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**Investigating EFL Master Students'
Hindrances in Writing their
Dissertations**

Case of master two EFL students at M'sila University

Dissertation Submitted to the Department of English in partial fulfillment of
the Requirements for the Degree of Master

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DEDICATION 1

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

All Praise is due to Allah alone, the Sustainer of the entire world

I dedicate this work:

To The ones who gladly brought me into life: My dear Mother **Khadhra** and my dear Father **Djamel** , thank you for your prayers.

To my beloved brother **Abdel basset** and his gorgeous wife **Souhaila**

To my little brother and sister **Housseem** and **Oumaima**

To my husband **M, Basset** for his support and understanding

My precious family: Aunts and Uncles

And my husband's family

To my friends I have ever met specially Achwak

To all who helped and encouraged me specially B.Yasmine

Boutheyna

DEDICATION 2

I dedicate this work to:

My beloved parents who encouraged and supported me with their prayers and efforts to continue this work

To my brothers and sisters

To my husband and my second family

To my lovely children

To my dear friend whom I shared this work Boutheyne Habouche

To all my mates and friends who I have met

Achwak

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Without Allah help , guidance, and enlightenment, this work would not have been completed. All the thanks and gratitude to Allah

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ABSTRACT

Master dissertation is probably the hardest piece of academic writing that graduate students have ever done in their last year of study in university. Thus, it is important to examine the hindrances faced by EFL master students in dissertation writing and to discover the research variables that inform those hindrances, the researcher used both qualitative and quantitative methods, The sample the of this research were consisted of thirty one (31) students of master two linguistics students from the department of English , and nine (9) teachers from M'sila university and other two Algerian universities, the study explored both students and supervisors' perceptions concerns the hindrances, using the two tools, questionnaires and interview, The findings indicated that the majority of the candidates faced hindrances in :methodology ,lack of sources, problems with supervisor , research skills, personal factors like anxiety and lack of motivation, lack of training and experience in writing a research , The findings obtained from the teachers interview indicate that the majority of hindrances are in methodology, lack of the appropriate sources and research skills.

Key words: Master dissertation, graduate students, hindrances.

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LIST OF ABBREVIATION

EFL: English as a foreign language

P: Page

%: Percent

FL: Foreign language

M2: Master two

L2: Second language acquisition

DLC :Dissertation life cycle

E.G : Example

General Introduction

A dissertation is a complex paper that EFL master students write during the last year of graduate in university. Students generally want to take a topic that they studied in class and look at ways to research and build a paper around that topic with the help of their supervisor,

Master's dissertation involves the production of a substantial piece of work (biggam, 2008), a form that is very structured and organized ; academic writing is the kind of writing that required to do in college and university (Turmudi, 2017).Thus Students need to follow the cycle of research in order to accomplish their work properly. however for most students this will be the longest, most difficult and most important assignment completed at university, requiring months of preparation and, contains many hindrances Therefore, the fact that students have been facing different problems in writing their dissertations is indisputable, dissertation writing is a difficult process for native speaker students and often doubly so for non-native speaker students (Bhatia, 1999), thus it is clear that there is a need to focus on graduate students who write their dissertations in the FL and uncover the hindrances they face.

Background of the study

literature indicates that a good number of studies have been conducted worldwide on postgraduate dissertations' hindrances, Moreover, a great number of scholars examine the study in various higher educational contexts around the world with the aim to uncover those obstacles in different scopes (for example, Bitchener & Basturkmen, 2006; Cooley & Lewkowicz, 1995; Dong, 1998; Gurel, 2011; Hajar, 2016; Ho, 2013; Komba, 2016; Lessing & Lessing, 2004; Sadeghi & Khajepha, 2015; Strauss, 2012; Todd et al., 2006; Wang & Li, 2008; Zuber-Skerritt & Knight,1986).

Scholars like Bitchener & Basturkmen, 2006 ;Angelova & Riazantseva, 1999; Braxley, 2005; Spack, 1997, ; Casanave & Hubbard, 1992, focus on the appropriate style of academic writing and rhetorical structure of the dissertation, they have found that EFL students faced problems in the constituent structure of the work, grammar (Shaw, 1991) methodology and difficulties in develop and express ideas clearly and coherently,

Also Most of the studies conducted worldwide on postgraduate training have focused on issues of supervision (Taylor & Beasley, 2005; Murray, 2002; Hartley & Jory,

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 which explores the difficulties in developing proposals and ethical considerations. Emilia (2010) concluded that EFL students have poor ability of understanding writing dissertation because of the habit lack,

Brown(2017) reported that most students had problems are in writing every chapter in their thesis. They complained about writing techniques,

Furthermore, psychological factors are regarding the condition of learners' Focus. Brown (2000) said that problems in language are caused by an error in understanding the language and affecting factors (p.219). In writing a thesis, students felt worried or do not have confidence in their ability. They are afraid of doing an error in English. In this case, they will not write more than one paragraph because there is no confidence in their minds.

Ary (2010) Related to the difficulties dealing with students' motivation, Harmer (1998, p.51) stated that motivation is some kind of internal drive that pushes someone to do think to achieve something, Brown (2000) also claimed that motivation is the most frequently used catch-all term for explaining the success or failure of virtually any complex task.

A study conducted in Jordanian universities, researchers administered the questionnaire to faculty members in four public universities who have long experience in dissertations discussion and supervision. The results have shown that the students faced difficulties in the process of writing dissertation problem statement and questions, methodology, and the relationship between the postgraduate student and the supervisor.

Statement of the problem:

Master dissertation seems to be a particularly complex genre, therefore It is clear that there is a need to focus on graduate students who write their dissertations in the FL and uncover the hindrances they face; to that end these obstacles have been conducted by many scholars and researchers, This increased the interest to investigate the problem from different variables, However, most of the previous research on this topic has given

priority to specific scope, and most studies have only focused on linguistic and rhetoric problems rather than the whole concept of dissertation writing, and revealed few studies about other viewpoints such as socio-cultural, psychological and students proficiencies challenges, without addressing the writing of the master dissertation from a holistic, Thus, still there is a need to discuss the topic, this study aims to fill such a significant research gap, by drawing general picture about Master's dissertation writing in EFL at Algerian universities since it has provided useful information about the hindrances facing students in this academic undertaking.

Purposes of the Study

The current study chose to investigate the dissertation writing hindrances among Algerian EFL Master Students with an emphasis on the whole variables that inform those challenges; the data were taken from both students and supervisors' perspectives. in this academic journey, hence considering not only difficulties faced in writing; but also focus on the non-linguistic factors, which will allow all stakeholders to think of the possible solutions to overcome them.

This work is guided by the following main questions:

- What are the hindrances that EFL master students faced in writing dissertation?
- What should be done to overcome these hindrances?

Significance of the study

The major inquiry of this study will provide rich implication for Education, Everyone knows that writing dissertation is challenging, yet the experience can tell exactly how hard it is, the understanding of the thesis writing process proves to be significant to the overall language proficiency and skill among EFL learners; it seeks to gain insight into Master students' experiences of dissertation writing in a conspicuously underexplored EFL context.

Research design

The researchers' aim in this study was to explore and investigate students' experiences of dissertation writing so as to provide a detailed picture and analysis of the hindrances that faced them. Therefore, an interpretive qualitative research approach was used in this study in order to gain a deep understanding of EFL students' lived

experiences in their natural setting (Creswell, 2003; Bogdan & Biklen, 2003; Flick, 2002). The qualitative research design is particularly suited to the current study because it is deemed as the best for "representing the views and perspectives of people in a study" (Yin, 2011, p.7).

a) Methods

This study uses a mixed-method study using both quantitative and qualitative means of data collection. In this method, documents that contain information about the phenomenon under investigation are examined; the phenomenon in this case is the hindrances that students face in writing their dissertation.

b) Sampling

The research sample of this study consisted of forty students and seven supervisors from English departments at a number of universities in Algeria; to be selected as participants, students needed to be second-year EFL Masters who had finished their first semester study and start write their dissertations, or almost finished writing certain part of their work. Supervisors many years of experience in supervising EFL Masters were selected because they were expected to give richer information for the study than any new university teacher.

c) Research instrument

The study supported by open-ended/closed ended questionnaires. Were used to obtain from thirty one students; and nine supervisors selected from University of Mohammed BOUDHIAF in M'sila and other two universities in Algeria. And the second tools are an interview for teachers.

d) Structure of dissertation

The dissertation will be divided into two part : theoretical chapter and practical chapter, the first section of the theoretical chapter is concerning a conceptual view about EFL learners and dissertation writing, research genre writing, and the main acquired competences in the courses with, also taking into consideration suggested hindrances faced when writing dissertation will be included in this part. The second chapter likewise will be divided into two sections, the first one concerned with the methodology of research and design, method, sampling, research tool and piloting study, the second section concerned with the analysis of the results obtained. Furthermore, study's limitations and pedagogical implications are set in the third section.



CHAPTER ONE
THEORETICAL PART

Introduction

Research is what characterizes higher educational systems. It is highly demanded not only as a means to graduate, but it aims to develop consciousness, to foster creativity, to improve societies, and also to develop student research skills, Kleijn et al. (2012) claims that: “Students, mostly for the first time in their education, perform a piece of research independently and Therefore have to learn how to actually do research, on the other hand, students have to show that they are capable of doing research independently.” Bower (2010) also claims that: There has been a recent international emphasis towards integrating research-based learning into the undergraduate curriculum; In the Algerian EFL context, educational research has its place in undergraduate curricula.

1. Algerian EFL Masters and research writing

1.1 Definition of research

Many scholars, from different perspectives have defined research as follows:

Kothari (2004, p. 1) defines research as, “a scientific and systematic search for pertinent information on a specific topic, the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify

According to O’Leary (2004, p. 15) “research is more of a journey than a task, and like any journey, it needs to be managed, navigated, and negotiated from early conception to final destination”. That is to say, that research is about not only gathering information, but also based on reflections and observations. (2006, p. 2).

Dörnyei (2007, p.15) assumes “Research simply means trying to find answers to questions, an activity every one of us does all the time to learn more about the world around us.” Research is founded on a question or a problem that puzzle researcher’s mind, so he dedicates his time and go through a deep study to reach the facts.

According to Pathak (2008, p. 1), “The term research consists of two words: Re+ Search. ‘Re’ means again and again ‘Search’ means to find out”. This meaning is mainly based on the actuality that research is not a question of discovering something but a fact of getting wind of new information and inputs with regarding to the previous works.

Department of Education and Training (Western Sydney University, 2020) defines research as creating new knowledge or making new and creative use of existing knowledge in order to generate new ideas, methodologies and understandings. This could include replication and examination of past research to the degree that it results in new and creative outcomes. Subsequently, it is the manipulation of objects, principles or signs for the reason.

Research is a systematic attempt, search or investigation to find solutions to problems or questions in order to increase the sum of knowledge (Bako, 2005).

