

STATEMENT OF ORIGINAL AUTHORSHIP

I hereby certify that this research work entitled “Investigating the EFL Master Two Difficulties in Writing a Dissertation”, supervised by Mrs. Sana Bouras in the academic year (2020-2021), and submitted to the department of English at Chadli Benjedid University, El-Tarf for the requirements of the award of the Master degree, has not been previously submitted or published. To the best of my knowledge and belief, this dissertation contains no previously published or written information by another person. Hence, it is an original work, and any information used was properly cited in the reference list to avoid any act of plagiarism.

Date: 09 / 09 / 2021

Signature: .

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Dedications

I dedicate my work to my sweet and loving family.

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List of Abbreviation and Acronyms

EFL: English as a foreign language

FL: Foreign Language

IMRD: Introduction, Method, Result and Discussion

Q: Question

L1: First Language

L2: Second Language

Abstract

Writing a dissertation is the final academic exam for master two students; it shows their five year' harving. In fact, this process goes through obstacles and difficulties. Thus, the aim of this study is to gain insight into Master students' experiences of dissertation writing in a conspicuously underexplored EFL context. Based on this, the conducted research explored both students' and supervisors' perceptions of the difficulties and challenges encountered by students during the course of writing their dissertation. To carry out this study, the researcher adopted a descriptive method where he designed questionnaires that have been administered to teachers and students at the department of English Chadli Bendjedid University. The findings indicate that the process of thesis writing is a formidable and daunting academic undertaking at the same time. In addition, the results revealed that the challenges that students face while writing their dissertation were mainly related to: linguistic difficulties, lack of some academic writing skills, their limited research knowledge, time restriction, problems in writing the chapters of the dissertation, lack of support and cooperation, and insufficient academic preparation. Duo to that pedagogical recommendations and suggestions for future researchers were presented at the end of the study.

Keywords: Dissertation writing, Master two students of English, difficulties in writing a dissertation.

ملخص

إن كتابة الأطروحة هو الامتحان الأكاديمي النهائي لطلاب الماستر حيث يظهر حصاد تعبهم الذي دام خمس سنوات. في واقع الأمر تمر هذه المرحلة بجملة من العقبات والصعوبات. وبالتالي فإن الهدف من هذه الدراسة هو التعمق في تجربة طلاب ماستر اللغة الانجليزية في كتابة الأطروحة كونها تعتبر بلغة أجنبية. بناء على ذلك يستكشف البحث الذي تم إجراءه تصورات كل من الطلاب و المشرفين للصعوبات و التحديات التي يواجهها الطلاب أثناء كتابة أطروحتهم. و لإجراء هذه الدراسة اعتمد الباحث على المنهج الوصفي حيث قام بإجراء استبيانات لمعلمي وطلاب قسم اللغة الانجليزية بجامعة الشاذلي بن جديد للحصول على البيانات اللازمة. تشير النتائج المتحصل عليها إلى أن عملية كتابة الأطروحة مهمة أكاديمية شاقة وصعبة في نفس الوقت كما أظهرت النتائج أن التحديات التي يواجهها الطلاب أثناء كتابتهم لها مرتبطة ب: صعوبات لغوية، قلة بعض مهارات الكتابة، معرفتهم البحثية المحدودة، مشاكل ضيق الوقت، صعوبات في كتابة فصول الأطروحة، قلة الدعم و التعاون، بالإضافة إلى عدم كفاية التحضير الأكاديمي.

الكلمات المفتاحية: كتابة أطروحة، طلاب اللغة الإنجليزية، صعوبات في كتابة الأطروحة.

Chapter One

Introductory Chapter to the Research

Problem

Chapter One

Introductory Chapter to the Research Problem

Introduction

Writing a dissertation is a journey that students should pass through in order to get their master degree. Most students think that dissertation writing is a challenging activity because they have to deal with a huge number of challenges while writing it. Furthermore, what makes the academic mission even harder for them is the fact that it is the first time for these students to be engaged in the process of writing a dissertation.

Hence, this chapter is an introductory chapter to the research study which is about investigating these difficulties that face master two students in writing their dissertations. So, in this chapter, we present the statement of the problem along with the aims of the study. We also cover the research questions and the hypotheses, in addition to the significance of the study and the method used in the research.

Statement of the Problem

In the Algerian universities, writing a dissertation is a significant process and an important academic task for Master students. Thus, they may experience some challenges because of many reasons. Therefore the students' experiences, challenges and difficulties that may encounter them caught the attention of the researchers.

Master two students are vulnerable to fall in the difficulties while writing their dissertations since they are not aware of these problems and they do not pay attention to. Thus, these difficulties may lower their abilities and may hinder the quality of the final submitted work.

Aims and Significance of the Study

The aim of this study is to identify the writing difficulties that may face master two students during writing their dissertations. Thus, the study tries to investigate if they encounter any difficulties. Then, it aims to see the students and supervisors perspectives concerning the nature of such difficulties. After that, it is hoped that the findings of this investigation will contribute to improving the quality of Master' dissertation writing since it has provided useful information about the challenges facing students in this academic journey.

This research is significant because it contributes to helping the students to improve the quality of master's dissertation writing at Algerian universities in addition to providing them with the useful information about the challenges that they may face them in their academic undertaking. Furthermore, the study helps teachers in knowing the up-coming problems that learners may face in dissertation writing. Furthermore, the research is important because it would help future researchers in identifying the possible problem that they may go through during writing their dissertation

Research Questions

The questions cited as the corner stone of this study are:

- 1) Do EFL Master two students face difficulties while writing their dissertations?
- 2) If yes, what are these difficulties?

Hypotheses

On the light of the above questions, we hypothesize that:

- 1- Yes, EFL Master two students face difficulties while writing their dissertations.

2- Limited research knowledge and time management influence the process of writing a dissertation.

Methodology

Research Design

Since the aim of this study is to explore and investigate students' difficulties in writing their dissertations; so as to provide a clear picture and analysis of the problems and challenges, we used both a qualitative and a quantitative research study is used in this research in order to gain a deep understanding of EFL students' lived experiences in their journey.

The Sample of the Study

The research sample of the present study contains a number of master two students and supervisors from the department of English at Chadli Ben Djedid's University. The participants are students who are going through the process of making their dissertation however, the supervisors needs to have experience in supervising in order to assure the validity of the answers.

Data Collection Instruments

In order to achieve the purpose of the research, a questionnaire was made to get insight into the difficulties that students had while writing their dissertations. The questions of the questionnaire were carefully chosen. It was delivered to the students and to the supervisors, the questions were mainly different to get reliable results.

Structure of the Dissertation

This dissertation is divided into five chapters, the first chapter is the introductory chapter which includes the statement of the problem, the aims and significance of the study, the research questions along with the hypotheses, in addition to the methodology used to conduct this research.

The second chapter includes the literature review that is related to the elements of our research which is investigating the difficulties facing master two students in writing their dissertation. The third chapter introduces the research method including the approach used in the study, the target population, along with the instruments used in collecting data.

Moving to the fourth and the fifth ones which are concerned with the practical part of the research, the fourth chapter deals with the analysis of the found data from the data collecting tools and whether we approve or disapprove our research hypotheses while the fifth one allocates the discussion of the found results along with limitations of the study, and some suggestions and recommendations.

Conclusion

This chapter has introduced our research which is about Investigation the master two difficulties in writing a dissertation. It included the basic element of the research. Thus, the introductory chapter is very important in our research because it enables us to understand the gist of the research being conducted.

Chapter two

Literature Review about the Writing

Skill and Writing a Dissertation

Chapter Two

Literature Review about Writing skill and Writing a Dissertation

Introduction

This chapter consists of two parts, the first part is concerned with giving a general overview about the writing skill, its importance, its approaches and its characteristics. However, the second part deals with presenting an identification to writing a dissertation along with giving, its elements, components and structure. Additionally, it sheds light on some tips to be used in writing a dissertation.

Part One: The Writing Skill

Definition of Writing

Searching the literature, we find lots of definitions of writing, according to Harmer (2006, p.79-80) “writing is a basic language skill, as important as speaking, listening and reading. It is a way of producing language and express ideas, opinion and feelings. Rivers (1981) had a similar definition of writing as Harmer. He mentioned that it is the act of conveying expressions or information of someone’ ideas in the new language consecutively.

Brown (2001, p.336) however, defined writing as “writing is a thinking process”. And he added “writing can be planned and given with an unlimited number of revisions”. Brown’ definition enables us to understand the recursive nature of writing.

Furthermore, Byrne (1988) and Heaton (1975) pointed out that writing is a complex process because it requires the mastery of grammatical devices, conceptual thinking and judgmental elements.

Nunan (2003) stated that

“Writing is both a physical and mental act, it is the physical act
Committing words or ideas to some medium. On the other
hand, writing is the mental work of inventing ideas, thinking

about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.”

(p.88)

We can clearly understand from what Nunan (2003) have mentioned is that it is considered as a physical activity because the writer’ words or ideas can be transformed into physical forms as writing an e-mail. And at the same time, it is considered as a mental work since there is the existence of the brain specifically in inventing ideas, thinking about how to express and organize them into written utterances and paragraphs that enable the reader in understanding the ideas of the written product.

Importance of Writing

Ghaith (2002) pointed that writing is important because it makes writers’ thoughts and ideas tangible and apparent. Additionally it allows writers to explore them. Also, he believes that it encourages thinking and learning, motivates communication and makes writers’ thoughts available for reflection.

Furthermore, Walter (1982) considered writing important because it is necessary in helping the human mind to accomplish its full potential. It allows the writer to concretize abstract ideas and to connect the dots in their knowledge.

However, Klein and Boals (2001) found that writing is significant because it helps in improving ones’ memory especially when they write about their significant life events. Thus, Writing enables the external storage of information that can be represented symbolically (e.g., letters, numbers, words) and which can then be analyzed, critiqued, reproduced, and transformed, among other potential actions. Also, it helps at enhancing language acquisition as learners experiment with the elements of writing such as: words and sentences to communicate their ideas effectively and to reinforce the grammar and vocabulary they are exposed to in real life situations.

Additionally, Harmer (2001) indicated that writing encourages the students to focus on accurate language use since they think then write, it also improve language developments. Also, he added that it might be beneficial to cognitive skills because it requires focusing of attention, planning and, organization of one's thinking, and reflective thought, among other abilities.

Approaches to writing

Writers need to practice writing to become good writers and they need to have the opportunity to practice various types and functions of writing to develop skills and build competence and confidence. Thus, there are approaches to writing to fulfil students' needs. We list three approaches: the product approach, the process approach and the genre approach.

