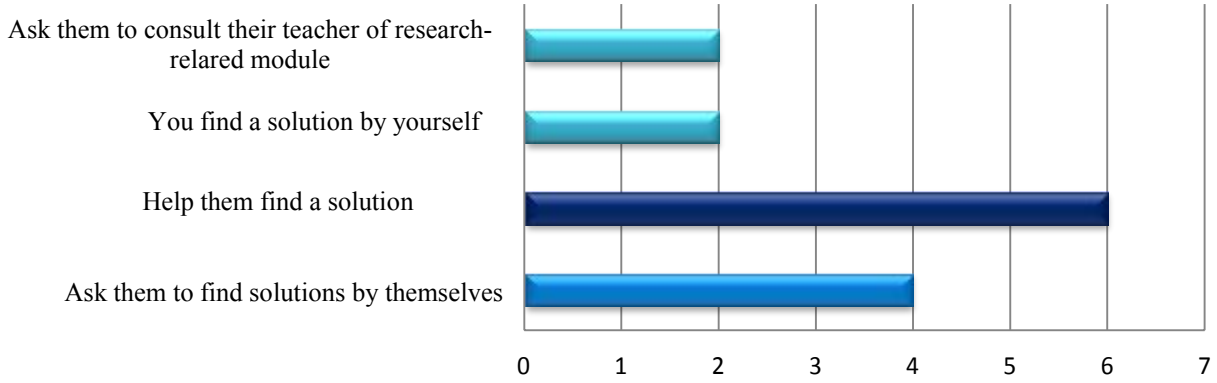
Q.12. When your candidates encounter some problems, do you?

A. Ask them to find solutions by themselves

B. Help them find a solution

C. You find a solution by yourself

D. Ask them to consult their teacher of research-related module



	Ask them to find solutions by themselves	Help them find a solution	You find a solution byyourself	Ask them to consult their teacher of research-related module
Participants	4	6	2	2

Figure25: Teachers' solution when their candidates encounter problems

When candidates encounter some problems, teachers react differently. (66.7%) prefer to help their students find a solution when they encounter problems with their dissertations. However, (33.3%) believe in finding solutions on their own or consulting other teachers such as research-related modules teachers or ask their peers. It is interesting to note that some teachers (66.7%) do not believe in asking their students to find solutions on their own, which may suggest that they prioritize offering aid to their students throughout the dissertation writing process or solving the issue themselves.

Q.13. As a supervisor, how do you handle a situation when your ideas differ from students' under your super vision?

Supervisors have different approaches in handling situations when their ideas differ from students' ideas under their supervision. Some supervisors believe that disagreement is a normal situation and that it is fine not to agree all the time. Others prefer suggesting, advising, and guiding students while giving them the freedom to make their own decisions and take responsibility. Another number of supervisors suggest seeking a third opinion, while others may accept students' ideas if they are supported by sensible arguments. Many believe that the best way to handle such situations is through communication and discussion, where arguments are justified and discussed.

Q.14. Do you think most supervisor-student relationships lack the communication factor?