Neville (2007) states that research is a remarkable characteristic of any degree course because it provides students with an amount of control and independence on what they learn. Research also offers students a chance to approve, explain, follow and find out new features of a topic they are keen on. Pandey and Mishra (2015, p. 7) suggest that the “word “Research” is comprised of two words = Re+ Search. It means to search again. So, research means a systematic investigation or activity to gain new knowledge of the already existing facts.” Research can also be defined as rational and methodical search for new and beneficial information about a certain topic (Rajasekar, Philominathan, & Chinnathambi, 2013). Neville (2007, p. 1) defines research as “a process of enquiry and investigation; it is systematic, methodical and ethical; research can help solve practical problems and increase knowledge.”

1.2 Research in Education:

According to Anderson & Arsenault (1998, p. 6), “Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis of primary data”. Research is figuring out problems through relying on actual sources with the objective of educational purposes. Merely it seeks to boost the quality of teaching and learning. In addition Bassey (1999, p. 39) asserts: “Educational research is critical enquiry aimed at informing educational judgments and decisions in order to improve educational action”. In particular, educational research is the matter of asking information about education for the aim of improving it. Educationists whose job is managing education concerns achieve it.

1.3 Criteria of academic research

Although the existence of various types of research which differ in their objectives, they all focus on common qualities that identify a good research. (Kothari, 2006, p.20) pointed out a list of criteria of academic research:

1.3.1 Research is systematic

Academic research is mainly based on a set of planned steps that are directed by specific rules that permit the researcher of reach conclusions.

1.3.2 Research is logical

Academic research is guided by laws of logical reasoning regarding both inductive reasoning that is process of reasoning that goes from specific to general using the bottom up approach, and the deductive reasoning that is the process of reasoning that starts from general to specific using the top down approach.

1.3.3 Research is replicable

Academic research involves research design and procedure that are replicated to allow the investigator to reach valid and confirmed results to provide basis for decision-making.

1.3.4 Research is empirical

This implies that research is related to real situation aspects and deals with concrete data that ensures the validity of results. Research is by nature familiarized by certain criteria namely that makes it a systematic process. That is to say, that research is logical, systematic, and replicable. To end up by a good research work,

Kothari (2004) claimed that good research needs to satisfy the following criteria:

- The aim of the research should be plainly defined, along with the use of common concepts
- The procedures used in the research should be depicted in adequate detail, in order to allow other researchers to replicate the research for additional headway while maintaining the congruity of what has already been achieved
- The research design should be meticulously planned to obtain results that are as objective as possible.

- The flaws and limitations of the research design should be frankly reported by the researcher to estimate their impact on the outcomes of the study.
- The analysis and interpretation of data should be adequate enough to reveal its significance.
- The methods used during the analysis of data should be appropriate.
- The reliability and validity of the concerned data should be checked carefully.
- Conclusions should be confined and restricted to only those data, which are justified and adequately provided by the research.

2. Factors affect Algerian EFL Masters development in research writing

2.1 research course

Dissertation writing is a rigorous process that requires a systematic guidance. This means that it is not an easy task to do individually. It needs much time and efforts in addition to a good number of study and research skills. Therefore, research methodology course is significant for novice researchers. Biggam (2008, p4) confirmed, "Your university should provide you with a Master's Handbook containing clear guidance on aspects of your dissertation.

2.1.1 The Necessity of the Research Course

The research course provides novice researchers with knowledge and skills about how to do a research. The knowledge of how to do a research will raise the researcher's familiarity with the different research issues. It allows students to have knowledge about how research is done and helps researchers develop their critical thinking and accept new ideas. It helps researchers deal with the different research methods.

(Davis, 1993, p. 2).claims : "Students respond positively to a well-organized course" therefore It is important for teachers to be mindful of how they should organize their courses and the methodologies used which can greatly affect the students motivation to learn The strategies considered when planning the course and follows set the tone early in the semester. The syllabus should reflect learning objectives, course goals, and student's expectation for the course. To make students achieve their goals, the instructor should communicate explicitly with them. Conducting class surveys or administering diagnostic tests on what students already know about the topic rise the curiosity which results in an enthusiastic introduction of the course. Give students options in the

classroom. This strategy empowers students and develops their skills for self-directed learning because students' motivation increases if they feel that they have control on their learning outcomes, Also create assignments that are appropriately challenging. It is very crucial to consider students' interests, background knowledge, and abilities when designing coursework. For the purpose of providing students with early success, the degree of assignments and exams should gradually increase as the semester progresses. It is suggested by researchers that students will be enthusiast and have interest to the course if they can relate its components and the key factor behind connecting the course materials to real world experiences is to make students value the subjects they are learning which enhances their performance and deepens their understanding (Davis, 1993).

2.1.2 Students' Satisfaction towards the research course

Master students in particular, need to be aware of the process of researching itself. Moreover, they need to know its skills, importance and its contribution in relation to their discipline of study. At Algerian university level, teaching research course) research methodology, research skills, statistics, writing research paper) begins from the first year license and continuous until graduation, to be precise, at the level the English department at Mohammed Boudhiaf University, it has been observed that research methodology is taught using the teacher-centered approach. It is also noticed that most of presented courses of methodology are in a form of formal lectures, at a time where knowledge in such module is supposed to be actively learnt through practicing especially within the area of second year master linguistics degree. Komba (2016) claims that facing hindrances in dissertation writing is undeniable. Heofirms that writing a dissertation is very difficult task thus it is essentially the product of effective training and proper guidance (p. 79). He suggested two main recommendations to minimize learners 'weaknesses dissertation writing. First, the need to review research methods courses offered in the universities, in terms of contents and teaching approaches. Second, the universities should strive to subject all undergraduate students to academic writing training, with a special focus on how to write research reports.

2.1.3 Students ' character in research course

Any successful study needs a good researcher. At university, research is considered to be a tool for improving knowledge, a requirement for completing a degree or a way to

solve a problem. It can be conducted either by students or by teachers as well. Many scholars ,like Stimson and davis (1995) and Pala (2011) define character as an enduring dispositional tendency in human behavior, since character is associated with ones ' attributes thus, it might be relevant to

2.1.3.1 Motivation

Students Willingness and desires affects their progress to continue their dissertation, many factors may decrease motivation, for instance ‘failed experiments, lack of useable data, discouragement...’) however, students should stay motivated during research process.

2.1.3.2 Curiosity

When tackling an inquiry the student should have sense of curiosity and reflective thinking that determines knowledge about the investigated problem.

2.1.3.3 Honesty and Responsibility

This includes Reporting research methods and procedures, using and acknowledging the work of other researchers, conveying valid interpretations on the other hand students must be responsible for making justifiable claims based on research findings.

2.1.3.4 Training

Practicing advanced research skills, techniques and knowledge would influence students writing of dissertations.

2.1.3.5 Self confidence

During the conduction of the research, No matter what obstacles will be faced the researcher, he must be confident in order to achieve better his aims.

2.2 Supervision process

Supervision process refers to the formal and academic activity that is undertaken by some experienced people in academic institutions to provide guidance and control for other people with less experience (Swanson, 2011),

2.2.1 The Importance of the supervisor

The role of the supervisor is to provide a high-quality research and learning environment for the graduate student. The supervisor through mentoring and advising develops a professional interpersonal relationship with a graduate student that is conducive to scholarly activities, intellectual enhancement and promotes the student's professional career

2.2.2 Supervisor-students Relationship

Relationship between supervisors and candidate may vary, however it become the key quality of an ideal research when having complete understanding between the two sides, Swanson (2011, p. 9) stated that "A good match between student and supervisor, both academically and personally, is a key catalyst for the development of a successful relationship and progress of a graduate student". That is to say, these mutual qualities will, in a way or another, facilitate the process of supervision, James and Baldwin (1999, p. 1) suggested the following responsibilities for a supervisor:

- Ensure the partnership is right for the project
- Get to know and carefully assess their needs.
- Establish reasonable agreed expectations
- Work with students to establish a strong conceptual structure and research plan
- Encourage students to write early and often.
- Initiate regular contact and high quality feedback
- Get students involved in the life of the department
- Inspire and motivate.
- Help if academic and personal crises crop up
- Take an active interest in students' future careers.
- Carefully monitor the final production and presentation of the research.

2.3 Stages of dissertation

Focusing on master dissertation, Biggam (2008) views the competent researcher as the one who shows proficiency in tackling the various phases (p. 4). He explains that master dissertation has a life cycle that consists of different phases:

- The first phase begins with the production of a research proposal which outlines the preliminary content of the research and the adapted methodology.
- The phase of literature review where the candidate reads, evaluates, and reviews what has already been written about the topic of research.
- The next phase is the empirical data collection through designing and implementing the research method (s)
- The following phase deals with the findings of the research conducted by the candidate. It will be followed by the phase of conclusion and recommendations. Then, the final phase is submitting the dissertation.

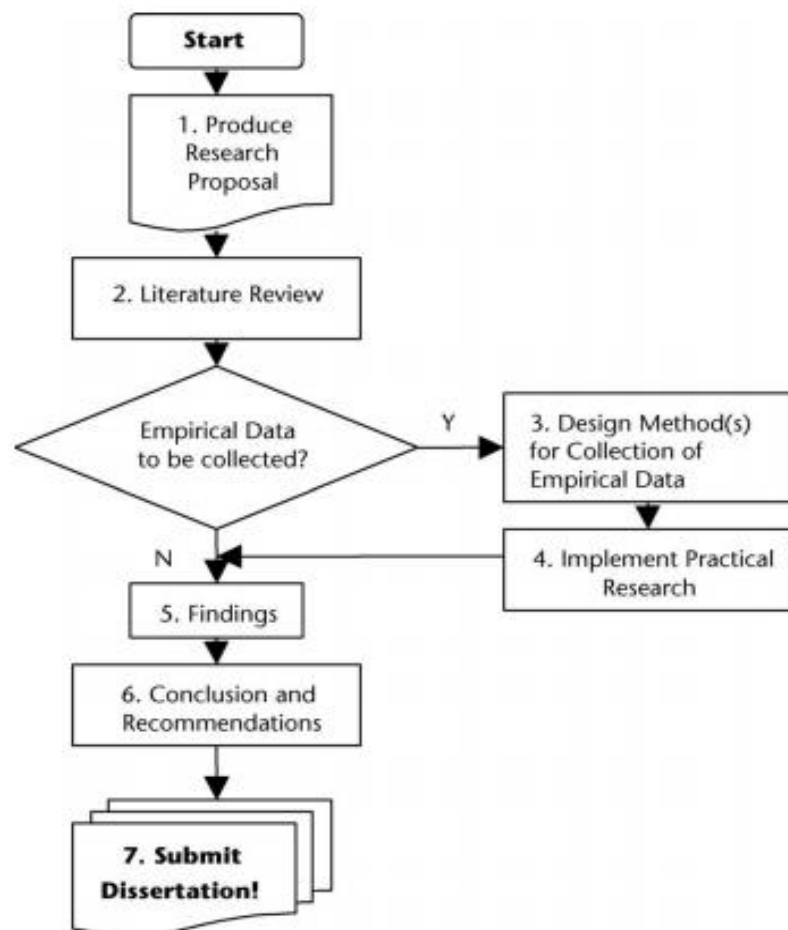


Figure 1. 1: Dissertation Life Cycle (DLC), Skills and Qualities of an academic Researcher Biggam(2008,p.5)

3. Dissertation writing hindrances

There are several hindrances that face students conducting their dissertations these obstacles differs in term of affect and reason , these obstacles will be addressed in the next titles in details.