The Product Approach

According to Mourssi (2013), the product approach is a teacher-centred approach where it focused on the accuracy and the correctness of the handed piece of writing rather than the process of writing it. Steele (1992) has provided four stages that are included in the product approach:

- **Familiarization stage:** where the teacher provides students with a model texts that contains a certain features.
- **The controlled writing stage:** in this stage the teacher gives his students a controlled exercise.
- **The guided stage:** students are asked to write a similar text to the given model.
- **Free writing:** students are able to write a free text on their own.

The Process Approach

This approach unlike the previously mentioned one focus on the process of writing rather than the product itself, it had emerged as a reaction to the product approach. Thus the process of writing involves various stages of generating ideas, drafting, revising and editing

(Hedge, 2005). White and Arndt (1991), on the other hand, tries to demonstrate the complex and recursive nature of writing by explaining that while the student is revising, he might have to return to the prewriting step to develop and expand his ideas, also, writing is linear and a writer must know how to organize his/her thoughts and message in an appropriate manner.

- **Generating ideas:** It can be considered as the pre-writing stage where the student can use brainstorming to stimulate the imagination to produce ideas on a topic or problem especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process. (White and Arndt, 1991)
- **Drafting:** In this stage, students begin to connect their ideas together and put them into sentences and paragraphs. (White and Arndt, 1991)
- **Revising:** According to Hedge (2005), revising is part of the writing process which entails assessing what has already been written. Students may work in pairs or groups and correct, provide feedback on each other's text.
- **Redrafting/editing:** In this stage, students need to check for grammar and spelling mistakes before submitting the final product. (Hedge, 2005)

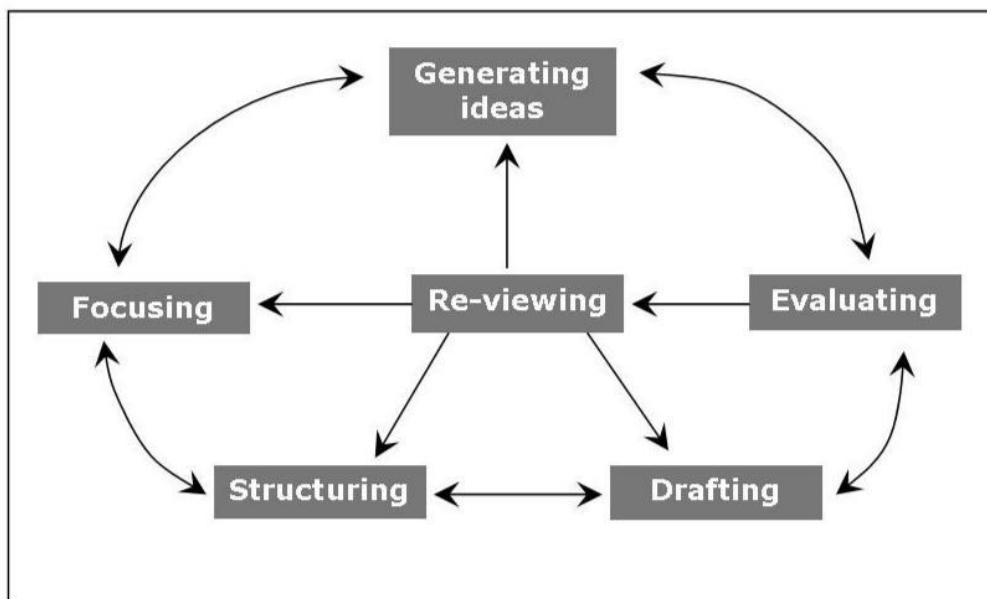


Figure1.1: A Model Represents the Process of Writing (White and Arndt,1991, p.43)

The Genre Approach

This approach considers writing as a social and cultural practice and it emphasizes that writing varies with the social context. Thus, Badger and White (2000) have divided the genre approach into three stages:

- **Modeling the target:** in this stage the teacher introduces a model of a specific genre to the students.
- In the second stage, students would develop relevant language forms.
- In the final stage, students would write the final product.

Characteristics of Effective Writing

Since writing is considered a complex skill, there are certain characteristics to have an effective writing.

- **Word choice:** It is the use of rich language to deliver the function of the written product in the best way possible, Parupalli (2017) had mentioned that the diction that is used differs from one piece of writing to another, for example in descriptive writing, strong word choice of the sensory and clarifying and expands ideas would enable the reader to imagine the picture perfectly. He added, in persuasive writing; purposeful word choice will move the reader to a new vision of ideas.
- **The correct choice of the grammatical structures:** “Since there is a variety of structures that are used by English writers, they may use different grammatical structures instead of using the monotonous structures in their writing”(Heaton, 1990, p.9).
- **The right use of punctuation marks:** We can’t deny the fact that punctuation plays an important role in written product and the wrong use of punctuation may lead the readers to misunderstand the meaning of the sentence.(Heaton, 1990)

- **The cohesion and coherence of the sentences:** Cohesion and coherence is of an importance in interpreting a message.hence, a well written academic piece of writing requires a good combination of both of them. Halliday and Hasan (1976, p.274) indicated that “Cohesion refers to the relations of meaning that exist within the text; however, coherence refers to the semantic structures.



Figure1.2.Characteristics of Effective Writing skills in English (Parupalli. 2007.p,81)

Writing difficulties

Since writing is considered as a complex process, a number of difficulties could be addressed. Nunan (1999, p.273) stated that “the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners”.

Additionally, Raimes (1983) believed that when students are complaining about the fact that writing in a second language is difficult, they are not talking about two major difficulties. The first one is the difficulty of finding the right words and using the correct

grammar. While the second one is the difficulty of finding and expressing ideas in a new language.

Kereni (2004) indicated that one of the difficulties of writing in a second or foreign language (L1 and FL) is that it requires the mastery of writing in the first language (L1). Thus, when students are able to write a well and organized paragraph in their first language, they will automatically transfer their mother tongue skill to the new languages. However, (L1) difficulties are usually linked to the mechanics of writing, grammar, organization of ideas, starting to write, writing a strong conclusion, generating the right ideas, expanding the ideas and using the appropriate vocabulary.

Byrne (1988) classified the writing complexities under three classification: psychological, linguistic and cognitive problems. Moreover, according to Grabe and Kaplan (1996) writing becomes a complex skill since it does not come spontaneously but rather obtained through many practice and much effort.

Hadfield (1992) noted three areas of difficulty for the learner in relation to writing. The first difficulty is that unlike speaking, the writer is not able to have a face to face connection with the reader. The second one is the linguistic difficulties i.e. the language used in the piece of writing differs from type of writing to another. The last difficulty is related to the organization of ideas in the written product.

Bani Younes and Albalawi (2015) examined the most common types of writing problems of English language students. The results of the study showed that most language problems in the students' written products were categorized into three areas which were:

- **Grammatical problems:** The wrong use of prepositions, syntactic, subject – verb agreement and the use of articles.
- **Punctuation problems:** The lack of using punctuation marks.
- **Spelling problems:** when omitting, adding, disordering words plus the existence of

unrecognizable ones.

Al Fadda (2012) claimed that EFL learners face many difficulties in their academic writing, some of those difficulties was in differentiating the spoken English from the written one. In addition to problems of brainstorming before drafting, problems of knowing the needed skills for having successful writing.

Brown (2001) pointed out that since writing represent what we think, students most of the time find difficulties in finding the motive to start writing and to produce written products.

Part Two: Writing a Dissertation

Definition of a dissertation

Seliger and Shohami (1989, p.251) defined the term dissertation as “a format for reporting research which graduate students write as a part of fulfilling the requirements for an advanced academic degree”.

According to Paltridge and Starfield (2007), in writing dissertation, the student has to do all the phases of the research, taking into consideration its readers. It includes the purpose and significance of the study, the rationale, the literature review, detailed information as to the research tools and the procedures involved in their development, an interpretation of the results in the form of conclusions, implications and recommendations.

Besides, Sargeant (2012, p.01) defined it as:

“It is the final stage of the Masters degree and provides you with the opportunity to show that you have gained the necessary skills and knowledge in order to organize and conduct a research project. It should demonstrate that you are skilled in identifying an area, or areas, suitable for research: setting research objectives; locating, organizing and critically analyzing the relevant secondary data and authoritative literature; devising an appropriate research

methodology, analyzing the primary data selected and drawing on the literature in the field; drawing conclusions; and making recommendations and indications of areas for further research”.

(p.01)

He also pointed out that aims and objectives of the dissertation should be expressed in clear way and that all dissertations have to be presented in an appropriate academic style and format and.

According to Taylor (2013), master dissertations are a lengthy written study on a specific topic that is chosen by the student. It involves an extended period of research and writing. However the content and the length of the dissertation differ depending on the students' field of study and it goes under the guidance of a faculty supervisor.

According to Bitchener & Basturkmen(2006), a dissertation is an extended piece of academic writing which is based on independent and original research. It is important to the students' academic life because it gives him the chance to independently conduct research and present their findings. Accordingly, it helps examiners to determine the accuracy with which a student has conducted research and how well he has understood the different aspects of important theories in the field of study.

Steps of Writing a Dissertation

A dissertation is a formal document that has rules governs the way in which it is presented. It should contain chapters starting with an introduction (the research proposal), a literature review, a justification of the data selected for analysis and research methodology, analysis of the data and, finally, conclusions and recommendations.

The Research Proposal

According to Madsen (1992), the research proposal is starting point of the process of writing the dissertation after choosing the topic. It is also considered as the key element to have a successful dissertation and the most important step in the whole process.

Nunan (1992) proposed some notes for students to be followed while writing their research proposal. They may start writing down a list of suggested topics, selecting a topic for investigation and then formulating a general question that should be worth to be asked and capable of being answered in relation with formulating the hypothesis. Then, they should think about the aims and objectives of the study. After that, they have to think about the data that need to be collected to answer the question. Next is to look for previous research in the same area of study like in journal articles, research reports and other theses and dissertations written in the area. Ending with writing a detailed proposal, including definitions of key terms that are used in your proposal.

The Overall Shape of Theses and Dissertations

A number of researchers have discussed the organization of different dissertation types. Dudley-Evans (1999) had made what is called 'IMRAD' (Introduction– Methods– Results–Discussion) type dissertation as a 'traditional' dissertation.

Additionally, Thompson (1993) had divided the traditional dissertation into two parts the first one is the one which have simple patterns and the second one that have complex patterns of organization. A dissertation with a simple traditional pattern is one which reports on a single study and has a typical organizational structure of introduction, review of the literature, materials and methods, results, discussion and conclusion.

The Introductory Chapter

Bunton (2002) pointed out that although the existence of different dissertation' structure, it is generalized that all of them have an introductory chapter. As Swales and Feak (1994) have argued that the dissertation' introduction plays the role of a key to the dissertation; it is to create a research space for the writer. Thus in the Introduction, the writer makes claims for the centrality or significance of the research in question and begins to outline the overall argument of the dissertation.