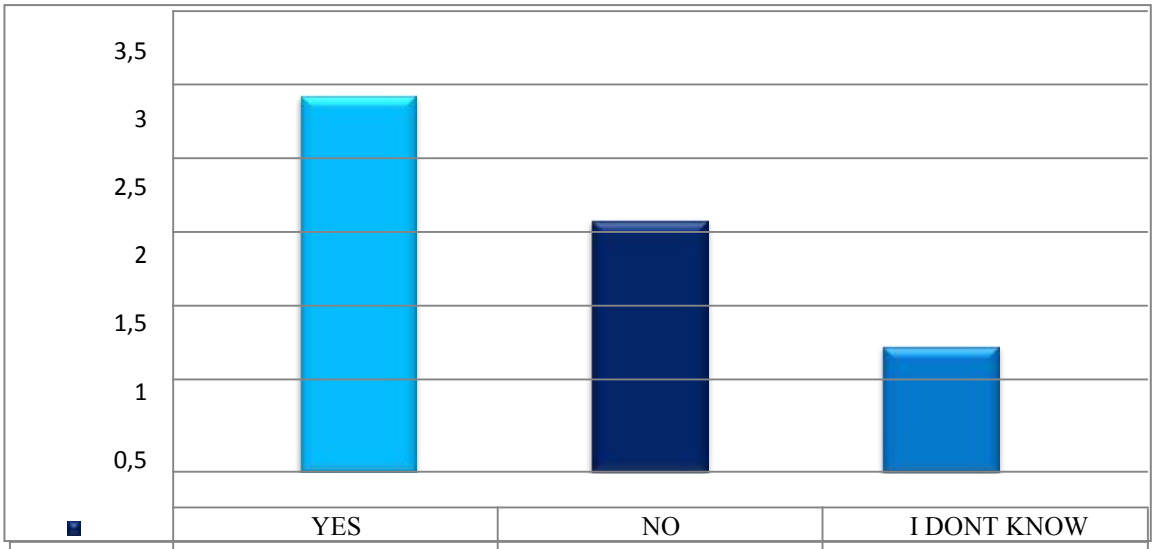


Figure 26: Teachers' thought on the communication factor in most students-supervisor relationships

The graph above shows that different supervisors have different views. With some acknowledging that communication issues do exist in supervisor-student relationships. Others believe that it depends on individual personalities and circumstances. It is important to note that effective communication is crucial for a successful supervisory relationship, and supervisors need to ensure that their students understand their expectations, meet their needs, and the research process. Moreover, students should be encouraged to communicate and address their concerns and challenges to their supervisors so that they can come to a solution.

- If yes, explain

Teachers explained that supervisors do not prioritize communication with their students, leading to a lack of clarity and understanding on both ends. Additionally, some students may struggle with expressing their ideas or asking for help, while others may feel intimidated or discouraged by their supervisor's communication style. It's important for both parties to actively work on improving communication and establishing clear expectations to ensure a successful supervision process.

Research Findings:

Discussion of Student's Questionnaire:

As previously mentioned, this study has delivered valuable insights into the obstacles encountered by undergraduate students when writing dissertations. Participants were presented with a questionnaire comprising various inquiries, the results of which significantly contributed to addressing the research questions. Five sections of the study were dedicated to exploring the perspectives of students regarding these challenges.

The study's initial section focused on gathering personal information about the participating students, revealing that the majority of the respondents were female. However, the results demonstrated that regardless of gender, both male and female students faced comparable challenges while writing their dissertations. Hence, it can be concluded that the obstacles encountered during dissertation writing are not gender-specific.

The second part of the student questionnaire aimed to identify the obstacles faced by undergraduate students in the initial phase of dissertation writing. The findings indicated that the students possessed a moderate level of proficiency in academic writing. Moreover, a significant proportion of the participants struggled with various aspects of academic writing, such as vocabulary, grammar, punctuation, and spelling. Furthermore, most students highlighted the fact that they did not receive sufficient academic writing courses.

The third section of the study revealed that a considerable number of students faced challenges in the methodology, not only in writing the dissertation but also in conducting the research itself. For Master's level students, selecting a topic, gathering literature review and data, and conducting research were the most daunting steps. Additionally, students encountered significant difficulties in writing the dissertation due to their lack of proficiency in research methodology. The study aimed to uncover the hindrances faced by students in designing and analyzing research methodology, and a significant number of undergraduate students reported challenges in designing the questionnaire and conducting experiments. Furthermore, they struggled with the analysis of both interviews and questionnaires, indicating difficulties in the methodology. The findings also showed that students faced issues with time management, as they were not given sufficient time to conduct research, collect data, analyze it, and write the dissertation. Additionally, students faced difficulties with their supervisors, particularly the lack of adequate guidance and support.

The fourth section of the study focused on personal and psychological obstacles, and the findings revealed that the majority of students experienced depression and anxiety, which significantly impacted their ability to write their dissertations. However, the last section is dedicated to further insights and suggestions.

Discussion of Teacher's Questionnaire:

In order to test the hypothesis of the study, a questionnaire was distributed to teachers who have experience teaching English and supervising at the University of Medea. Two sections of the questionnaire were dedicated to obtaining information about the obstacles that undergraduate students face when writing their dissertations.