3.1 Definition of dissertation hindrances

Dissertation hindrances are the set of obstacles that delay the progress of the research and build barriers that humped the researcher's abilities while conducting his research, according to (chelli, 2016) here are some types of hindrances.

3.2 Learner factors

3.2.1 Hindrances of Selecting Topic

Some researchers suffer from a lack of self-reliance to engage in a novel study research by picking a new research question. Thus, the problem must be innovative and researchable and should carry significance but it causes density, as it is not something easy to point out the problem looks new as well as substantial to the population. The initial phase in research study to select a new topic is difficult as researchers are unconscious of how to select a topic on the base of what conditions they should choose it. In addition, the process of selecting begins from opting for an area of interest-within that specific area, a problem is selected and narrowed down. However, due to absence of satisfactory knowledge concerning the chosen problem, the researcher wastes an excessive deal of time in picking fruitless and insignificant research topics. Major problem that students run into when writing research papers is not reading enough about their topic, amison (2017)

3.2.2 Lack of Commitment and Motivation to Do the Research

The proficiencies that researchers acquired and all skills that are mastered in writing are worthless except they rely on researcher's self-confidence and motivation toward the work that is going to be done. Murray (2000, p.22) states, "academics might find useful to reflect on their motivation in an effort to gain more control over why they do (why they don't)" Furthermore, the psychological aspect is fundamental while conducting research but nowadays, many researchers are not aware enough that their consciousness plays a

vital role in helping them knowing how to deal with distinct conditions that may affect their motivation.

3.2.3 Lack of Time

Time factor is one of the most highlighted challenges while piloting a research. Thus, many EFL researchers still face the obstacle of the investigation's duration due to the variety of their works. Therefore, time would be a very firm resource to get if one is involved on a full time occupation and management researchers' main challenge is the time spent on research process.

3.2.4 Financial hindrances

The most important criterion that contributes the development of the research is spending special budget for it as the expenditure on research amounted to 1.9% from the gross national income. So this noted the lack of necessary research structure. Although, researchers often face financial barriers that hinder their research process there is an absolute absence for a satisfactory financial support from government, For instance, publishing it in journals, in thesis or in the form of articles in international journals is highly expensive. This factor discourages most of the researchers and obstructs them from tackling research work.

3.2.5 Hindrances in accessibility and availability of data

Researchers are facing a potential problem, which is the lack of sufficient reference materials and the lack of accessibility into the needed resources. Moreover, most of them revealed that their institutions have certain limited updated library for existing journals and books and the lack of internet connection for online. Likewise, searches the libraries are not managed systematically. In addition, sometimes if they find the needed information it will be published non-free books. Therefore, researchers still spend too much time in looking for books, reports, newspapers relevant to their research. Then, those challenges that hinder their work from improving and making them lose concentration on the main theme of research.

3.2.6 Data Collection hindrances

Is one of essential and indispensable component of an inquiry ,thus, researchers cannot depend on just one or two sources of data; they have to collect data from various

sources. Henceforth, there is an absence of databases for research and development, noted by the researchers while searching and no credible access to the sources for data.

3.2.7 Inadequate Assistance

Investigators must handle with the obtainable resources as no or leadership is given to them. No researcher is born with innate central research skills, but they acquire those skills typically from their supervisors or seniors who have gone over the same procedures while undergoing their own research. Despite, this there is no real and abstract monitoring for researchers especially novice researchers. Unfortunately, most of time they are doing their work without any suitable supervision or proper assistance and guidance to researchers. Thus, supervisors need to create a warm environment to encourage students discuss their research topics and allow students to share their problems with more skilled supervisors who would simplify things for them and guide them in the accurate track to success.

3.2.8 Inappropriate Data

Analysis Technique At the end of research, the data collected will be analyzed and to make this step successful it necessitates attentiveness and time. Nevertheless, researchers are unconscious of data analysis techniques. Typically data is examined through the usage of SPSS in Social Sciences quantitative research but researchers, even most of the supervisors, do not know the usage of it for the given purpose, researchers strive for help from other people who paid analyses of data. Therefore, data analysis in this way cannot provide satisfactory results.

3.2.9 Hindrances of Sample Choosing

According to (Chelli, 2016) “The sample is the group of participants whom the researcher actually examines in an empirical investigation” Sampling as is recognized as the procedure of opting for the individuals from population for the study so, researchers may denote the population from which they have selected but representative samples are not generally available, which affects results and generalization. In other words, a good study requires appropriate sample and sampling techniques but many researchers fail in choosing the right sample.

3.2.10 plagiarism

The most important problem in research occurs in the form of plagiarism with its different types such as, global plagiarism; it is about stealing someone's global ideas and without referring to the genuine sources. Partial plagiarism; it is the most ridiculous type because it is very difficult to be detected. Plagiarism through translation; it deals with the translation of genuine materials to the language of research study. 46 Research should be pure but most of students consider research as a cut and paste job without referring to gathered tools and sources from data being gathered. In addition, some holders of research guides are themselves not exhaustive with the various methodologies. They lead the researcher/students to duplicate methodology of similar works. To sum up, assuming from the mentioned EFL researcher challenges, it can be safely concluded that research becomes challenging when certain complications impede the path of researcher's investigation. Additionally, cited difficulties were nearly common to all researchers.

3.3 Institutions-Related hindrances

Researchers' capabilities to tackle research are somehow constrained by intuitions challenges. For example, the absence of both the acquaintance of tutors to research skills and the internet accessibility, deficiency of experience to exposure to computers and lack of research materials. In addition, there is another institution related challenge by the imposition of research themes on researchers it highly affects investigators' work from reaching success. Furthermore, researchers can be challenged with an absence of admission to research infrastructure and an unsatisfactory incorporation in present networks at the establishment they work in. hence , the inequality of opportunities for males and females is still a real fact in most research and HE institutions.

3.3.1 Difficulties dealing with students' English proficiencies

(Yusuf 2013, Hyland as cited in Sajid, 2015) constrained with the requisite English language capability.

3.3.2 Difficulties dealing with students' time management

(Mack, 2017) one of the effects of poor time management is a scramble to finish tasks at the last minute. Eventually, the students will miss a deadline.

3.3.3 Difficulties dealing with students' research methodology

Al Badi (2015) finds the followings as the major difficulties encountered by students when writing language use, coherence, and cohesion followed by both expressing their own voice as well as selecting a significant topic and relevant references. However, paraphrasing, referencing, and citations were reported to be the least problematic (p. 68).

3.3.4 Difficulties dealing with supervisor relationships

Sajadi (2012) sees supervisors as responsible for encourage undergraduate students to continue their efforts,

3.4 Psychological hindrances

There are several psychological obstacles that may face undergraduate learners during doing their academic work. These obstacles vary between internal factors and external factors, in addition to the previews mentioned hindrances this may make a real problem prevent the students commencing their work.

3.4.1 Internal factors

Brown (2007:153) believes that the psychological factors of students can be identified from the affective internal factors of students. Further, Brown explains that the psychological obstacles that will affect the undergraduate students in order to create good dissertation writing are :

- Self-Esteem
- Attribution theory and self-efficacy
- Willingness to communicate
- Inhibition
- Risk Taking
- Anxiety
- Empathy
- Extroversion
- Motivation

All of the psychological factors mentioned by Brown (2007:152-174) will affect the decision of a learner to create the objective of a research or dissertation, the data for the research.

3.4.2 Students' motivation

Brown (2000, p.164) argue e.g. motivation is the most frequently used catch-all term for explaining the success or failure of virtually any complex task.

3.5 Socio-cultural hindrances

Language cannot be separated away from culture, thus, it is necessary to analyze the hindrances in writing dissertation through the eyes of the socio-cultural issues. As Brown (2007:189) confirms that culture becomes strongly important in the learning of a second language. Therefore, the focus on sociocultural hindrances such as

- The social distance among each undergraduate student, and the relationship between undergraduate students and their tutor.
- The culture in the language classroom of the undergraduate students.
- The communicative competence among each undergraduate student, and the communicative competence between undergraduate students and their tutor.

4. Suggestions to overcome dissertation writing hindrances

According to a framework à la Maxwell (Chapter 3 p.5) researchers should try to build their dissertation, using strategies, such as:

1. Connecting with an existing research paradigm
2. Using prior theory and research
3. Making a concept map
4. Using previous research to find tools and models
5. Conducting a pilot study
6. Doing thought experiments
7. Read both original sources and secondary sources
8. Talk with people more expert than you
9. Try not to bluff or name-drop
10. Think conceptually in relation to the particulars of a project
11. Play with alternate perspectives on what is possible at your research site
12. Seeing and thinking); blend ideas and theories
13. Check for compatibility
14. Look outside your field for theoretical possibilities
15. Do not feel pressured to present big theory

16. Try smaller ideas (concepts)

By following these strategies, the researcher can do his/her work supported by research paradigm that guides him. Also, using reading similar researches and theories related to her /his topic , in addition to committing the work outline that may drawn by the researcher himself or with help of his supervisor or experiences people in the field . Moreover, the researcher should stick to his topic and avoid being out of it , and think out of the box for theoretical possibilities that may support his work and avoid the fear of this concepts as it may looks complex.

According to Dwi Monica Lestari they in an analysis of students' difficulties in writing undergraduate thesis at English education program of the University of Bengkulu suggested that students should minimize their difficulties and find the solution in the way of:

- Improve their English, or at least have adequate English before writing a thesis.
- Should manage their time wisely in doing their thesis.
- Read more relevant sources that can support their research.
- Give more attention to avoid plagiarism.

5. Issues related to EFL masters skills in the process of writing their dissertation**5.1 Importance of research skills in writing a good research**

Conducting a research or a dissertation needs skillful researchers, specially at master level, students are expected to have good study skills, What is meant by this is a variety of techniques, strategies, methods and approaches have been adopted by the Algerian educational system that empower students to achieve autonomy in learning. In other words, is to know how to learn effectively. At university level it is known that EFL learners need to be skillful at the four language skills: listening, speaking, reading and writing in order to have a good command in the target language, therefore in the area of linguistics of master level in, research skills have been taught through lectures and small-scale projects chosen by the students with individual tutorial support in a faculty of English department of Mohammed Boudhiaf university, a module that considered to be a tool for improving students theoretical and application skills, providing them with the keys that enhance their ability to search for, locate, extract and use or present information that is relevant to a particular topic. Algerian university has brought a new

Methodological studies, which takes on the form of study skills during the first semesters of the levels ,one of the most characteristics of study skills is that interdisciplinary by nature, which means that they cut across all disciplines in sciences, technology and humanities. In the Master's degree, research course deals with all what is related to research process (research methodologies, research methods, research skills, research designs and the like of these issues, an attempt to raise EFL students ' awareness about the quality of education and the quality of research skills and the relationship between them. However, researchers like (Benson & Blackman, 1993; Edwards & Thatcher, 2004; Hopkinson & Hogg, 2004) have found that research skills are difficult to teach and learn so that they are meaningful and applicable for students.