The Literature Review:

Writing the background chapters is an important part of the dissertation writing process. According to Paltridge and Starfield (2007), the literature review has a number of purposes in writing the dissertation. First, the literature review contextualizes the student's research. Thus, it should describe and synthesize the major studies related to the research topic; also, it should demonstrate the relationship between the student' work and previous once. Furthermore, another important feature of the literature review that many students are not aware of is the need for it to be an extensive review of previous research.(Paltridge and Starfield, 2007). Additionally, it is important in a literature review to provide enough background information to previous research so that the context of the proposed research is clear.

What Needs to be Included in the Literature Review

According to Paltridge and Starfield (2007) the literature review have to focus on previous studies that are related to the researcher' topic including who did it and when. Additionally it should involve information about the methodology, data collected and

analytical procedures used on the study. Also, it has to include a critical comment on the studies.

Things Needs to be put into Consideration in Writing the Literature Review

Reading, Summarizing and Critiquing Previous Studies

When students are reading previous research on their topic, it is important for them to identify the research problem and to think about how the research is related to their own research. They also need to look for the argument in the report that explains why it was important to conduct the research. It is also important for students to be able to identify the key findings of a research study. Thus, they also need to be able to identify the relationship between these findings and other research on the topic and they have to read, summarize and criticize (Seliger and Shohamy, 1989).

Reporting the previous research

According to Swales (1990), there are three ways in which the student can report on the previous research: central reporting, non-central reporting and non-reporting.

- **Central reporting:** The author is directly reported as being responsible for a particular finding or argument and placed in subject position in the sentence; that is to say strong author focus.
- **Non-central reporting:** in this case, the author' name is give a less focus; for instance, being put between brackets at the end of the sentence. When he was responsible for a particular finding or argument (Weak author focus).

- **Non-reporting:** The results of a piece of research are presented with less focusing about the author or the actual study. Also, in this case there is no reporting verb such as claim being used; no specific author focus.

Reporting verb

Reporting verbs in a literature review are often used in the simple present, the simple past or the present perfect. There are a number of verbs that can be used to report on previous research. These verbs are divided under a certain classification such as :

- verbs which make a statement, such as ‘report’
- verbs which express, in a very general way, a writer’s personal judgment, such as ‘explain’
- verbs which express a writer’s opinion, such as ‘argue’
- verbs which present a writer’s suggestion, such as ‘propose’
- verbs which express some kind of disagreement, such as ‘doubt’. (Paltridge and Starfield, 2007)

Paraphrasing and Summary Writing

Another important item that L2 or FL writers need to put into consideration while writing the literature review is paraphrasing and summarizing. As Bailey (2003) pointed out, paraphrasing and summarizing are an effective in academic writing, especially to avoid the plagiarism. A good paraphrase, as he stated ‘is significantly different from the wording of the original, without altering the meaning at all’ (Bairley, 2003, p. 21). He also suggested three key techniques students can use while paraphrasing which are: changing the word, changing the word class, and changing the word order.

Avoiding plagiarism

Since plagiarism is presenting other people's work, thoughts or ideas as one's own, a number of authors have discussed it. Abas, Akbari and Graves (2006) for example, explained that Students need to learn how to borrow other people's texts and words in order to have a clear version of presenting the work; and he suggested using paraphrasing and summarizing as strategies to avoid plagiarism in addition to using the in-text-citation.

The Research Design and Methodology Chapter

The Research Design is located at the beginning of the chapter where the writer outlines the rationale for his choice of research paradigm followed by the methodology which refers to the theoretical paradigm or framework in which the student is working. In addition to identifying which type of research he is going to use, either a quantitative or qualitative research and how was it used, as well as the choice of research questions or hypotheses. This section requires a detailed description of the research processes and procedures as well as an explanation of the reasons for doing so. Furthermore, it involves explaining to the reader how the chosen research method(s) will help answer the research questions. For example, in qualitative research, writers will need to describe how they obtained their informants or drew them, the location or setting of the interviews, the topic covered in the interview and how they overcame obstacles they encounter (Paltridge and Starfield, 2007).

To show the importance of research design and methodology Sargeant (2012) informed that knowing how the data were collected helps the reader evaluate the validity and reliability of the results as well as the conclusions that are drawn. Reliability of the study is also an important consideration and is another reason for the detailed description of methods and

procedures. It is also essential to describe how the information obtained in the research process was analyzed. The location of the methodology section in the thesis may vary.

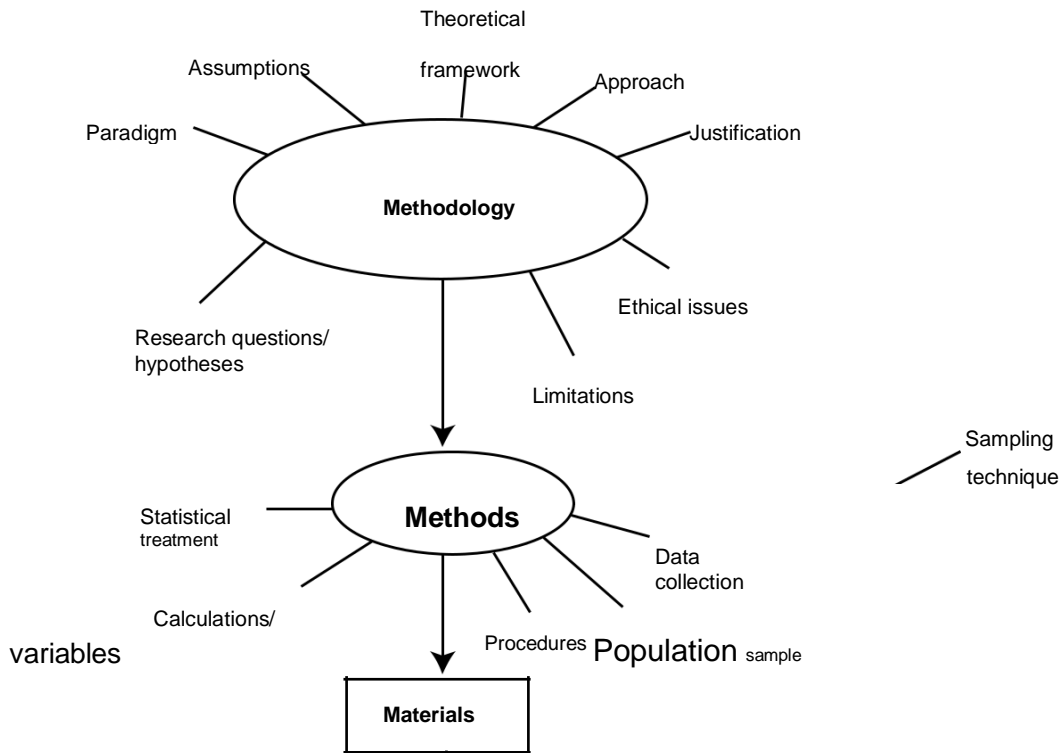


Figure 1.3. Visual map of typical components of a Methodology chapter (Paltridge and Starfield, 2007, p.123)

The Result Chapter

Every dissertation contains presentation of results and findings of the research, it aims to put forward the knowledge claims the researcher wishes to make. Thus, he should bare in mind that a successful results section should involve selecting and ordering of the data in a way that guides the reader to understand the researcher. Also, the writer should draw out the significance of the data, and keep indicating to the reader the data he or she is being led. Furthermore the writer must linking figures and tables to text and select which data needed to be highlighted (Thompson, 1993).

The Discussion Chapter

The discussion chapter is often in a kind of reverse of the introduction; thus, in discussion chapter, the study of the student is the primary focus. In this stage, previous research is used for confirmation, comparison or contradistinction (Swales 2004). Moreover, it is used to show the relationship between the results of the research and the results of related studies (Basturkman and Bitchener, 2005).

A study was made by Samraj (2005) where she looked at the discussion chapters of masters' dissertation in the area of linguistics and biology. The result of the study showed that the discussion chapters follow steps. It starts with stating the background information, then reporting on the results. After that students compared the results they have found with other research results. Then, they made a summary of the results and an evaluation of the study. In addition to limitations of the study and deductions from the results where they made a more general claim arised from the results of the study. Ended with making recommendations.

Writing the Conclusion:

According to Evans and Gruba (2002), the conclusion section is where students summarize their work.

The Shape of the Conclusion

In fact, Thompson (2005) explained that conclusion has to include four main elements which are: an introductory restatement of aims and research questions, consolidation of present research for example the findings and limitations, a practical applications/implications and ends with recommendations for future research.

The Recommendation

The recommendation always address limitations and suggest how they might be overcome in future work (Sargeant, 2012).

Writing the Abstract and Acknowledgements

Writing the abstract and the acknowledgements are one of the final things a student needs to write (Paltridge and Starfield, 2007).

The abstract is an important piece of work because it is one of the first things a reader will look at although it is the last part of a dissertation to be written. According to Cooley and Lewkowicz (2003), the abstract is written after completing the research because it is a summary of the study and it informs the reader of what can be found in the dissertation and in what order. Also, it includes an overview of the study, the aim of the study, the reason for the study, methodology used in the research and the findings of the study.

The Acknowledgements are also an important part of the student's text since they can include gratitude and thanks to the people that helped the student during his journey of writing the dissertation (Paltridge and Starfield, 2007).

Referencing

All references that are used in writing the dissertation whether it is a direct quotations or a paraphrasing should be included in a reference list/bibliography that comes after the chapters of the dissertation, compiled in alphabetical order by author' surname (Sargeant, 2012).

The Appendices

According to Sargeant (2012), appendices could be used in providing relevant supporting to the evidence for reference; however, it should only be used if necessary and only subsidiary material should be included like: evidence which confirms the originality of their work, questionnaires, and interview guidelines.

Tips that should be used in Writing the Dissertation:

Sargeant (2012) had given advice for researchers to be followed and used in writing their dissertation:

- the style of writing: it should be written in 'times new roman'
- Font size: 12 points font.
- Line spacing: double spaced.
- Page numbering: For sections from Acknowledgements to start of Main Text page number format is i) ii) iii) .and so on continuously For Main Text page format is 1,2, 3 and so on continuously With position on page centred aligned.
- Margin setting: Top 2.54cm; Bottom 2.54cm; Left 3.17cm ; Right 3.17cm ; Gutter 0cm ;Gutter Position Left.
- Alignment: justified
- Each of your chapters will require both an introduction and a conclusion. The former provides the reader with a content 'map' of what is to come, and the latter provides a concise summary of what they have just read.

Conclusion

The current chapter highlights the theoretical frame work of the research. Thus, it was divided into two parts; the first part was concerned with presenting the writing skill, its definition, importance, approaches, characteristics, in addition to the writing difficulties students may confront while writing. However, in the second part, was for giving information about the dissertation, starting from its definition moving to the steps of writing it. It also informs the reader about the overall shape of the dissertation including its chapters; ending with tips to be followed in writing a dissertation.