The first section focused on gathering personal information about teachers. Based on the participants' responses, it was observed that all the teachers had teaching experience, and the majority had more than 10 years of experience. This suggests that the University of Medea has a diverse group of teachers from different generations. More than half of the teachers had a master's degree, while the remainder had a doctorate. Regarding their experience in supervision, most of them had been supervising for over 10 years. From this, it can be inferred that the teachers' experience in supervision may have an impact on the quality of the dissertation writing process.

The second section of the teachers questionnaire identifies their opinion about the challenges and obstacles faced by master two students when writing their thesis. Based on the feedback from the teachers, it is evident that they consider dissertation writing to be a crucial and complex task. Some participants mentioned that their students agreed with them to some extent when working together to complete their dissertations. However, the teachers also identified that students face numerous challenges when writing their dissertations, such as difficulties in methodology, lack of appropriate sources, and insufficient research skills. Therefore, the teachers emphasized the importance of providing methodological courses to enhance the academic abilities of Master's students in writing research, which includes research workshops and data analysis skills. When teachers read their Master's students' dissertation texts, they expect to find a coherent chain of logically presented ideas throughout the text. Unfortunately, many students struggle to make such connections and transitions, resulting in disconnected and poorly organized sections that do not meet the supervisor's expectations.

Implications and Limitations of the Study:

Implications:

The pedagogical approach employed to teach research to EFL postgraduates failed to meet their expectations, with a majority of students expressing their dissatisfaction. They opined that practical experience, as opposed to mere theory, was critical to the research process, and the more they engaged in it, the greater their skills and comprehension. To this end, students were advised to benefit themselves from seminars and workshops that covered advanced topics and common themes, thereby fostering the germination of novel ideas. Novice researchers require both a stimulus and reinforcement in their research endeavors, coupled with training in academic research methodology to acclimate themselves to the requisite genre. It is imperative for these students to also fully comprehend the deleterious impact of plagiarism on their research's credibility. Postgraduates undertaking a master's degree should recognize that producing a commendable thesis at this level equips them with the essential skills for further research at the doctoral level. In this regard, research at the PhD level is a strict academic enterprise that mandates strict adherence to established norms and a profound comprehension of research methodology. To ensure contributions to the body of knowledge, such research requires the identification of literature gaps and strict adherence to the established standards that validate publication in scientific journals.

Teachers must provide students with opportunities to practice research skills rather than just viewing research as a needed academic requirement. Researchers need suitable equipment, guidance, and mentorship from supervisors to support them in developing their ideas. Additionally, educators should prioritize helping students acquire academic writing and research abilities as early as possible. This includes access to research databases, statistical software, and other resources that are necessary for conducting high-quality research, so they are better prepared when they undertake their master's dissertations. Supervision plays a pivotal role in the success of any research project, providing the necessary guidance, oversight, feedback, and support throughout the research process, helping researchers to refine their ideas, address challenges, and stay on track toward their goals, can ensure that the research is conducted ethically and in harmony, and can also help researchers stay motivated and focused throughout the research process.

Moreover, teachers are well-positioned to employ information and communication technologies (ICT) to detect, address, and prevent potential research misconduct promptly.

This can include using plagiarism detection, providing online feedback and support, and using online platforms to manage data. By leveraging ICT, teachers can improve the quality of the research, and ensure that research is conducted with integrity and professionalism.

Limitations:

It's important to note that every research study has its limitations, and this one is no exception. Throughout the process of our data gathering, we faced some difficulties with the tools we used to distribute the questionnaires to the participants "email and Google Forms." As this method of data collection; has become more common due to its ease and convenience, it also has some drawbacks. For example, email invitations to participate may get caught in spam filters or overlooked by participants, resulting in a lower response rate. In addition, Google Forms may not be accessible to all participants, such as those with disabilities or limited access to technology or the Internet.

To add on, we could have explored alternative methods of data collection, such as in-person surveys or interviews, to increase the response rate and ensure accessibility. However, it was impossible due to master two students' absence from university in the second semester of their final year. Also, participants may not have taken the study seriously or may have provided incomplete or inaccurate responses, which could have compromised the validity of our results.