5.2 Skills and qualities of a good researcher

Any researcher should follow some qualities in order to achieve a successful work Sesay (2011, p. 27) points out some characteristics of a skillful researcher:

5.2.1 Curiosity for Science:

When tackling an inquiry the researcher should have sense of curiosity and reflective thinking that determines knowledge about the investigated problem.

5.2.2 Imagination and critical thinking:

Imagination and critical skills are the pillar of success for investigators. In other words critical thinking provides the researcher with the ability to transact profoundly with the information and sources, also imagination enables researcher to originate new and useful ideas.

5.2.3 Patience and Perseverance:

During the conduction of the research, No matter what obstacles will be faced the researcher, he must be patient in order to achieve better his aims. A Commitment to Objectivity in Recording and Analysis of Data: Objectivity and honesty are very necessary in research when gathering and analyzing data, to avert personal point of view and avoid any kind of subjectivity. Cooperation with other researchers: to produce research of high quality it is very essential to cite other researchers' works under the objective of excluding any sort of plagiarism.

5.2.4 Research management skills

In particular leadership, management and soft skills are required to build positive and trusting working environments. Professional collaboration frameworks between academia and industry or other sectors will need to be developed to enable open Science. Knowledge of entrepreneurship is of specific importance for potential commercial applications. Researchers should be entrepreneurial, know how to acquire funding, how to balance potential conflicts between open Science developments and interests which requires communication and leadership skills, beyond mere legal skills.

5.2.5 Legal skills

Researchers are often unaware of the entire spectrum of legal aspects related to copyright, as well as the use of data and information which may be considered sensitive. Data protection requirements may go against open Science, and there may be discipline specific legal aspects. Current policies regarding research data are often contradictory, depending on whether the potential protection or the fair data concern prevails.

5.2.6 Research integrity and ethics skills

Open Science poses challenges on research integrity that researchers are not necessarily aware of. Due to the ease of access to all kinds of open source information, a copy-paste mentality has developed that has resulted in increased cases of plagiarism. Researchers at all career stages need to be sensitized to the importance of correct quotation and proper attribution of research, to the handling of sensitive data (e.g. patient information), in sum to all aspects that correspond to professional conduct in research. It is important to address these issues in a prudent way, enabling trust. Most cases of research integrity are cases of neglect rather than fabrication, falsification or fraud. A clear distinction with appropriate measures needs to be made between the two. This requires ethical skills and cultural as well as regulatory aspects of data handling beyond the mere technical aspects. In addition, while courses on all aspects of research integrity should be offered, there should also be a focus on Open Science through scenarios, case studies and active and independent learning.

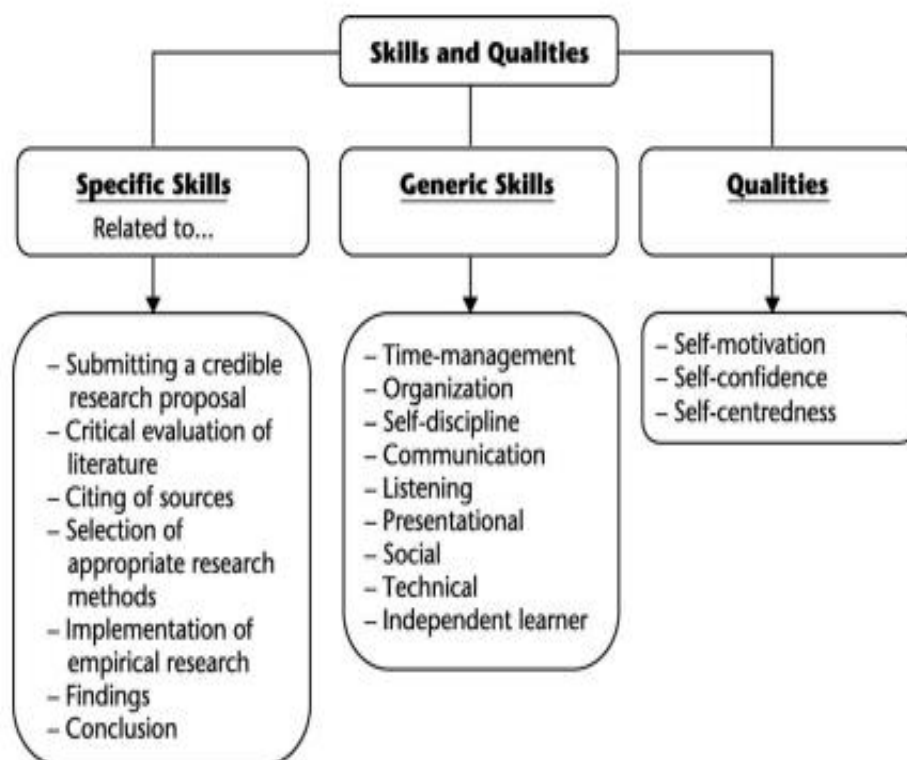


Figure 1. 2: Skills and Qualities of an academic Researcher Biggam(2008,p.10)

To show proficiency in skills specific to each stage of the cycle, i.e. as is shown in figure, Biggam (2008, p.10) demonstrates a set of researcher's skills and you need to be able to do the following:

- Put forward a credible research proposal (Stage 1 of the DLC). Different Algerian universities using swales model 2004 creating research space. And the department where the project took place is one of them.
- Evaluate literature, from a variety of sources, pertinent to your research objective (Stages 2).
 - Cite sources – books, journals, web sources, conference proceedings, etc. using a standard acceptable to the academic community, e.g. Harvard style of referencing, or American Psychological Association (APA) citation style, etc. (Stage 2).
 - Identify (and justify) how you will collect (and analyze) your own research data (Stage 3).
 - Carry out your own empirical research (Stage 4).
 - Discuss and analyze your findings (Stage 5).
 - Wrap up your research work (Stage 6).

Other researcher, Benjamin bloom (1956) created blooms taxonomy, including mental intellectual skills (knowledge) manual or physical emotional areas and its comprises to six different levels of challenges in doing a research:

5.2.7 Knowledge

It refers to the ability to recall facts, names, classifications, etc. It also refers to the researcher awareness about his topic in addition to the awareness of the methodological issues that may facilitate his work. Skillful researchers believe that knowledge is acquired through training and wisdom is learnt through experience. Knowledge of research and the skill of applying it in research are two important things required by graduate students in producing a creative research. Therefore Studies indicate that the graduates in general have moderate knowledge and competencies to conduct research (Meerah et. al. 2012). Hence, the purpose of developing the research writing among postgraduate students cannot be achieved unless by improving their competencies in research method (Al Hamdani, et.al., 2006). Maxuell (2005) states that the researcher s insider knowledge and experiences will therefore inevitably influence the way data are interpreted. From this point, the lack of research related to academic dissertation is due to lack of knowledge skill.

5.2.8 Comprehension

It is the ability to understand the different kinds of data and transforming them from one form to another. It refers also to the ability to interpret the data gathered in order to solve problems. Students need to consider the topic, sources, and understanding of the research methodology. Moreover, the ability of writing in English has become the main cause of problem in finishing of the dissertation, understanding of how to write a thesis in English is considered as the main cause (Emilia, 2010).

5.2.9 Application

It is the ability to apply previous knowledge, personal experiences and acquired skills to new situations or using skills and values in order to contribute to the real life problems and also to propose solutions that are informed by general knowledge about global affairs or the use of abstractions in particular and concrete situations, Sampson et al (2018)

5.2.10 Analysis

Is the art of breaking down and manipulating the data gathered to carry out data collection procedures involving planning and selecting appropriate data collecting tools or instruments, identify an appropriate method (quantitative and qualitative) for interpreting and manipulating data and applying an appropriate statistical tools for test of significance besides, understanding The limitations of analysis techniques (, understanding the assumptions behind a statistical analysis, and examining whether your data fit these assumptions) drawing and interpreting appropriate conclusion from results.

5.2.11 Synthesis

Refers to the art of combining separate ideas to form new and more comprehensible ones gathers the necessary information for the research work, it requires researcher to think flexibly and find new ways to accomplish a given task challenging process; combining multiple sources in order to form theories, patterns and develop a fuller understanding, It requires a mindful approach and asks you to look for and identify links between sources. The outcome should be a more **cogent** understanding of a topic or argument; and sometimes even a new idea or theory.

5.2.12 Evaluation

It is the ability to make qualitative or quantitative judgments and to present ideas and arguments in a well organized way. In another word learner is capable to evaluate what has been acquired during the writing of dissertation such as how many language mistakes he made in writing his research. This process passes through a series of steps, usually of gradually increasing difficulty to criticize constructively. Evaluating information and data while reflecting on processes used; evaluate graduates' self-awareness of their capacities as researchers (Jackson, 2014)by examining how they explain the use of research skills in employment. Such meta-cognition encompasses both an abstract awareness of epistemology and a grounded understanding of how research principles can be applied in diverse contexts to solve unique problems. According to Holec, learners are able to determine the objectives, define the contents, monitor progress and procedures, select methods and techniques, and evaluate what has been acquired (Holec, 1979).



Figure 1. 3: comparison of synthesis and analyze skills blooms (1956)

Skills	Its Application in a research
Knowledge	Create new original design, formulate, matching
Comprehension	Explain ideas and concepts, summaries...
Application	Use information in new situations, solve, change...
Analyzing	Make connections between ideas, contrast, relate, transfer information
Synthesizing	Connect breaking ideas and put them together
Evaluating	Justify decisions in every step, criticize, value

Table 1. 1: blooms (1956) taxonomy of educational objectives

5.2.13 Information Technology Skills

It is things the awareness of how to use computer devices and the good access and use of the net are among the most needed skills that contribute in the success of any research project. They help researchers obtain and manipulate different types and forms of data. Additionally, they help them write and organize their theses. Educational research activity is an educational technology that is used as a tool in educational research. According to A.S. Obukhov in the process of carrying out research activities, the student demonstrates the quality of research and develops skills. The quality of research is an important personal quality, based on which the researcher not only actively reacts to changes in the world around him, but also forms the need to know and search for previously unknown. Eyright (1987) have also conducted graduate research skills which were thought to be important by faculty members. The accessibility of information brought about by the development of information communication technology has made it necessary for future graduates to be able to handle information. The universities nowadays require students to take courses on the use of computer for seeking information and also compulsory courses on research methodology in order to be able to benefit and understand research.