Chapter three

Method

Chapter Three

Method

Introduction

After reviewing the related literature of our study, the current chapter presents information about the research design and methodology used in the research; it acknowledges the reader about the research participants, unfolding the research method and instruments. Also it sheds light on the methodological procedure used in this research with a description of the research design.

The Research Design

“The research design is the researcher’s plan of how to proceed to gain an understanding of a specific phenomenon or a specific group of people in its context” (Ary, 2010. p.426). Relatively, the research design of this research is a descriptive design with the use of both the qualitative and the quantitative approach. Thus, the descriptive research involves collecting data in order to either answer questions concerning the current status of the subject of the study or to test its hypotheses.

Additionally, it is primarily concerned with finding out "what is," might be applied to investigate a specific phenomenon and it often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution (Gay, 1992). According to Krathwohl (1993), the descriptive research has three main purposes which are to describe, explain, and validate findings.

Since the aim of this study is to explore and investigate students’ difficulties in writing their dissertations, a mixed of both the qualitative and the quantitative research study

were used in this research in order to gain a deep understanding of EFL students' lived experiences in their journey.

The Participants

The study was conducted with Master two students and supervisor teachers of English at Chadli Bendjdid University El_Taref. The research study consists of thirty (30) students and six (06) supervisors. The sample was recruiting to match the purpose of the research which is investigating the master two students' difficulties in writing their dissertation. Thus, the students were those who are writing their dissertations or almost finish them and teachers who have experience in supervision to ensure having reliable information.

The Research Instruments

During the journey of conducting the study, a set of instruments were used in order to gather the needed information for achieving the purpose of the study, and for getting reliable and valid data; in addition to the validation of our hypothesis.

The Questionnaire:

The main research instrument in this research is the questionnaire. In fact, it is designed to investigate the difficulties that may face EFL students while writing their dissertations. In this study, there are two questionnaires: one for the master two students and a questionnaire for the teachers.

In addition, both questionnaires includes an open-ended questions on suggestions to overcome difficulties facing the students while they write their dissertations.

Students' Questionnaire:

Students' questionnaire had included a small introduction to acknowledge the participants about the topic of the dissertation along with the purpose of the study. It was divided into two sections; the first section was concerned with questions related to the writing skill including questions about student' writing difficulties. However, the second part was devoted to focus on students' difficulties in the process of dissertation writing along with questions to know the nature of these difficulties. Additionally, both parts had included an open-ended question on reasons behind such difficulties and their nature and suggestions of how to deal with them.

Students Questionnaire' Description: (see appendix 1)

Student' questionnaire had two sections :

- **Section One:** it includes six (06) questions plus two (02) open ended questions about the writing skill. In this section, the researcher aimed to know for example: if they enjoy writing or no, If they notice having problems while writing or no and the kind of the difficulties they usually face while writing.
- **Section Two:** section two was consisted of four (04) questions. The questions were about writing the dissertation and difficulties that faced them while conducting it; in addition to questions about classifying their nature; like do they believe that writing a dissertation is a daunting academic task, what were the difficulties that encountered their thesis' writing and how did they deal with such difficulties.

Teacher' Questionnaire:

Teacher' questionnaire started by given a small introduction about the researcher's topic and his purpose of study. Also it was divided into two parts; the first part was devoted

for questions related to general information about the writing skill including questions related to the students' writing level and their writing difficulties. However, the second part focused on students' difficulties in the process of thesis writing. Moreover, both parts had included an open-ended questions on reasons behind such difficulties and suggestions of how to avoid them.

Teachers Questionnaire' Description : (see appendix 2)

Teacher' questionnaire had two parts:

- **Section One:** consisted of five (5) questions that are related to the writing skill. For example, how they rate the students' writing level, the most committed writing mistakes when grading / evaluating their students' piece of writing and reasons why do most students struggle with the academic writing.

Section Two: consisted of four (04) questions that are related to writing the dissertation and teachers' perception and suggested solution for the encountered difficulties. For instance, what were the difficulties students face while conducting their research, reasons to why students have such difficulties and how they deal with such difficulties.

Research Procedure

The conduction of the dissertation was with master two students of English and supervisors, after the finishing of semester one and after making sure that the students are in the process of writing their dissertations or almost finishing it to guarantee the validity of the data collected.

Students' questionnaire was administered online because of the unavailability of most of the participants. Most of them were busy with writing their dissertations plus the additional circumstances of Covid_19 that we are living. So, in order to facilitate data

gathering, the best way was to make an online questionnaire that was given via social media. Thus, for those who had an access to Facebook; it had been given for them in “The master two English students Facebook group”. However, for those who do not have Facebook account, it was sent for them via personal emails.

As far as teachers' questionnaire is concerned, it was administered to some teachers by hand at the beginning or at the end of their lectures. Some others were sent via mails as they were not available. The teachers were kind and helpful in answering.

Conclusion

As an abridgement, the research design and methodology chapter demonstrated the instruments used in the data collection along with the methodology followed, so readers will puzzle out the way the study was conducted. Hence, the next chapter is concerned with the results and data analysis.

Chapter four
Analysis of Data (Results)

Chapter Four

Results: Data Analysis

Introduction

This chapter is devoted to show the results of the study which is investigating the master two students' writing difficulties and knowing the reasons behind such problems. So, this chapter covered the obtained data by means of students and teachers' questionnaires.

Data Analysis

Students and teachers' questionnaires were assessed and scored and were taken cautiously for the analysis. Every question's answer was gathered in a separate diagram. However, for the open questions their answers were reported and criticized.

Students Questionnaire' Analysis:

The students' responses of the questionnaire were collected and the data obtained were processed statistically. Hence, there was an application called "Survey Monkey" that was used in this process.

Section one:

Q1: Do you enjoy writing?

a)-Yes: **(93.33%)**

b)- No: **(6.67%)**

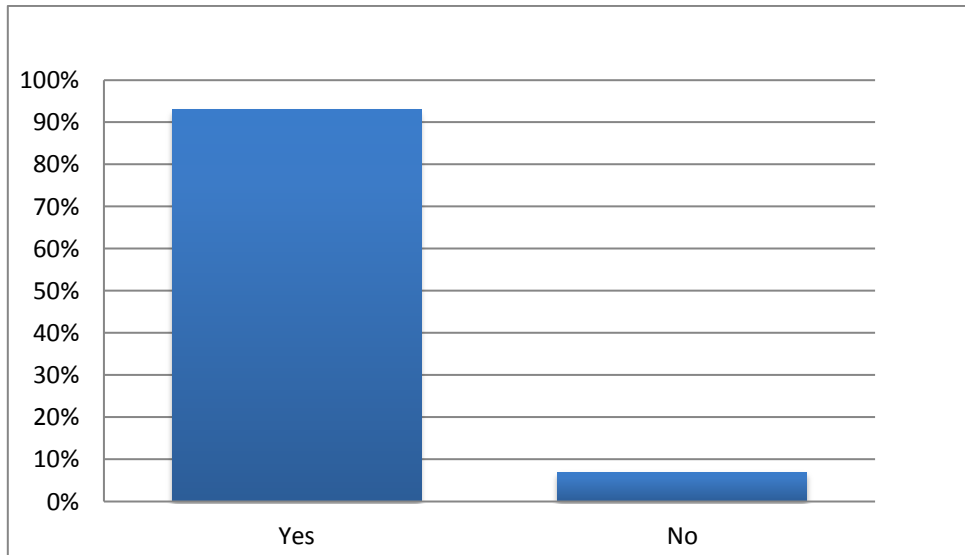


Figure 4.2 . Students' Writing Enjoyment

The figure above reveals that **(93.33%)** of the total students enjoy writing; apparently most of them; which is considered a positive thing for the students because enjoying writing might lead them to get a better piece of writing than those who do not which were only **(6.67%)**. So, for those who answered by no, they might be interested by other skill rather than writing.

- **Q2: Do you consider yourself as a successful writer?**

a)-Yes: **(70%)**

b)- No: **(30%)**

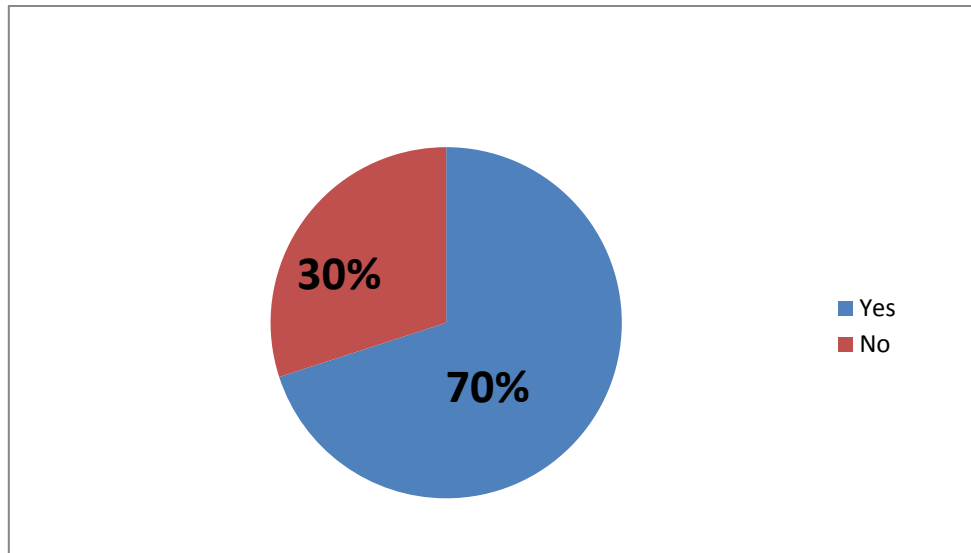


Figure 4.3 . Students' View about themselves as Writers

The data exists in the figure above show that **(70%)** of students see themselves as a successful writers which is considered a high percentage. However, **(30%)** of students do not; this might be duo to the lack of confidence or because they are really not a successful once.