Furthermore, we were only able to include students from our university. While this may have been necessary due to time and resource constraints, it limits the generalizability of the findings to other student populations. To address this limitation, we could have included students from multiple universities or even different countries to increase the diversity of the sample and ensure that the findings apply to a wider range of contexts.

Despite these limitations, we believe that our study provides valuable insights into the experiences and perceptions of students regarding academic writing and research. These insights may be particularly helpful for educators and supervisors seeking to improve writing and research programs at universities.

Furthermore, we hope that our study will inspire future research in this field. By acknowledging the limitations of our study, we are encouraging other researchers to build on their work and explore new avenues and lanes of inquiry. This can ultimately lead to a better understanding of the challenges and opportunities associated with academic writing and research.

To sum up, limitations are a natural part of the research process, and no study can fully capture all the hindrances of a given topic. However, by being transparent about these limitations and taking steps to address them, we can ensure that our findings are as reliable and useful as possible, which can help to advance knowledge and make a meaningful impact in the world.

Conclusion:

The chapter is primarily concerned with the practical aspects of the research process, such as the methodology, data collection instruments, analysis, interpretation of the findings, implications, and limitations. The overarching goal of the study is to gain insight into the challenges and difficulties students face when conducting research anddissertations. To this end, the researchers operated questionnaires completed by both students and teachers, to capture diverse perspectives and obtain valuable information. Upon analyzing the responses, the study revealed that Master Two students encounter several obstacles in the dissertation writing process. These obstacles include difficulties related to time management, methodology, academic writing, supervision, and psychological factors mainly anxiety.

General Conclusion

General Conclusion:

The challenges and obstacles that Master Two students encounter when writing their dissertations are numerous, and this served as a primary basis for conducting this research. By examining these challenges, the study aims at providing a better understanding of the struggles faced by Master's two students during their thesis journey. Through this research, students and supervisors can gain valuable insights into the common difficulties faced during the dissertation writing process and develop effective strategies to overcome them.

To address the study's questions, it was divided into two chapters. The first chapter provides a review of the literature on the two variables being studied, namely academic writing and dissertation writing stages and obstacles. The second chapter focuses on fieldwork, data collection and the implications and limitations of the study. This study found that Master Two students at Medea University lacked sufficient theoretical knowledge and practical research skills. Most students struggled at all stages of research, from formulating research questions to selecting research methodologies and designing data collection instruments. Furthermore, they faced psychological barriers such as anxiety and fear of failure. To explore the perspectives of both teachers and learners, the research posed two main questions to obtain complementary findings. The first question investigated whether Master's dissertation writing includes obstacles that hinder Students‟ progress, while the second question addressed the nature of these obstacles. Descriptive data were collected from a random sample of Master Two students and teachers at the English language department at Medea University. Analysis of the questionnaire responses revealed that students faced significant challenges, including weak research skills and practice, issues with methodology, time management, problems communicating with supervisors, anxiety, lack of motivation, and inadequate training and experience in writing research. Teachers recommended intensified courses in research methodology to help students overcome these obstacles.

The study concludes that various obstacles faced by students in writing their dissertations can lead to numerous issues that prevent them from achieving their goal of producing high-quality work. When these obstacles are not addressed, they can lead to numerous issues that prevent students from achieving their goal of producing a well-written and well-researched dissertation.

Recommendations:

- More attention should be devoted toward the research methodology module, with practical exercises to students in order to help them apply the information accurately when conducting their research.

- Academic writing should be emphasized throughout the master's program, with dedicated time and practice opportunities for students to improve their writing skills.

- Time management skills should be explicitly taught and rehearsed to help students effectively plan and execute their dissertation projects.

- Supervision sessions should be structured with a minimum number of sessions per month, to ensure that students receive adequate support and guidance throughout the dissertation writing process.

- Encourage students to break down their dissertation into smaller, manageable tasks and establish deadlines for each task to help them stay on track.

- Provide workshops or tutorials on effective literature review. As it is a critical component of the dissertation writing process, many students struggle with.

APPENDICES

A. Questionnaire for Students.

Dear fellow Master two students

This questionnaire is distributed to fulfill the purpose of investigating the difficulties and challenges you have encountered while conducting your dissertations. We appreciate your participation.

Thank you!

1- What is your gender?