5.2.14 Organizational Skills

Possessing such kind of skills helps researchers manage their time, plan their work and write their research proposals and prepare a time table for their research. Organizing information and managing the research process, organize the environment in which research is being done for the purpose of seeking new knowledge and the adaptation of that knowledge for practical use possess suitable organizational skills and an appropriate knowledge of financial management, people management, and project management work efficiently in situations involving many projects with different objectives, different timelines, and different stakeholders apply effective project management through the setting of research goals and intermediate milestones and through the prioritization of activities plan, prepare, and manage budgets; set up, interpret, and maintain accounting records; and develop, evaluate, and negotiate contracts understand the concept of results-based management of research activities and utilize established practices to report to the appropriate officials in the institution, government, and/or industry. Nicolas (2008) wrote that, “without an overall framework and without a link to the research project 1.

Mastering the elements of research activities (such as setting a goal, setting a problem, advancing a hypothesis), we are wasting time and creating superficial knowledge in our graduate students”.

5.2.15 Motivation

Motivation has been defined as: ‘an internal state that arouses directs and maintains behavior (Dembo & Eaton, 1997, p. 68). In other word it is the skill that elicits a desired behavior and encourages the student to find the energy to achieve a creative research, being motivated is essential for the successful completion of a research project. Benson and Blackman (2003), it means motivation helps the researcher in being positive during the journey of his dissertation work that leads later to a good measureable objectives. In support of this, Dornyei (2000, p. 533) has identified the following features contributory to a motivational process of graduate students:

- creating the basic motivational conditions: appropriate teacher behaviors and a good relationship with students; a pleasant and supportive atmosphere; a cohesive learner group.

- generating initial motivation: enhancing the learners’ subject-matter-related values and attitudes; increasing the learners’ ‘goal-orientedness’ increasing the learners’ expectancy of success; making the curriculum relevant for the learners; creating realistic learner beliefs.

- Maintaining and protecting motivation: setting ‘proximal sub goals’; presenting and administering tasks in a motivating way; increasing the quality of the learning experience; increasing the learners’ self-confidence; allowing learners to maintain a positive self and social image; creating learner autonomy; promoting self motivating strategies.

- rounding of the learning experience; encouraging positive self-evaluation: promoting attributions to effort rather than ability; providing motivational feedback; increasing learner satisfaction, and the issue of rewards, grade and punishment.

(Benson & Blackman, 1993; Edwards & Thatcher, 2004; Hopkinson & Hogg, 2004) have found that research skills are difficult to teach so that they are meaningful and applicable for students, both factors that contribute to motivation. Another work undertaken by Jacobs and Newstead (2000), who suggested that the motives for acquisition of subject-related or generic skills and knowledge for students vary according to age, gender and stage of their course. Both illustrate motivation.

5.2.16 Critical thinking

Critical thinking is broadly understood as a disciplined intellectual process of synthesizing or evaluating information, or bringing reasoned judgment to an argument and emphasis that for students to develop proficiency as critical thinkers and effective writers. (Wilson Mulnix 2012; Dwyer et al. 2014; Cargas et al. 2017). Wilson Mulnix (2012, p. 473) concludes that the fundamental skill to be acquired by a critical thinker is the ability to recognize inferential connections holding between statements, where this would include the ability to understand the possibility that what we believe might be false and the ability to identify the sorts of evidence that would undermine our belief. van Gelder (2005) suggests that critical thinking can be taught, the design of subjects and courses that foster students' development of these skills and attitudes remains challenging for academic staff critical thinking is the learner's awareness of and responsibility for their own thinking processes and to develop reasonable criteria for monitoring and evaluating their own thinking .Successful postgraduate students, early career researchers and other professional workers must develop the habit of mind to identify their own learning needs for improvement, then plan, monitor and evaluate their progress (van Gog et al. 2005).

5.2.17 Problem Solving Skills

Is the ability to identify, define and analyze problems, to create solutions and evaluate them, and to choose the best solution for a particular context. It requires imaginative and innovative thinking to find new ways to approach a problem, analytical skills to examine the consequences of a particular solution, and reasoning skills to weigh one solution against another. Problem solving involves the background skills of imaginative and creativity, logic and reasoning, data collection, conceptual thinking, reflection and feedback, and scientific experimentation. Communicating skills is the ability to write and present the research and its findings. It is communicating to others the purpose and outcomes of research. It the ability to summarize information, explain the purpose, objectives, conclusions of the research, and tailor the communication to the needs and knowledge level of a particular audiences .Research Methodology Skills involves identifying and designing appropriate research procedures, understanding the limitations and scope of research design (for example, sample sizes and data type).

To acquire research skills, Badke (2012) identified a number of abilities which graduate students need to possess:

- a. Understanding the nature of the information resources available in their discipline.
- b. Stating research problems clearly and concisely
- c. Knowledge of research databases e.g. Google
- d. Capabilities for critical thinking to be honed in realistic research situations

When saying research skills, means the effective implementation of creative activities using research methods. The development of research skills is based on the conscious integrative use of knowledge gained from different disciplines at all stages of activity, (Webb, Smith & Worsford, 2011) argued, research skills assist graduate students to critically investigate issues and where appropriate, generate and evaluate relevant data, form and test ideas, theories and hypotheses, and successfully navigate their way through the sea of information that characterizes the information age.

The nine skills noted below were considered important by Tri-Council and the tenth was added from the UK Research Council's Training Requirement for Research Students. The report will expand on each of these abilities, followed by suggestions, albeit not comprehensive, that graduate students can use to demonstrate their competencies:

1. Communication and interpersonal skills
2. Critical and creative thinking
3. Personal effectiveness
4. Integrity and Ethical Conduct
5. Teaching Competence
6. Societal and Civic Responsibilities
7. Leadership
8. Research management
9. Knowledge mobilization and knowledge translation
10. Career Management

5.2.18 Research method skill

Research method skill is adding a new idea from the previous researches. Writing a good research is also related with designing the research, identifying the methodology in collecting and analyzing the data (Ashwin et. al., 2015). To address this issue, acquiring research method skill has become the main concern as it is consistent with the theory of

autonomous learning, in which it minimizes the dependency of postgraduate students on their supervisors when writing research (Meerah et. al., 2011). Therefore, the present study seeks to investigate the level of research method skill among postgraduate students of department of Arabic Language and Literature, International Islamic University Malaysia and its relationship with autonomous learning.

Conclusion

In this chapter, the researchers attempted to provide an overview on scientific research writing and the importance of research course which is still neglected in most higher education institutions curricula, in addition to issues related to Algerian EFL learners skills and hindrances Furthermore, the researchers attempted to provide an extensive problem- related literature to lay the foundation for the subsequent methodology chapter. This chapter, therefore, lays the theory for the field work which may be considered the most salient portion of the entire study to which the results will be ascribed.

CHAPTER TWO
METHDOLOGY AND DATA
ANALYSIS

Introduction

This study is conducted to investigate the level of master two linguistics undergraduate students and to highlight the hindrances they face in writing their dissertation. To that end and after reviewing the literature regarding the topic in the theoretical part, the current chapter presents a description of the overall practical side of the study conducted, the context where the study took place, explanation of the methods selected to take the enquiry (qualitative and quantitative), a description of data collection tools, and an analysis of the data, the sampling population that was chosen to work with including the size, in addition to the reason behind choosing it. Finally, this chapter denotes the discussion of the main results, and gives a number of pedagogical implications and limitations

1 Research methodology

This part describes the methodology and the procedures for the research. It covers the research design, sampling size, sampling techniques and tools for data collection.

1.1 research design

The study was a case study that it was conducted in Mohammed Boudhief University in M'sila. it employed descriptive quantitative and qualitative designs, This design was preferred because the researcher wanted to have an in-depth understanding or information about the hindrances faced by masters students in writing their dissertation, Burns and Grove (2001, p.248) "descriptive design helps to identify problems in current practice with a view to improve outcomes ". a quantitative method research involves data collection procedures that results primarily in numerical data which is analyzed by statistical method in percentage, in the forms of frequency tables , It is analyzed by presenting summarized form, on the other hand , The qualitative research involves data collection procedures that results primarily in non numerical data " it is deemed as the best for "representing the views and perspectives of people in a study" (Yin, 2011, p.7), and both approaches serve each other and help The researchers to explore and investigate detailed picture and analysis of the problems and hindrances that faced by students, Zoltan (2007 P.42) states that, "Quantitative and qualitative inquiry can support and inform each other".

1.2 sampling size and sampling techniques

The study was conducted in M'sila University's department of English Language during 2020/2021. This was done from the first semester of master two until the final of Mai, respondents who formed the sample consisted of thirty one (31) students and nine(9) teachers participated through answering the questionnaire and interview , are selected in order to examine the hypotheses and research questions , The random sample is about twenty(20) females and eleven (11) males from the total number of seventy (70) students, because EFL master two students are more likely to be aware of their needs and interests and to provide the researchers with the most reliable and richest information about the topic, hence providing the most reliable information; researchers include teachers consists of EFL teachers from different Algerian universities (Msila, Batna , Mostaghanem) different genders, and has experience in teaching and in supervising undergraduate EFL students because they are more aware about the problems that faced by their candidates; they participated in the study by taking part of a structured interview.

1.3 data collection tools

The data collection instrument that were to be employed in this study were the questionnaire for students submitted to them in printed handed papers and structured interview for teachers submitted online , all of them aimed to explore hindrances that EFL masters face while accomplishing their dissertation and to have concrete facts about teachers' perceptions toward these hindrances, According to Kothari (2004), use of questionnaire is one of the most common data collection tools employed in the research works. Orodho (2008) claims that questionnaires are used extensively to gather data on current conditions, opinions and attitudes in a precise and concise manner.

1.3.1 Student s' Questionnaire

A questionnaire was used as a research tool to gather a complete and accurate data from respondents. conducted with master two students by the end of May 2021; students already choose the topic, partner of their dissertations, they also know their supervisors, and they finished the writing of their general introduction and practical part , The questionnaire was distributed among forty (40) master two students of linguistics by handed papers at M'sila University's department of English Language, The questionnaire is a widely recognized instrument of data collection and it is identified by researchers as

an effective tool as it provides the researcher with information, opinions, and attitudes. Anderson and Arsenaul (2005), the designed questionnaire for the present study consists of sixteen (16) questions and statements. Each question aims at targeting specific information that is necessary for the study regarding students' knowledge and attitudes, for such reason, the questionnaire was be structured based on the objectives of the study which is to investigate several factors that hamper students in writing their dissertation.

As for the form of the questionnaire, it consists of six sections(6) and sixteen (16) questions which includes thirty (33) items (see appendix), The first section is bio-data which contains three (03) questions about students 'personal information including their gender, age and specialty. The second section is composed of three items which deal with dissertation difficulties in pre-writing for instance research proposal; choosing the topic and supervisor, second items consist of six (6) items elicit information concerning difficulties of dissertation structure, research design and skills, data analysis and steps of research process, the last section includes eight (8) items dealing with questions about research practice in classroom courses. For the purpose of obtaining information and to confirm the validity of answers, the researchers designed a semi structured questionnaires that contain both close-ended and open-ended items. Researchers give time for each student to express his or her opinions freely.