- **Q3:** How do you consider writing?
 - Difficult.
 - Very difficulties.
 - Not difficult

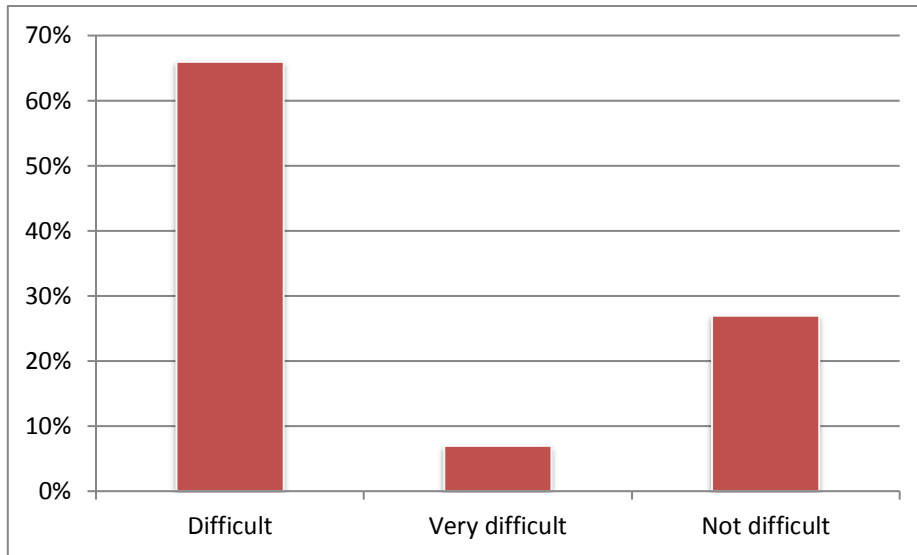


Figure 4.4 . Students’ Writing Rate

According to the results, **(66.66%)** of the students consider writing as a difficult skill, and only **(6.66%)** of them consider it very difficult. While **(26.66%)** students consider it as a not difficult skill.

- **Q4:** How often do you make mistakes while writing?
 - Always
 - Sometimes
 - Rarely
 - Never

Table 4.1

The Frequency Committing of Mistakes

Frequent committing of mistakes	Always	Sometimes	Rarely	Never
Students’	6	21	3	0

number				
Percentage	20%	70%	10%	0%

According to the table above, the frequent committing of mistakes data disclose that **(20%)** always make mistakes while writing. **(70%)**; which is considered as the highest number; sometimes does. However, **(10%)** rarely make mistakes. Additionally, none of them have chosen “never” which confirms that all students make mistakes while writing.

Q5: Do you notice having problems while writing?

a)- Yes: **(83.33%)**

b)- No:**(16.67%)**

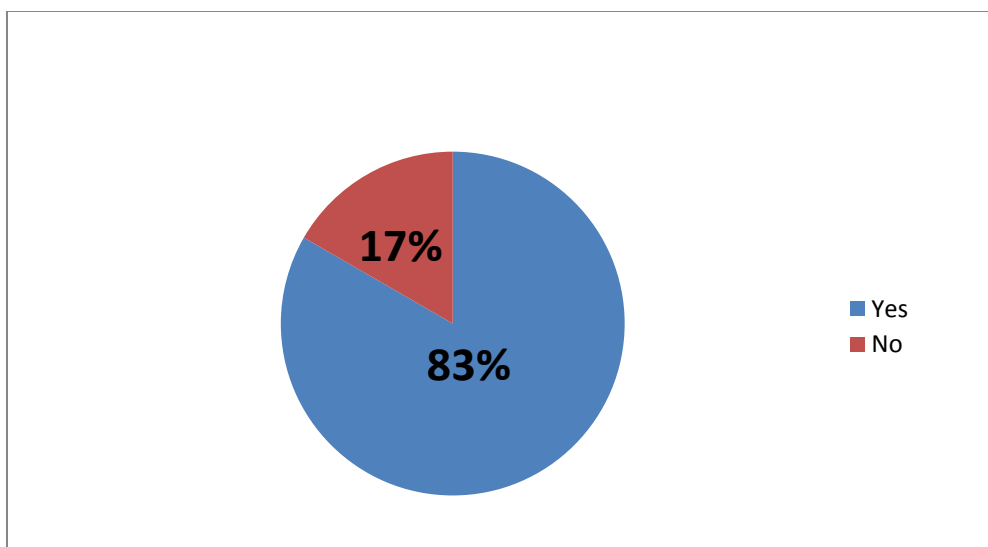


Figure 4.5 . Students’ Acknowledgement of Writing Problems Occurrence

Based on the data obtained from the figure above, **(16.67%)** students do not notice having problems while writing and **(83.33%)** students do.

For the participants who answered by “yes” they were asked to state the writing difficulties they noticed having while writing. Well, some students have written that they noticed themselves having punctuation problems, grammar problems and vocabulary

problems. Whereas, others have written that they noticed having problems with time management during writing especially in a limited time task.

- **Q6:** What kind of the difficulties you usually face while writing?
 - Lack of ideas.
 - Grammar difficulties.
 - Vocabulary restriction.
 - Spelling, punctuation difficulties.
 - All

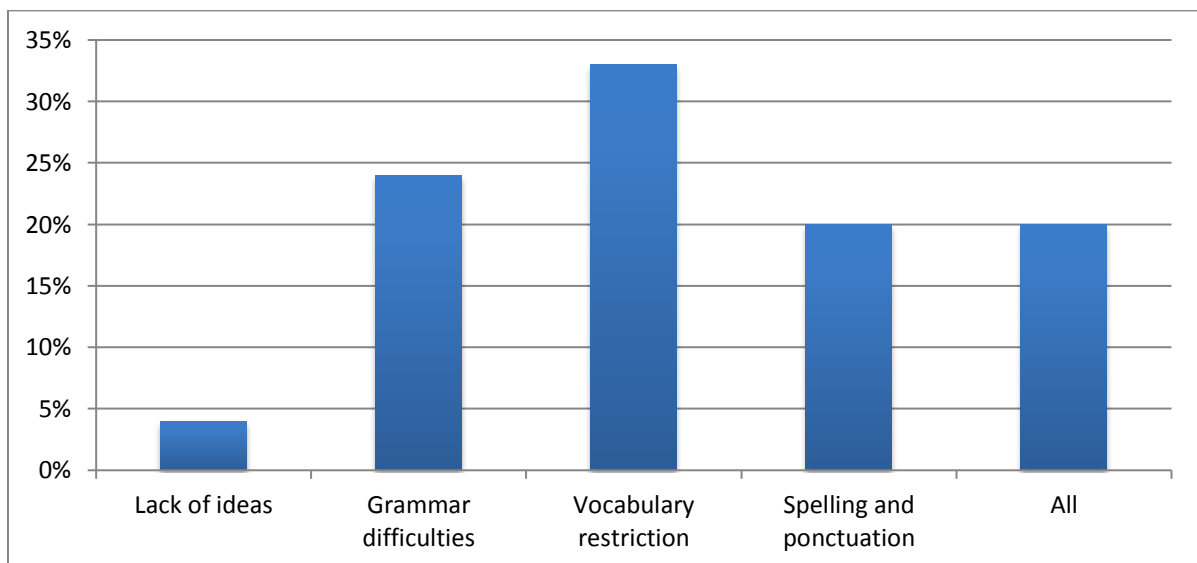


Figure 4.6 . Types of Writing Difficulties

We can see through the figure that there is a detailed account of the previous answers of the students related to the kind of the difficulties they usually face while writing. The findings revealed that only (3.37%) of students usually have difficulties with the lack of ideas, (23.33%) of students have grammar difficulties and (33.33%) of students have problems with vocabulary; which is considered the highest problem to be faced by them.

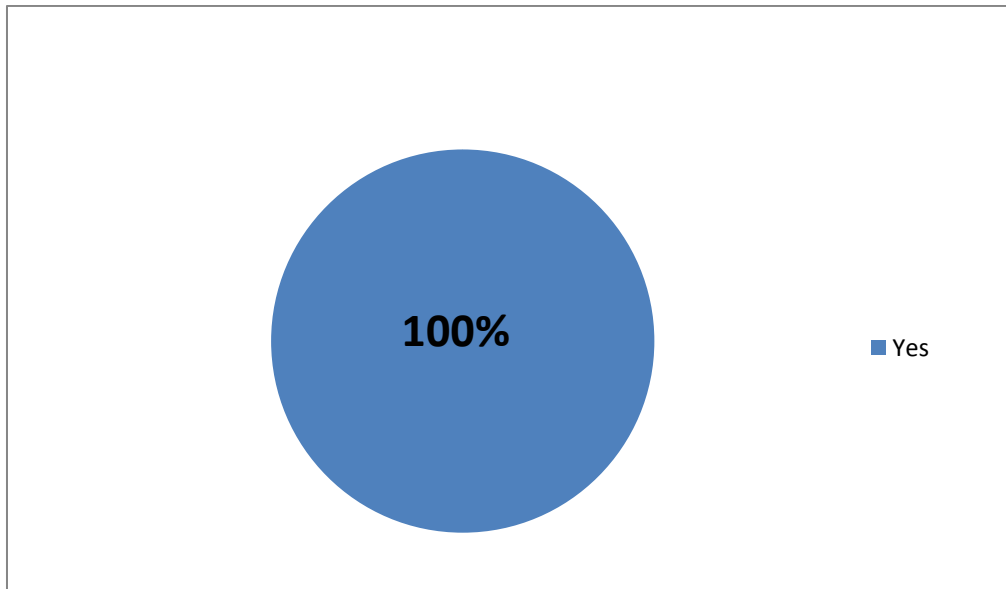


Figure 4.8 .Students Difficulties while Writing their Dissertation

According to the figure above, all students (**100%**) faced difficulties while writing their dissertation. This shows that all master two students were exposed to face problems during writing it and none of them did not. Which confirms that writing a dissertation is not an easy task.

- **Q9:** What were the difficulties that encountered your dissertation' writing?
 - Linguistic difficulties.
 - Inadequate supports and cooperation.
 - Limited research knowledge
 - Others, what are they?

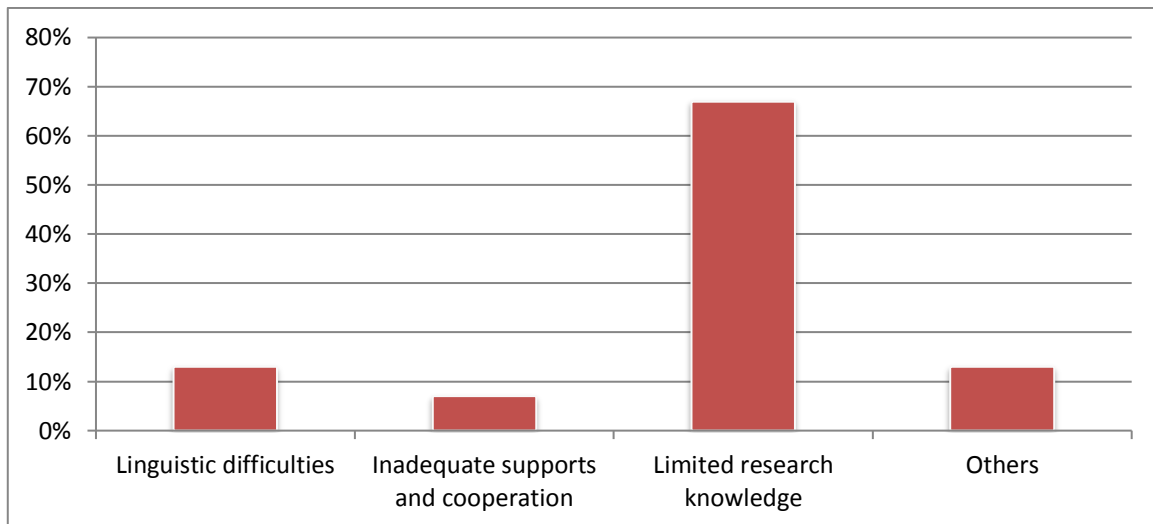


Figure 4.9 . Students Difficulties of Dissertation' Writing.