- ☐ Male
- ☐ Female

2- How old are you?

- ☐ 20-25
- ☐ 26-30
- ☐ More then 30

3- What is your situation?

- ☐ Students
- ☐ Students-Worker

4- How is your level in academic writing?

- ☐ High
- ☐ Medium
- ☐ Low

5- How did you gain your knowledge about academic writing?

- ☐ From the teacher's courses
- ☐ Previous knowledge
- ☐ Your own research
- ☐ Other

6- Do you think you have had enough assignments to improve your academicwriting skills?

- ☐ Yes
- ☐ No

7-Which aspect of academic writing do you find most difficult? You may tick more than one box.

- ☐ Grammar
- ☐ Vocabulary
- ☐ Punctuation
- ☐ Spelling
- ☐ Other

8- How was the writing of your research proposal?.

☐ Easy ☐ Difficult

9- How was choosing your thesis topic?

☐ Easy ☐ Difficult

10- How did you choose your topic?

- ☐ Suggested by the supervisor
- ☐ From prior work
- ☐ From your area of interest
- ☐ Inspired from real life

11- Which difficulties did you encounter when finding your research topic?

- ☐ Difficulty in finding the field of the topic Difficulty in
- ☐ Deciding which topic is relevant
- ☐ The topic was not approved by the supervisor or the administration
- ☐ Difficulties of finding an topic that triggers your interests
- ☐ Other

12-Which part of the thesis do you find most challenging to write? (e.g., introductions, literature review...etc) and why?

_____

Do you know how to design? (You can tick more than one box)

- ☐ An interview
- ☐ A questionnaire
- ☐ An experiment

13- Do you know how to analyze

- ☐ An interview
- ☐ A questionnaire
- ☐ An experiment

14- How is your relationship with your supervisor?

_____

15- How is your relationship with your group?

_____

16- So far, how is your dissertation writing process going?

_____

17- I have difficulties in understanding the methodology

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

18- I have difficulties in managing Time through the process of writing a dissertation

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

19- I have difficulties avoiding plagiarism

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

20- I have difficulties in discussing my ideas with the supervisor

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

21- I have psychological factors effecting the dissertation writing

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

22- I have difficulties in having extrinsic motivation towards writing the dissertations

- ☐ Agree
- ☐ Neutral
- ☐ Disagree

23-If you have any further suggestions related to the theme of the questionnaire feelfree to add them

B. Questionnaire for Teachers.

Dear Teachers,

This questionnaire is an attempt to collect information to investigate and analyze the challenges and difficulties master two students come across in writing their dissertations.

Please Tick (√) your answer(s) in the corresponding box (es), Thank you so much for your time and effort. We truly appreciate it.

1- What is your gender?

- Male
- Female

2- What is your age?

- 30-40
- 40-50
- More then 50

3- How long have you been teaching English at University?

- 1-5 years
- 5-10 years
- More than 10 years

4- Please specify the degree you have achieved?

- Master
- Magistrate
- Doctoral

5- How long have you been supervising undergraduate students?

- 1-3 years
- 3-6 years
- More than 6 years

6- How do you consider a dissertation?

- ◯ A tool to improve knowledge
- ◯ Opens new doors for future research
- ◯ Enhances Research Ability

7- Do you think students who are currently working on their thesis share your point of view?

8- When supervising undergraduate students, how do you find this process?

- ◯ Easy
- ◯ Difficult

9- If difficult, please explain!

10- Do you think problems that students face are related to(you can tick more than one box)?

- ◯ Their research skills
- ◯ Lack of sources
- ◯ Problems in methodology
- ◯ Psychological factors
- ◯ Time management
- ◯ Problems communicating with supervisor
- ◯ Others

11- Do you think current research-related modules such as research methodology and research skills are helpful for students in undertaking their dissertations?

12- When your candidates encounter some problems, do you?

- ◯ Ask them to find solutions by themselves help them find a solution
- ◯ You find a solution by yourself
- ◯ Ask them to consult their teacher of research-related module

13- As a supervisor, how do you handle a situation when your ideas differ from students' under your super vision?

14- Do you think most supervisor-student relationships lack the communication factor?

15- If yes, explain

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