1.3.2 Interview for the teachers

The second data-gathering tool is the teacher's interview. It aims at gathering information about teachers' perspective about the obstacles faced by EFL master students when writing their dissertation, it was given to nine (9) English Language teachers at M'sila, Batna and Mostaghanem Universities, contains ten (10) questions and take careful account of and analyze responses from them. We give time for each teacher to express his or her opinions freely.

2. Validity and reliability

2.1 Validity

In general, content validity involves evaluation of a new survey instrument in order to ensure that it includes all the essential items and eliminates undesirable items to a particular construct domain (Lewis et al., 1995, Boudreau et al., 2001)

Face validity is “the extent that measurement instrument items linguistically and analytically look like what is supposed to be measured” (Taherdoost, p. 34), hence, it is related to explanations, order of questions, and instruments appearance in terms of feasibility, readability, trustworthy and the clarity of the language used. Consequently, face validity of both questionnaires and interview has been designed EFL master two students in the department of English University of M’sila, as well with experts, researcher ensure that the items in the instruments appear to be relevant, reasonable, unambiguous and clear Aims to answer the research questions.

Construct validity is verifying what have been measured and ensure that it is associated with the variables of the research, on the light of both experts and students answers , results were confirmed by scores , affirmed that EFL Master students do face hindrances in writing their dissertations.

2.2 Reliability

• Cronbach’s Alpha Reliability Coefficient

Cronbach’s alpha is a measure used to assess the internal consistency or reliability of a set of scale or test items. Reliability, in simpler words, is the stability of a test scores whenever the test or the research work results are repeated (Goforth, 2015). The formula for Cornbach’s Coefficient alpha is:

$$\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}} \right)$$

Where n the number of items on the measure, VI is the variance of scores on each item, and Vtest is the total variance of overall scores on the entire test.

Reliability Statistics

Section	Cronbach's alpha	N of Items
1	0.62	3
2	0.61	6
3	1.64	9
4	1.88	8
5	0.45	2
6	1.64	5
Total	0.88	33

Table 2. 1:Cronbach's alpha reliability

Study revealed that since the value of Chronbach's Alpha (**0.88**) from table is more than the value of (0.70) it indicates good reliability. This means that the test is reliable and can be used with the study sample.

3. Data analysis for Student s' Questionnaire

To analyze data, the researcher used Tabulating frequency to arrange processing data, also for getting the data better for systematic process and making percentage. Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them.

Section one: bio-data

This section aims at gathering data about students ' personal information: gender, age and specialty.

Options	Frequency	Percentage
Male	11	35%
Female	20	65%
Total	31	100%

Table 2. 2: Students' gender

As the table shows, the percentage of female students is 65 % (n=20); however the percentage of male is 35 % (n=11); so the number of female at master two linguistics classes is more than male students.

Options	frequency	Percentage
20-30	28	90%
30-40	3	10%
40-50	0	0%
Total	31	100%

Table 2. 3: Students' Age

The majority of the participants are from the same age group 90% (n=28), that is between twenty (20) and thirty (30) years old. However, 10 % (n=3) students are old aged may be they have repeated years or they did not started their primary education early.

Options	Number of students	Percentage
Linguistics	31	100%
Civ/lit	0	0%
Total	31	100%

Table 2. 4: Students' specialty

All of the students are from master two linguistics groups

Section two: pre-writing this section aims at elicit information about the hindrances faced by students in pre-writing phase while undertaking their dissertation.

Item:4 dissertation difficulties in writing research proposal

Options	Frequency	Percentage
Easy	8	26%
Difficult	23	74%
Total	31	100%

Table 2. 5: students' attitudes towards writing research proposal

According to the table above, the majority of students 74% (n=23) found writing research proposal as a difficult task, however 26% (n=8) of students did not face hindrances in writing research proposal and said that it was easy. Research proposal is problematic for the majority because it is the early stage that maps the whole research and identifies its goals. Moreover, the difficulties might be due to students' low proficiency and poor control over the target language, limited knowledge about research methodology, limited practice in writing in general and in research writing in particular. Such factors affect negatively their whole performance in writing their dissertation. In the same vein, Emmanuel & Gray (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 claims 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.

Item:5 choosing a topic for dissertation

Options	Frequency	Percentage
Yes	12	39%
No	19	61%
Total	31	100%

Table 2. 6: Students' difficulty in choosing the topic

Concerning choosing the topic, as shown above in the table, 61 %(n=19) of the students affirm that it is easy to choose it whereas twelve 39% (n=12) of them found difficulties in choose it, in explaining their answer, students who find it easy set the following reasons:

- They already decide their area of interest
- Some of them inspired it from real life issues

- Topics are already chosen by their supervisors
- They narrow down their main problems in learning
- There are variety of topics in linguistics domain
- Motivated in certain area that grasp their interest
- Having experience in writing dissertation

However reasons behind difficulties in choosing topic summarized by students as following:

- Lack of time and experience
- Creating new original topic is not that easy
- Requires more reading and sources
- Difficulty in narrowing down the topics
- Confused in deciding about the appropriate one from many topics
- Not sure that the administration will accept it

According to those results finding a topic is not a great obstacle for majority of students besides, it has been shown that the participants selected their research topic early which means that they were motivated and interested with their research.

Item:6 problems with supervisor for dissertation

Options	Frequency	Percentage
Yes	23	74%
No	8	26%
Total	31	100%

Table 2. 7: problems with supervisor

Responses of the next item comparably show 74% (n=23) faced problems with their supervisors, while 26% (n= 8) answered with NO, according to those results one of the main hindrances that students faced are with their supervisors. many studies have been carried out by researchers and scholars to highlight the strong relation between undergraduate learners and their supervisor with its affect on the quality of their research, According to Nyawaranda (2005), Shumba (2004), Chabaya, Chiome and Chabaya (2009) and Pearce (2005), some learners encounter hindrances with their advisor when writing their research, on the other hand some students do not know how to write their project and

most of the time depend on their supervisor to do the work for them. All of these problems make it very hard for learners.

A student mentioned in the explanation:

- (I have not enough support from the supervisor)
- (because I do not choose supervisor early then each time I asked the teachers they said they are busy and having a lot of candidates, so I let the administration choose him)
- (he was not available)
- (my topic is not suitable for my supervisor specialty)

Under certain circumstances, supervision process can be a matter that may hinder the completion of undergraduate student's dissertation.

Section three: this section aims at gathering information about the hindrances faced by master students in writing dissertation structure, procedures, design, analyzing and writing process, dissertation structure

Items	options	Frequency	Percentage
7.Formulating research problem	Yes	26	84%
	no	5	16%
8.Formulating research question	Yes	6	19%
	no	25	81%
9.Hypothesis	Yes	11	35%
	No	20	65%
10.Variables	Yes	15	48%
	No	16	52%
11.reliable sources	Yes	14	45%
	No	17	55%
12.Literature review	Yes	13	42%
	No	18	58%
13.Appropriate data	Yes	23	74%
	No	8	26%
14. Citation	Yes	23	74%
	No	8	26%
15.Referances	Yes	10	32%
	No	21	68%
Total		31	100%

Table 2. 8: Difficulties in dissertation structure

Interestingly, from the table 9, Results indicate that 84% (n=26) the great majority of EFL masters faced difficulties in formulating research problem, while 16% (n=5) do not find any difficulty. From the results formulating research problem is one of the hindrances faced by students in writing their dissertation, thus facing problems in formatting research problem means that learners do not have adequate knowledge to improve their troubling question in exists meaningful literature.

In addition to the facts given in the table, and in formulating research questions, 19% of the whole responses(n=6) answered with yes whereas majority of them answered

with NO, which means that formulating a research questions is not a great challenging for students in writing their master dissertation .

Results obtained from the table demonstrate 65% (n=20) do not find any problem with formulating hypothesis, the other 35 % (n=11) do find it difficult, so formulating hypothesis is not an obstacle, this may help positively in writing well dissertation.

Differing between variables is challenging for 52% (n=16) while, 48% (n=15) students did not find it difficult, so results are probably equal. For those who differ they do know in some way how to measure the meaning of each word with their relations then they do understand how to drive their research; however other students have low capacity in determine their data.

Finding a reliable sources is a hindrance for 55% (n=17) students, while around 45% (n=14) of the participants answered with no(results are probably equal), from the analysis of the students responses, for those who faced obstacles, they might not able to report from sources during writing, or they might face complex processes of writing from sources, while others have the skill of elicit suitable data from the right source, similarly, Al-quadiri (2016) found that the most needed sources do not existed and students faced terrible hindrances in finding them. Similarly, in 2017 Alsied & Ibrahim conducted a study about research writing among fourty five Libyan students, concludes that the biggest hindrances encountered by students during their research is the lack of reliable resources. They further explain that students spend their time searching for the books, articles they need but the bulk of the time they do not find what they want. Hence, this tends to break credibility and make research less powerful. On the other hand Baldwin (2005) argues that most students encounter some hindrances when doing research such as issues related to ethics, knowing how to invest the time required and finding resources they need.

Writing a literature review is challenging by 42% (n=13) who answer with yes while 58% (n=18) of them find no problem in drawing the background of the research topic, this confirms that coordinate ideas from previous sources into other logical research is not fully hindrance to undergraduate students whereas it is an obstacle to majority of them, this because it might be relevant to many skills, for instance: summarize, evaluate and clarify.

Undergraduate Learner also asked if they faced hindrances in gathering the appropriate data for their research, the great majority of them 74% (n=23) said that they

suffered from finding the appropriate data for their topic; however 26% (n=8) of them found no obstacles in gathering the suitable information, collection appropriate data is critical process for students which they may encounter many problems in the collection of qualitative data, for instance in the process of designing, formulating, preparing reports or identifying the level of target population ,while in quantitative data students may have low skills in dealing with calculation, numbers or technology.

As shown in the table above, hindrances In citing information faced by 74% (n=23) students who answered with yes, while 26 % (n=8) students find no problem in this task and answered with no. which means that they did find hindrances in citing information from previous sources, In support that Ruth Spack affirms that the most important skill is the complex ability to write appropriately from texts. thus students are not sufficiently skilled in distinguishing between academic mentioning of the traditional view and plagiarism, and they obviously have poor paraphrasing and summarizing skills, this may be because they are novice researchers and do not practice it before.

Learners also asked about if they have found an obstacles in acknowledging references in their research; majority of them around 68% (n=21), answered with no, whereas minority of them, 32% (n=10) affirm that there is problems in this task. This asserts that students know how to reference and this can save their work from situations such as wrong citation or plagiarism which affects negatively their dissertation. All of these results ends to that undergraduate students fail in many steps in accomplish a well formatted manuscript which helps them to focus on the content later.