As far as the results obtained, we notice that **(13.33%)** have faced linguistic difficulties (e.g., grammatical and organizational problems and lack of mastery of academic writing style) and only **(6.67%)** witnessed problems with the lack of supports and cooperation. students reported that they had negative experiences in undertaking the research due to uncooperative research samples, students experienced difficulties because of uncooperative respondents. The data of this study indicated that some informants were not willing to participate in the students' research for unclear reasons, it might be because they are busy, lazy or not interested.

On the other hand, **(66.67%)** of students thought that one of the major difficulties that encountered them while writing their dissertation is the limited research knowledge. It presented another hurdle for EFL students in the process of writing their master dissertation. Undertaking research is an integral part of this process writing. However, evidence from the data of this study proved that given their lack of knowledge in doing a research caused many difficulties in the process of writing their dissertation. EFL students proceed to the Master level with insufficient theoretical knowledge and practical skills of research.

Additionally, (13.33%) students have mentioned other problems mainly related to vocabulary, time restriction and problems of writing some chapters of the dissertation. The majority of students stated that they experienced difficulties in the various research stages, including formulating the research questions, choosing the research methodology, designing instruments for data collection, and analyzing data statistically.

- **Q4:** How did they deal with such difficulties?

The findings of this question revealed that (50%) students have mentioned that in order to deal with such difficulties some students would ask for help; it could be from their supervisors, peers or ex master two students. Other students suggested that they would follow already written dissertation or do their own research on how to write a dissertation.

In the words of one student “I would ask for help from my supervisor, who guides me and answers my questions. He also provides me with an advice whenever I needed it.”

Some others say: “I make my own research on how to do things by searching in the net or going to libraries and look for things I am stucked with”

Other types of students said that “I have a dissertation written by another student, so I follow the same steps”.

Teachers Questionnaire’ Analysis:

Teachers’ responses of the questionnaire were collected and the data obtained were processed statistically. Hence, there was an application called “Survey Heart” that was used in this process

Section one:

Section one of teacher' questionnaire was about the writing skill. It is consisted of five (5) questions.

- **Q1:** Have you thought writing module before?

a)- Yes: (71 %)

b)- No: (29%)

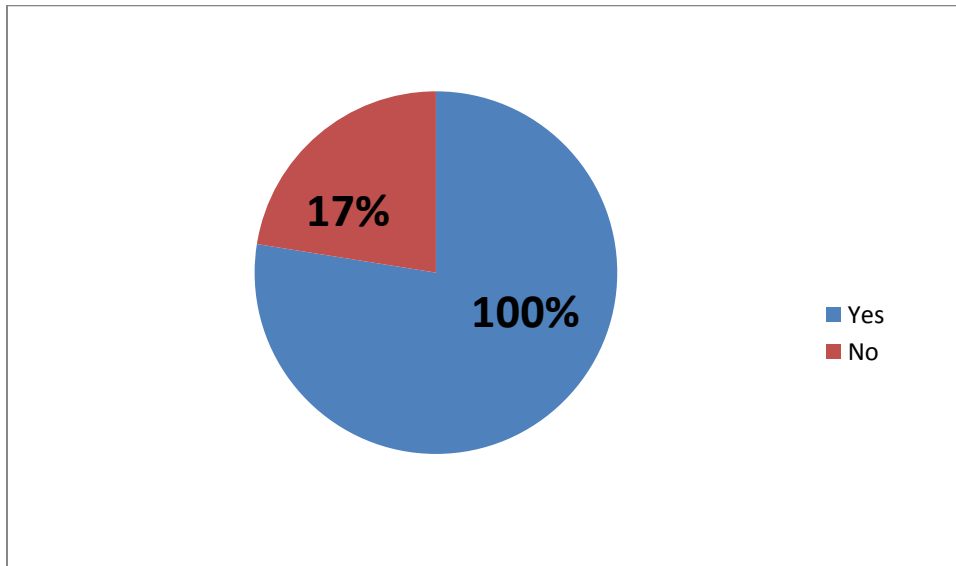


Figure4.10 . Teachers Experience with Writing Expression

As seen in the figure above (71%) have taught writing module before. Which is a good thing to assure the reliability and validity of the answers. While 29% did not but they have an idea about it.

- **Q2:** How do you rate students' writing level?

- Excellent
- Good
- average
- weak

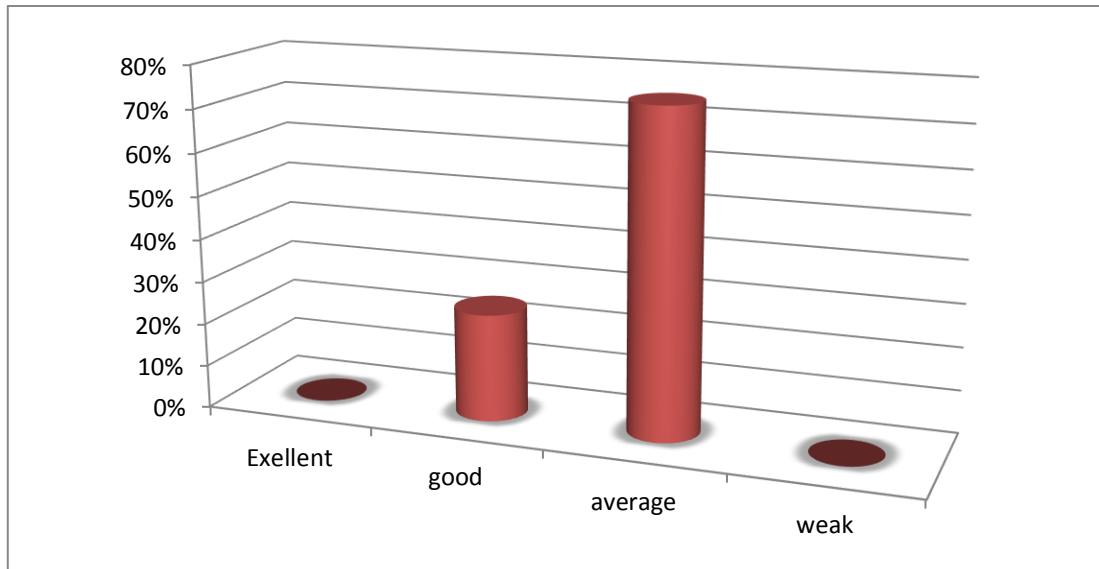


Figure 4.11 . Students' Writing Level

As demonstrated in the figure above, none of the teachers (**0%**) have chosen “excellent” or “weak” for students’ writing level while only (**25%**) have chosen good and (**75%**) rate student’s writing level as average. The result of this question shows that student’s writing level is average.

- **Q4:** The most committed writing mistakes when grading / evaluating their students’ piece of writing.
 - a- Grammar mistakes.
 - b- Vocabulary mistakes.
 - c- Spelling mistakes.
 - d- Punctuation mistakes.
 - e- All.

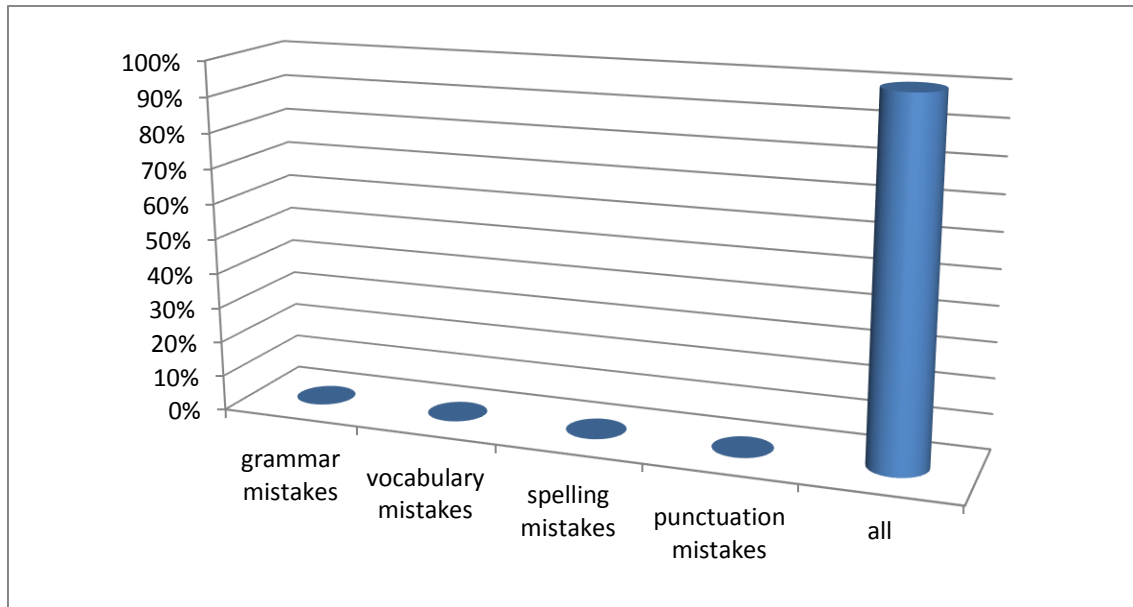


Figure 4.12. The Most Committed Mistakes by Students

According to the result of the figure above, all teachers (**100%**) have chosen “all” which indicates that the most committed mistakes of students includes: grammar mistakes, vocabulary mistakes, spelling mistakes, and punctuation mistakes.

In fact, some teachers claimed that, language transfer is also another area. It is when students translate their ideas in Arabic and write it in English. So, students would result with wrong English structures. Another point claimed that students are not using English appropriate and that result in bad language use.

Q4: Number the writing difficulties according to their accustomed occurrence.

- Grammatical mistakes.
- Lack of vocabulary.
- Complex long sentences.
- Punctuation problems.

Table 4.2

The Rate of Students' Difficulties

Name of the Difficulty	Grammatical mistakes	Lack of Vocabulary	Complex long sentences	Punctuation problems
Number of the Difficulty	02	03	01	04

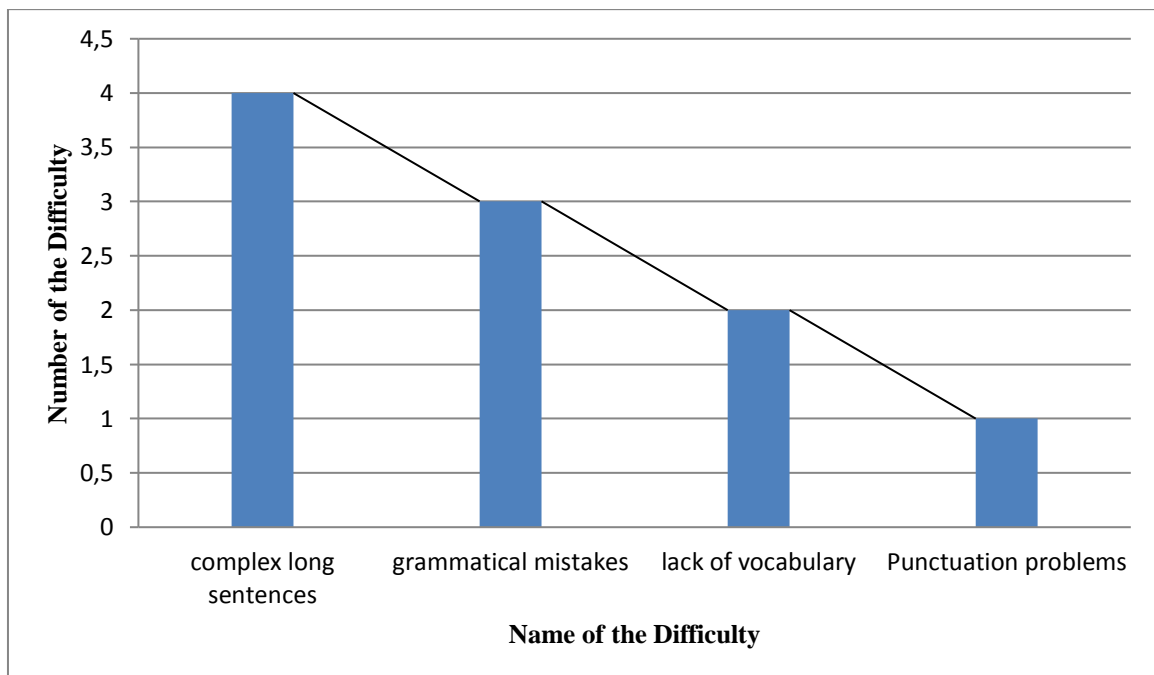


Figure 4.13. The Rate of Students' Difficulties

According to the results recorded above, the main problems that mostly occur are the complex long sentences followed by the grammatical problems then the lack of vocabulary. Ending with the punctuation problems which is the least to be found according to the teachers.

- **Q5:** Why do most students struggle with the academic writing?

The data obtained from this question gave us a number of reasons to why most students struggle with the academic writing. Most of teachers have mentioned that students struggle in writing because they do not possess the basics of writing in addition to the vocabulary restriction. Also their problems were due to the lack of reading, practicing and preparation.

Teacher 1: “Because they do not possess the basis of writing as their vocabulary register is limited.”

Teacher 2: “They do not read and they do not practice their writing. As they are not well trained by experienced teachers.”

Teacher 3: “Most students struggle with the academic writing because they do not read texts and novels and they do not practice writing.”

Section two:

Section two had included questions that were related to writing the dissertation.

- **Q6:** have you worked as a supervisor before?

a)- Yes: **(100%)**

b)- No: **(0%)**

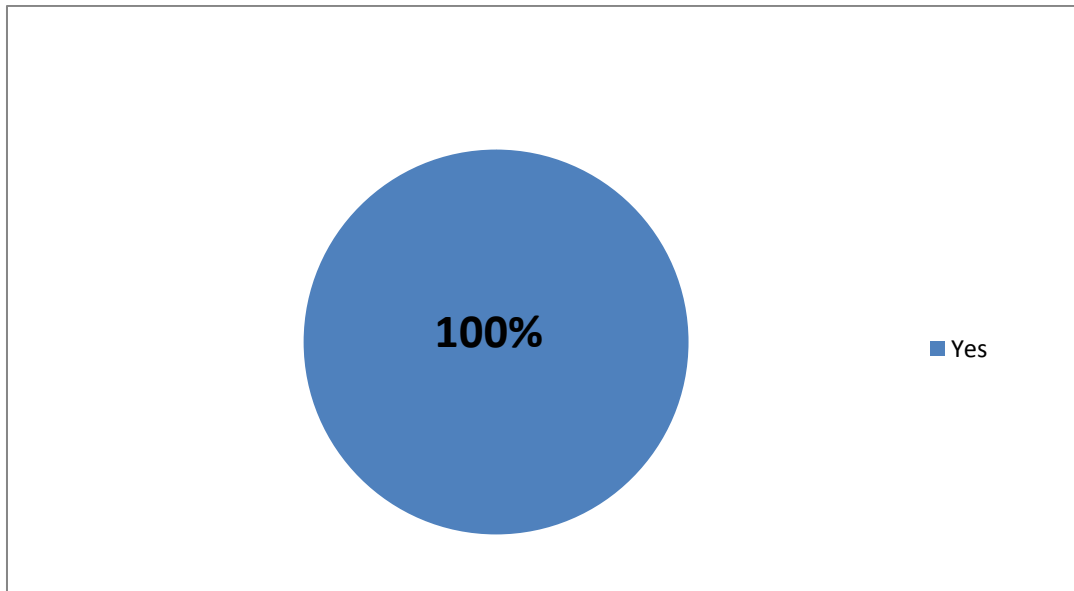


Figure 4.14. Teacher' Supervision

We can clearly see that, all teachers worked as supervisors before, which is considered a good thing to assure the reliability and validity of the answers.

- **Q7:** What was the difficulties students face while conducting their research?

According to the finding of this question, teachers claims that the difficulties that students usually face while writing their dissertation were mainly related to writing the elements of the dissertation especially the research proposal, the literature review chapter, the methodology chapter and the list of references. In addition to the incorrect application of the APA style rules.

Teacher 1: “Composing the proposal and writing its elements, writing the review especially referencing are the main problems where students are asking for help and requesting lots of meeting to explain for them what those elements.”

Teacher 2: “Writing their literature review and methodology pose a great difficulty in writing their dissertation.”

- **Q8:** Why do you think students have such difficulties?
 - Lack of research knowledge.
 - Insufficient academic preparation.
 - Inadequate supports and cooperation.

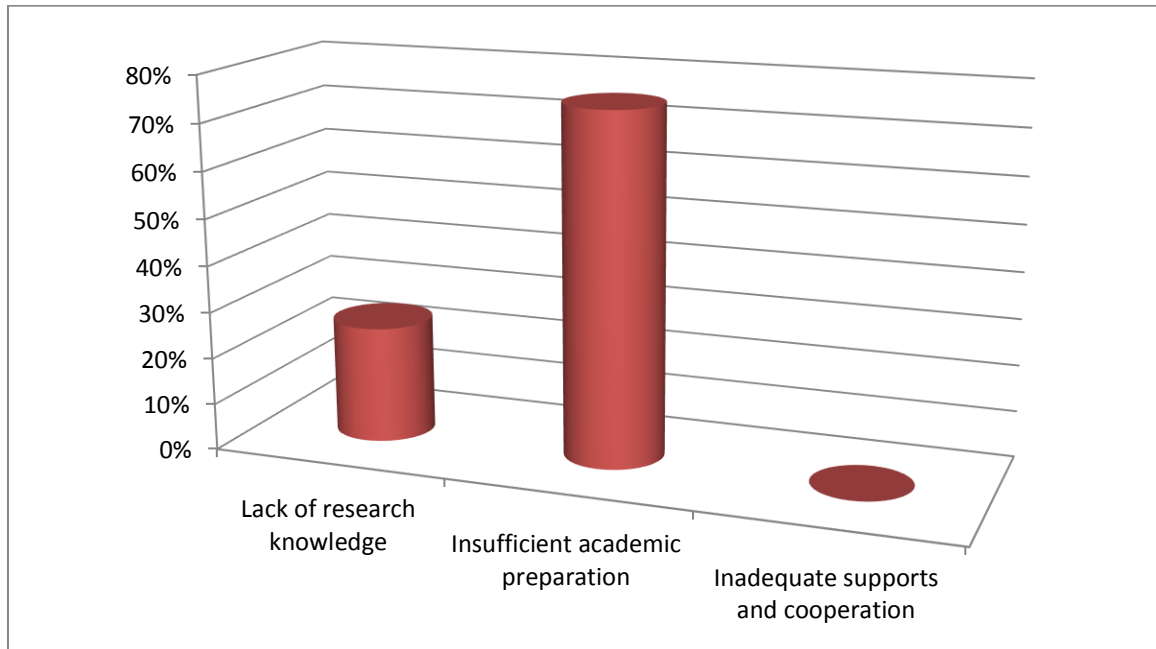


Figure 4.15 .Reasons of Student' Difficulties while Writing their Dissertation

As seen in the figure above, only (25%) of teachers believe that the difficulties students usually face while writing their dissertation is due to the lack of research knowledge. However (75%) of teachers; which are considered the highest score; see that they have such difficulties because of the insufficient academic preparation. While none of them (0%) believe that inadequate supports and cooperation is one of the reasons behind the student' difficulties in writing a dissertation. As such, teachers believe that students should make research and depend on themselves as they are Master two students. They are not anymore beginners in learning.

- **Q9:** How do you deal with such difficulties?

The results of this question giving suggested solutions provided by the teachers to overcome the student' difficulties in writing the dissertation.

Teacher01: Believes that students need to rely on their own, and they need to have background information about the writing skill in general and writing the dissertation in specific.

Teacher 02: He stated that to resolt the hurdles students may confront during writing their dissertation, it is needed to motivate, guide and monitor them. In addition to facilitating learning for them.

Teacher 03: He suggested that students should be given more time to practice on smaller projects before start working on the master two dissertation. Also, he suggested that there should be cooperation between the teachers of the module from 1st year. Additionally, he believes that the program courses should guide students from A to Z and it should be based on students' needs.

Teacher 04: He proposed to give them instruction about how to write a dissertation in addition to training them from the first year.

Conclusion

To sum up, this section is designed to show the analysis of both the students' and teachers' questionnaires which were analyzed quantitatively by using statistical techniques as tables and figures. Thus, after the analysis, in the coming chapter, the researchers going to prove or disprove the proposed hypotheses and to endeavor to answer the posed research questions.

Chapter five

Discussion

Chapter Five

Discussion

Introduction

This chapter covers the results of the study with an attempt to prove or disprove the already stated hypotheses; in addition to answering the research questions of the study. Furthermore, this chapter includes the implication of the difficulties of writing a dissertation; along with the limitations which are encountered in the high way course of this study. At the end of the chapter, the researcher proposed some recommendations which are expected to be beneficial for the Ministry of higher education, EFL teachers, EFL Master two students and for further research studies.

Pedagogical Implications Drawn from the Research Findings

Based on the previously mentioned findings covered by the research study, it is worth to offer some practical implications for writing a dissertation as a daunting academic task and a journey for students to examine their research knowledge.