Items	Options	Frequency	Percentage
16.Questionnaire	Yes	20	65%
	No	11	35%
17.Interview	Yes	18	42%
	No	13	58%
18.Experiment	Yes	16	52%
	No	15	48%
19.Tests	Yes	14	45%
	no	17	55%
Total		31	100%

Table 2. 9: Research tools design difficulties

As the above table which examine the research tools design, results show that students faced many hindrances in designing their research, which can be ranked as follow:

1. Questionnaire : 65% - (n=20)
2. Experiment : 52% - (n=16)
3. Tests : 45% - (n=14)
4. Interview : 42% - (n=13)

Results shows that the major areas that students faced hindrances when designing research tools, are questionnaire and experiment, this ends to that students are confused and having difficulty in adopting the appropriate systematic procedures to collect the essential, relevant data , means that the participants research was not well designed in their mind, thus would affect the methodology of their research. On the other hand they might not have adequate skills and knowledge in selecting the tools which suit their research topic besides, it is often assumed that the good research designer is the one who produce both practical and useable knowledge based on well developing methodology.

Items	Options	Frequency	percentage
20.Questionnaire	Yes	23	74%
	No	8	26%
21.Interview	Yes	19	61%
	No	12	39%
22.Experiment	Yes	21	68%
	No	10	32%
23.Tests	Yes	17	55%
	no	14	45%
Total		31	100%

Table 2. 10: Data analysis difficulties

As the above table shows that students faced many hindrances in designing their research analysis can be ranked as follow:

1. Questionnaire 74% (n=23)
2. Experiment 68% (n=21)
3. Interview 61% (n=19)
4. Tests 55% (n=14)

Results show that the major areas that students faced hindrances concerns not only with designing research tools, but also with their analysis, according to the participants responses questionnaire and interview are the two major difficult areas , means that majority of undergraduate students fail in controlling the ongoing conformance of data, they cannot fix what they have measured ,which represents a bringing about a continuous improvement in the research , so students are not aware that they are responsible to have an understanding of theory besides contributing to improve the practical part , oftentimes undergraduate students faced hindrances to extend information and support it by strong methodology and analysis to gain usable findings that contribute later to the understanding of the theory ,Taskeen et al. (2014) state that majority of novice researchers do not have enough experience in different methodologies. Thus, students copy methodologies from studies which are conducted by other researchers without understand it.

Items	Options	Frequency	Percentage
Division into chapters	Easy	22	71%
	Difficult	9	29%
Division into sections	Easy	17	55%
	Difficult	14	45%
Total		31	100%

Table 2. 11: dissertation division

Students were asked about the division of their dissertation, the great majority of them 71% (n=22) / 55% (n=17) do not found difficulties to correctly make the divide for chapters and sections which ends to that, most students have academic preparation and organization skills which considered to be the basic guideline that all students must follow while writing their dissertation in order to maintain uniformity.

Section four: this section is for the goal of gathering information about dissertation writing process difficulties.

Items	Options	Frequency	Percentage
25.Introduction	Yes	15	48%
	No	16	52%
26.Conclusion	Yes	11	35%
	No	20	65%
27.Coherence	Yes	15	48%
	No	16	52%
28.Cohesion	Yes	17	54%
	No	14	46%
29.Punctuation and capitalization	Yes	11	34%
	No	20	65%
Total		31	100%

Table 2. 12: students' agency in research writing process

Responses of the next item comparably show that 48% (n=15) of the participants faced hindrances in writing introduction while 52% (n=16) do not find any problem in it, results are probably equal.

In writing conclusion only 35 % (n=11) do face difficulties in writing conclusion however 65% (n=20) answer with no.

Difficulties in coherence hinder 48% (n=15) of the students in writing their dissertation, on the other hand 16 students answered with No , a rate of 52%,results also are probably equal .

As for cohesion, 17 of them with a rate of 54% attribute, faced difficulties in cohesion however, 46% (n=14) answered with no. From the results, students may not be able to transfer what they think, to find or use the correct word and/or expressions, to move from one idea to another, to organize and present the ideas in a logical manner, knowing that they have a series of separate steps they must follow and focus, thus it was found that students faced various challenges during the process of the thesis writing, be it technical-language, personal, or other difficulties. These findings are similarly echoes previous related studies (e.g., al Badi, 2015; Chen, 2012).

Items	Options	Frequency	Percentage	total
30.APA style practice	Yes	6	19%	100%
	No	25	81%	
31.research writing training in the course	Yes	7	23%	100%
	No	24	77%	

Table 2. 13: Research practice in EFL courses

As the table shows , students were asked if the courses and modules they studied in their master programs(research methodology, research skills ,statistics, WRP) had prepared them to write the Master dissertation, twenty four (24) students equal to 77% were unsatisfied with the training they received in those courses, however 19% (n=6) students did benefit from the courses, also 81% (n=25) were not trained adequately to use the APA referencing styles; it is asserted that they experienced difficulty in adhering to them when writing their dissertation.

Minority of students have had training in academic writing before dissertation writing 23% of the participants (n= 7) mentioned that they had taken a writing course.

From the results that researchers understand that a high number of students lacked training in academic writing before they started their dissertation, which would be considered as great hindrance to assist them from improving their academic research skills, Mahammoda (2016) examined factors that influence the quality of undergraduate research at University in Ethiopia concerns this issue. The result of the study showed that students faced academic hindrances which included students' inability and lack training to the research course.

Section six: psychological hindrances

Options	Frequency	Percentage
Yes	23	74%
No	8	26%
Total	31	100%

Table 2. 14: Feeling depressed effect writing dissertation

The next table is showing if anxiety do create hindrances to undergraduate students in writing their dissertation, twenty three (23) the rate of 74% of them answered with yes however 26% (n=8) answered with no ,as results majority of participants described experiencing anxiety that is associated with their depression as a great challenge, for example , feeling tired, a lack of motivation, being overly self-critical, feeling apathetic, and having difficulty concentrating, over thinking about time which would affect negatively their process of writing dissertation, by confusing them and reducing their motivation.

Options	Frequency	Percentage
Yes	6	19%
No	25	81%
Total	31	100%

Table 2. 15: Table 16: problems with partner

When the participants were asked about if they faced problems with their partners twenty five (25) of them equal to 81% answered with no, while few of them did face hindrances with their partner (19%), they affirm that working on dissertation in pair is

better **than individually, means that partner do not affect negatively most of the undergraduate** students when undertaking their dissertation.

Students explain the following:

- (Working with partner is better, because we exchange experience and discuss)
- (me and partner have the same interest)
- (we got benefit of different research skills from each other)
- (pair is team work better than alone, which can be very hard)

4. Data Analysis for teacher's interview

The second instrument is the interview; Since one of the main goals of this study was to investigate EFL learners hindrances in writing their dissertation, teacher also plays an important role in this issue either as a teacher in the research courses inside classroom or as a supervisor ,so researchers aims to investigate teachers perspectives about their candidates and also about what the teacher think about dissertation writing hindrances, The following interview was made up from ten (10) questions the first three questions are for personal information or teachers' background and the rest are about Teachers 'perspective concern dissertation writing, research skills and solutions .The interview was made with nine (9) teachers of English language five (5) of them at M'sila University and four (4) others from Batna and Mostaghanem universities . The results indicate the following points:

Question 1: How long have you been teaching English?

Years	1-5	5-10	10-20
Percentage	0%	66.6%	33.3%

Table 2. 16: teachers' teaching experience

the majority of the teachers (66.7 %) claimed that they have an experience of more than (ten) 10 years, while the rest (33.3%) said that they have an experience of teaching more than five (5) Years, most commonly, studies affirm that experienced teachers are those who have approximately five or of classroom experience (Gatbonton, 1999; Yin, Mayall, 2006) however the identification of experienced teachers still more complex because number of years does not guarantee expertise as teacher.

Question 2: please specify the degree you have achieved?

Educational degree	License	Magister	Doctorate
Percentage	0%	55.6%	44.4%

Table 2. 17: Educational degree of teachers

According to the teachers answers it's clear that 55.6 % of teachers has a magister degree while 44.4 % has a doctorate degree. Results are probably equal, broadly known that this two levels are the highest degrees in the system of the Algerian education.

Question 3: how long have you been supervising undergraduate students?

Supervision years	1-5	5-10	More than 10
Percentage	22.2%	77.8%	0%

Table 2. 18: Teachers 'experience in supervision

The majority of teachers 77.8% experienced supervision since 10 years ago ,whereas only 22.2 % have a little experience at supervision ,so the experience at supervision may affect the quality of the supervision process which based on the quality of guidance.

Question 4: How do you consider dissertation?

Options	A necessity to complete a degree	An attempt to find solutions to certain problems	A tool to improve knowledge
Percentage	11.1%	44.4%	44.4%

Table 2. 19: Dissertation in the view of teacher

The teachers answers indicate that half of them the rate of 44.4% consider a dissertation as an attempt to find solution to certain problems and the other half 44.4% consider it as a tool to improve knowledge while the minority of participant 11.1% consider a dissertation as a necessity to complete a degree.

From the results teacher's views concern dissertation focused more on the important of knowledge of the work rather than the educational purpose which is master degree;

teachers may seek to see students produce good, academic, written research. In improving the idea, teachers state the following

- It can be for the three mentioned reasons.
- It could be all the above an initiation to research.
- Master dissertation is a training itself to learn how to make future research and have control over research methodology.

Question 5: Do you think students share your point of view?

Options	Yes	No
Percentage	55.6%	44.4%

Table 2. 20: Student's agreement with their teachers

More than half of the teachers (55.6 %) confirm that their students agree with their point of views, and the others (44.4 %) answer with no, responses are approximately equal, as mentioned in the students questionnaire analysis, great number of participants affirm that they faced misunderstanding with their supervisors, means that major undergraduate students do not agree with them, hence hindrances in dissertation writing may also come from a mismatch between the supervisor's and the student's expectation, when supervisors' comments during dissertation writing, students' misunderstanding of supervisors for example, expecting supervisors to make decisions for them or waiting them to correct their mistakes. while teachers think that their students share their point of view.

Question 6: when supervising undergraduate students how do you find this progress?

Options	An easy task	A hard task	Complex	Depends on several variables
Percentage	0%	77.8%	11.1%	11.1%

Table 2. 21: Supervision process

The majority of supervisors 77.8% consider a research as a hard task , 11.1% consider it as a complex, while the rest rate of 11.1% affirm that this depends on several variables , thus supervision process is concerned to be a hard task for the majority of supervisors , according to them the reasons of this difficulty can be limited in their candidate low performance, teachers states that students do rarely stick to the teacher's advice, i.e. teachers tend to provide their students with instructions and critical feedback with expectation of getting another improved work, while students' lack of interest and limitation in skills and competences. Prevent them from identifying their gaps. Besides most of them do not master the academic research skills necessary for their research for academic, lack experience and training and Teachers state the following:

- Supervision becomes hard when students are not well equipped with necessary research knowledge and reading.
- It is hard task as students are novice researchers who need their bulk time supervision
- Most students lack the methodological vision to do a good research
- Simply because they grasp methodology as a theoretical subject. Though they study methodology, they did not practice it effectively when they come to write their dissertation, they face problems

One of the teachers explains: for me I enjoy supervision as a pedagogical task but students come with empty mind regarding the basics of the writing skills and methodology. As it is clearly explained by this teacher, supervision would be an easy and enjoyed task only when students learn well the basics of academic research and methodology. Other teachers claim that supervision process depends on the students 'motivation, level and the nature of the topic, time, student quality, readiness, commitment and concentration.