The findings of this study revealed that master two students of English at Chadli Bendjdid University of El-Tarf had faced difficulties while writing their dissertation; in addition to problems that confront their dissertation' writing.

Our study showed that the lack of research knowledge was the main obstacle most students had while conducting their dissertations along with other problems such as the linguistic difficulties, inadequate support and cooperation, difficulties in writing some chapters of the dissertation and time restriction.

The outcome of the study showed that these difficulties were due to certain reasons as the insufficient academic preparation which lead to the appearance of such problems. Thus, suggested solutions were taken from students and teachers' questionnaires. Most students suggested to ask for help from their supervisors. However teachers have suggested that students should rely on themselves in addition to other significant suggestions.

Discussion of the Research Questions and Hypotheses

Based on the results acquired from the students' and teachers' questionnaires, we can debrief that there were difficulties that master two students face during the conduction of their dissertation. In other words, there were number problems, obstacles that hindered the students' dissertation writing process.

Accordingly, the results of the students' questionnaire confirmed the existence of the difficulties that faced master two students during writing their dissertation plus it showed the relationship between the writing skill and the dissertation writing process How?, Since most of master two students confirmed that they face difficulties while writing; the kind of problems they faced were mainly: lack of ideas , grammar difficulties, vocabulary difficulties and spelling, punctuation difficulties, such difficulties affected the dissertation writing process and lead to the appearance of the linguistic difficulties which is considered one of the major problems students had.

Moreover, the students' questionnaire also revealed another problem faced by master two students which is the inadequate supports and cooperation; apparently, it was not a major problem for them only few students had face such problem which shows that most master two students got support during their journey of conducting the dissertation.

Another common challenge for students, as reported by the participators, was their limited research knowledge concerning how each section and chapter of their thesis should be written. They stated that students faced difficulty in writing the Literature Review. Also, the participating students reported that they have faced difficulty within writing the various chapters since it was their first time to deal with such experience of research writing.

One last problem students had is the limited time conditions that may cause many problems during writing their dissertation such as over thinking and anxiety which may affect on the quality of the dissertation.

Moving to the teachers' questionnaire which revealed that the kind of writing problems students had were due to the lack of reading and to the lack of practicing. Hence, These difficulties affect the process of writing because one of the problems students had is paraphrasing and summarizing information properly as well as their inadequate ability in expressing ideas with appropriate diction and clarity.

Another research difficulty that was indicated via teacher' questionnaire is the problems of writing some chapters of the dissertation due to the insufficient academic preparation. Being prepared for writing the dissertation entails that students must manipulate a wide range of skills, including adequate knowledge of how to undertake research and write up the different chapters of the dissertation.

Nevertheless, it was alarming that both students and supervisors reported the students might have received poor-quality education throughout the Master level. Which affect students' research knowledge.

Consequently, the results of the students and the teachers' questionnaires confirmed the existence of difficulties that master two students go through during writing their dissertation;

this answers the research question “Do EFL Master two students face difficulties while writing their dissertation?”

Besides, the linguistic difficulties, lack of research knowledge and skills, inadequate academic writing skills and the limited time conditions were the main obstacles master two students had while writing their dissertation which answers the question “If yes ,what are these difficulties?”.

Then, the already stated hypotheses “EFL Master two students face difficulties while writing their dissertation” and “limited research knowledge and time management.” are proved successfully to disclose that there are difficulties that encounter EFL master two students during writing their dissertation. Which was clear in the students and teachers’ questionnaires.

Limitations of the study:

Being a Master two student and the researcher at the same time, a number of limitations hindered our way and prevented us from acquiring the satiable results as it was expected.

Covid-19 drove the researcher to get rid of many steps while collecting the data of the research. For instance, our qualitative study was missing a part of data collecting tool which is the interview; due to the strict laws to protect ourselves from the infection.

Another limitation corona has left is the unavailability of the participants; they could not come so they were received the questionnaire via social media such as Facebook and via personal emails.

Also, the virus prevented us from displacing towards different libraries to have easiness in writing the literature review. Even getting the access to different documents in the internet

was difficult some of the online books were not free and it was difficult to pay on; plus not everything was available in the internet.

Far from the corona virus the research had another limitation which is the low number of participants. Since the participants had to be in their process of writing the dissertation or almost finish it to assure the validity and the reliability of the answers, the questionnaire had to be distributed at that time. Unfortunately, most of them were busy with writing their dissertations which lead to have a small number of participants from what it was expected.

Another limitation of the study is time restriction, the researcher wanted to make a survey on different departments to have the ability to generalize the results on all master two students. But, unfortunately due to the limited time conditions the sample of the study needed to be minimized on the department of English only i.e. EFL students.

Despite the previously mentioned obstacles that met the researcher during the highway of the study, the researcher finished the work successfully and accessed the needed results for answering the previously mentioned hypotheses and research questions.

Recommendations

In the light of the findings reviewed throughout this study, the following recommendations have been put by the researcher to ignite the difficulties of writing a dissertation. Thus, attaining success at department of English University Chadli Ben-djedid el Taref. We would suggest the following with an intention to have better dissertations in the future:

We would suggest to:

1. Universities and EFL English departments are required to adequately train and prepare Master students for writing their dissertations.

2. Universities have to organize training days and workshops on the different steps and aspects, especially the most difficult ones of writing the Master dissertation.
3. Universities are suggested to make more research methodology courses.

Teachers of English are recommended to:

1. Teachers should give students the opportunity to make their own experiences of writing a smaller dissertation, so they can benefit from it and at the same time they will get an opportunity to identify future difficulties that may encounter in writing the master two one. In addition to knowing how to deal with them.
2. University teachers are advised to revise the teaching methods and the contents of academic writing and methodology modules so as to make them cope with the needs of EFL students to accomplish the writing of the dissertation.
3. Teachers should encourage students and motivate them once they are di-motivated.
4. They should be a continuous checkers until the finishing point.
5. Teachers should train their students on the appropriate use of mechanics of writing to hinder the writing mistakes that may appear in the dissertation.

EFL Master Two Students are Suggested to:

1. Despite the significant role the supervisor has in the process of dissertation writing, the onus is on the students throughout their academic journey. Therefore, students are required to take responsibility for their own learning and work hard to enhance their academic writing and research skills.
2. Students are suggested to work on their writing skill to avoid having linguistic problems in writing the dissertation.
3. They have to read novels, book, to enrich their vocabulary repertoire.
4. Students are suggested to work on themselves to enhance their research skill and learn

about the steps of writing the dissertation.

5. Finally, they have to pay attention to the teacher while having research methodology courses to avoid the breakdowns.

Suggestions for Further Studies

The researcher recommended the following suggestions:

1. Since the current study included a small number of participants, it is recommended that further research involves larger samples and use different methodological designs that should be conducted in all Algerian universities to have a broader picture of dissertation writing challenges and the factors that generate them.
2. Also, we recommend other studies to investigate the strategies students may use to overcome those difficulties.
3. Future research is recommended to explore the views of Doctoral EFL students about their thesis writing challenges in order to find out if they face the same or different types of challenges..
4. In addition, other studies may be done on master two native students.
5. It is suggested to investigate the effective solutions for the problems of EFL students' lack of preparedness for writing their dissertation.
6. Finally, we recommend further studies to make a comparison between EFL students difficulties in writing a dissertation and non native students difficulties.

To conclude, the previously mentioned recommendations may help to investigate the master two difficulties in writing a dissertation at a global view as to investigate strategies to overcome them. Thus, achieving high educational outcome. Furthermore, the abovementioned recommendations enlighten the path for more futuristic research studies wherein opening multifarious opportunities that will bring innovation and prosperity among different subjects and levels.

Conclusion

Writing a dissertation is a daunting academic task for EFL master two students department of English university of el Taref, because they had face a lot of difficulties during their process of writing it. The result of the study confirmed the existence of such difficulties. To sum up, this chapter has pointedly explicated the obtained findings from both the students and teachers' questionnaires which highly and successfully assured our hypotheses and answered our research questions. Also, this chapter presents the implication, and the limitations that confronted the researcher align with highlighted recommendations for future practices.

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Appendices

Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire aims to investigate the master two students' writing difficulties during writing their dissertation. You are kindly asked to answer the following questions as your answers are important and useful to our study; please answer them honestly and openly. Thank you in advance.

Please put a tick in the appropriate box or fill in the required information where necessary.

Section one: Writing Skill

1-Do you enjoy writing? a- Yes b- No

2-Do you see yourself as a successful writer? a-Yes b- No

3-How do you consider writing?

Difficult very difficult Not difficult at all

4-How often do you make mistakes while writing?

Always Sometimes Rarely Never

5- Do you notice having problems while writing?

a-Yes b-No

Appendices

If yes, what are they?

.....

.....

6-What kind of difficulties you usually face while writing?

- a- Lack of ideas.
- b- Grammar difficulties.
- c- Vocabulary restriction.
- d- Spelling, punctuation difficulties.
- e- All

Others, please write them

.....

.....

Section Two: Writing a Dissertation

7-Do you believe that writing a dissertation is a daunting academic task?

- a-Yes
- b-No

8-Have you faced any difficulties while writing your dissertation?

- a-Yes
- b-No

9-What are the difficulties that encountered your dissertation' writing?

- a- Linguistic difficulties.
- b- Inadequate supports and cooperation.
- c- Limited research knowledge

Appendices

Others, what are they?

.....

.....

10- How did you deal with such difficulties?

.....

.....

Thank you for your cooperation

Appendices

Appendix B

Teacher' questionnaire

Dear teachers,

This questionnaire attempts to collect data about the difficulties faced by master two students in writing a dissertation. The data obtained is of a significant importance for the conduction of the dissertation. Please answer the following questions, your answers will be held strict confidence. Thank you in advance.

Section one: Writing skill

1- Have you taught writing module before?

Yes

No

2- How do you rate the students' writing level?

Excellent

Good

average

weak

3- When grading / evaluating your students' piece of writing, the most committed mistakes are:

a- Grammar mistakes.

b- Vocabulary mistakes.

c- Spelling mistakes.

d- Punctuation mistakes.

e- All.

Appendices

Others, please mention them

.....
.....

4- As EFL teacher, number the following difficulties according to their accustomed occurrence.

- a- Grammatical mistakes.
- b- Lack of vocabulary.
- c- Complex long sentences.
- d- Punctuation problems.

5-Why do most students struggle with the academic writing?

.....
.....

Section two: Writing a Dissertation

6-Have you worked as a supervisor before?

Yes

No

7-What were the difficulties students face while conducting their research?

.....
.....

8- Why do you Think students have such difficulties?

- a- Lack of research knowledge

Appendices

b- Insufficient academic preparation

c- Inadequate supports and cooperation

9- How do you resolve the hurdles that students may confront?

.....
.....

Thank you for your cooperation