Question 7: Do you think problems that students face is related to:

- a): research skill. e): all of them
 b): Lack of sources. .f): none of them
 c): problems in methodology g): others...
 d): problems with supervisor

Options	Research skills	Lack of sources	Problems in methodology	Problems with supervisor	All of them
Percentage	0%	0%	33.3%	0%	66.7%

Table 2. 22: Teachers view concern the nature of hindrances that students face

Most of the advisors, like the table above shows, majority of teachers 66.7% claim that hindrances that faced the student when doing their dissertation are having limited ability of designing and analyzing methodology, Research skills, lack of sources and problems with supervisor himself, supervisor reported in the interview other explain :

Sometimes it is research immaturity and lack of experience in conducting research and writing academic English.

Question 8: Do you think current research course (research methodology) is helpful for students in undertaking their dissertation?

Options	Yes	No
Percentage	88.9%	11.1%

Table 2. 23: The Importance of research courses in writing dissertation

As noted in the table the majority of the participants 88.9% agree that research methodology course is necessary for any research project where as 11.1 % of them disagree about this point. As results, teachers experience described that it is necessary to include research courses in learning programs as preparation that builds students capacities to be a good researchers; It is clear that, the material support of learning in research courses can be seen as a provision that purposefully and directly trains students' knowledge and skills in academic research and writing , however, in the sample of questionnaire, students were asked the same question (see Q14 in appendixes), results were completely the opposite, were major students were complaining from the unhelpful research courses, moreover this might be they lack training or the content of the course do not targeted the students goal, or may be because of limited time.

Question 9: when your candidate Encounters some problem do you: a): solve problems yourself b): ask them to find solution. ?

Options	Percentage
Solve problem yourself	50%
Ask them to find solutions	50%
Ask them to consult their teacher of research course	0%

Table 2. 24:Teachers treat with students hindrances

Teachers in the interview were asked about their reaction when the student faces some problems, half of them the rate of 50% said that they solve the problems themselves and the other half asked their candidates to find solutions , hence in the case of students hindrances, supervisors deal with their experience of how they act with students, and every teacher build his/her own model when supervised them, so every teacher has his own techniques, for those who solve problems themselves, they might think of time limitation or students inability in overcome their problems, for the teachers who asked their candidates to find solutions they may need to push students to be independent and responsible, critical thinker, confident and engage them in conversations during meeting, to discuss and express their ideas about their hindrances without being afraid.

Question 10: Do you believe students should refer to their supervisor in:

- a): designing tools
- b): problems of citation.
- c): constructing research.
- d): outlining a review of teacher
- e): analyzing data procedures.
- f) : writing introduction and conclusion
- g): all of them.

Options	Percentage
Designing tools	22.2%
Problems of citation	0%
Research questions and hypothesis	0%
Outlining the review of teacher	0%
Introduction and conclusion	0%
All of them	77 %
None of them	0%

Table 2. 25: The role of supervisor

In the interview, teachers were asked about when should students ask for their teachers help, 77.8% of teachers claimed that the student refer to the supervisor asking about many aspects (designing tools, when facing problems in citation, when writing research questions and hypothesis , writing introduction and conclusion) ,while22.2 % said that students should only refer the supervisor in designing the research tools, so the supervision process is very important for the students in every stage of research process, it provides the student with guidance, control , supports

Other teacher's opinion was that Supervisor needs to be approachable whenever needed .they may provide any help in any aspect.

Finally, Teachers were asked to suggest solutions for students to overcome writing dissertation hindrances, they answer the following:

- First they need to read researches of other candidates before they start any process second, they need to choose their topic according to the bank of references they have thirdly, they need to read extensively before starting to enlarge their own understanding of the topic, then they need to be conscious of plagiarism, follow correct methodology and follow the constructive comments of the supervisor
- Writing a good and correct research proposal
- First they need to read a lot and develop then practice research methodology and research skills.
- Methodology, improve academic writing skills.
- Start writing, forgetting of the hindrances they may face, raising self confidence and get motivation by themselves in order to be able to write a great research writing
- Research writing should be a compulsory module during all university years of study, training workshops should be recommended to offer students a chance to write sections of a dissertation.

On the light of teacher's answers on the last part, it has been noted that to overcome student's hindrances students should take into consideration: research training with focus on skills, methodology and academic writing.

Conclusion

This chapter describes the methodology followed to investigate EFL undergraduate students hindrances in writing their dissertation, in this part the results were analyzed quantitatively and qualitatively, represented statistically in tables which includes the frequency and percentage of each item.



CHAPTER THREE
FINDINGS AND IMPLICATIONS

Introduction

This chapter is mainly devoted to the discussion the findings and interpretations of the obtained results that are already analyzed by the end of this chapter, some recommendations, limitations and pedagogical implications are proposed followed by a general conclusion.

1. Findings

1.1 Summary of findings

Hindrances	Present study	Previous studies
Methodology and writing process	EFL undergraduate students at M'sila university faced problems in achieving well-defined procedures, techniques, method ,tools and information analysis at every stage of the research process	Few researchers had amended their topic or methods once their research was under way, (Tenny 2020 ;Biggam 2008, p.10; Emilia, 2010; Shaw, 1991)
Lack of Sources	Students faced hindrances in findings the Appropriate past researches, articles and literature review for their topic.	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).

		<p>Researchers are facing a potential problem, which is the lack of sufficient reference materials and the lack of accessibility into the needed resources(chelli, 2016)</p>
supervisor	<p>Great majority of EFL masters faced hindrances with their supervisor in choosing him/her and during the process of writing their dissertation</p>	<p>(Taylor & Beasley, 2005; Murray, 2002; Hartley & Jory, 2000),Sajadi (2012) sees supervisors as responsible for encourage them to continue their efforts.</p>
Research skills	<p>Main hindrances that students faced are in research skills, they cannot work indepent , lack knowledge and back ground, lack organization, problems of referencing, self motivation, evaluation ,application of experiments, analyzing information, setting their objectives</p>	<p>Skills are difficult to teach and learn so that they are meaningful and applicable for students in writing their thesis. (Benson & Blackman, 1993; Edwards & Thatcher, 2004; Hopkinson& Hogg,2004;Biggam2008;Sesay,2011, p. 27) the Iranian context (2018)/ the Libyan one (Alsied & Ibrahim, 2017)</p>
Anxiety	<p>During their dissertation writing undergraduate students in M'sila university</p>	<p>Brown (2007p.153) believes that the psychological factors of students can be identified from the affective</p>

	influenced negatively with depression because of thinking of time, problems with supervisor, lack of motivation, lack of self confidence	internal factors of students.
Lack experience and training	Students lack training in writing research considered to be a big hindrance in writing dissertation, lack experience in using APA style and referencing decrease the quality of dissertation	Komba (2016 p. 79) claims that facing hindrances in dissertation writing is undeniable. He affirms that writing a dissertation is very difficult task thus it is essentially the product of effective training and proper guidance. Mahammoda (2016) examined factors that influence the quality of undergraduate research at University in Ethiopia, results reveals that students have lack training to the research course.

Table 3. 1: Summary of findings

Results can be summarized as the following:

- EFL Master students do face many hindrances in writing their dissertation
- The board hindrances are in conducting research methodology, lack of sources and lack of research skills of the undergraduate learners
- From the view of both students and teachers Research courses are very important for the undergraduate students in writing a great research study.

2. Interpretation

2.1 Interpretation of the Questionnaire results

As indicated earlier, findings from this study provide a valuable insight about the hindrances faced by undergraduate students of face in dissertation writing. The participants were asked a range of questions through a handed questionnaire. And results has been shown that its major results will answer the research questions, six sections are devoted to knowing the perspectives of students about these hindrances,

the first section seeks to highlight the personal information of students, results indicates that most of the students are females between twenty and thirty years old ages and all of them are studying linguistics divided into two groups, .The second section of students' questionnaire is for the sake of knowing the hindrances faced undergraduate students in the first phase of writing their dissertation, results show that the students faced greater difficulty in formulating their research problem, means that they have difficulties in specify their objectives that serve their research, on the other hand they do not make uniform decisions in using the correct and accurate data for their topic, the third section aims at elicit information about students hindrances in designing and analyzing research methodology, great number of undergraduate students found obstacles in designing the questionnaire and experiment, furthermore they faces greater difficulty in analysis of both interview and questionnaire, means that they suffer from problems in methodology. The fourth section was about the division of the chapters and sections of the dissertation, most of the students know how to organize and divide their dissertations. Moreover, in order to investigate students' agency in research writing process, researcher ask students about if they faced hindrance in: writing introduction and conclusion, in coherence and cohesion, punctuation and capitalization, as results, few students affirm that they found problems in coherence and cohesion it means the lack of flowing sentences and paragraphs from one to another, linking ideas correctly which inhibit the readers ability to understand the ideas. in the last section which is concerning writing dissertation practice, most of the undergraduate students affirm that they lack experienced in research training in research courses, that help researchers ensure that he is fully competent in the research skills and knowledge.

In the final analysis were about personal and psychological hindrances , according to the obtained results , the majority of students ensure that they suffered from depression

and anxiety, they found no problem with their partners and most of them suggested that working on dissertation in pair is better than working individually .

2.2 Interpretation of the Interview results

To validate the hypothesis of the present study an interview was done with nine (9) teachers who are experienced teaching English and supervision at the University of M'sila, this gave the opportunity to know the factors investigated through this study. And the aim of this tool is for the purpose of getting information about the hindrances that face the undergraduate students when writing their dissertation.

From the answers of the participants ,it has been noted that all teachers have an experience in teaching and the majority have an experience of more than 10 years, this indicate that the university of M'sila have teachers from different generations. More than half of the teachers have a magister degree and the rest have a doctorate degree, and about their experience in supervision most of them practiced supervision since 10 years ago from that researcher can notice that the experience in supervision may affect the quality of dissertation writing process.

The teacher's answers claimed that they consider dissertation as an important work. Some of the participants claims that their student agree with them in some points when they are working together to complete this task, from that point the teachers consider a research as a hard and a complex task as a result the students face many problems when writing their dissertation, problems in methodology ,and lack of appropriate sources and lack of research skills .So writing a dissertation is not an easy task, therefore , from the teachers answers , it has been found that the course of methodology is very important and helpful for the student in undertaking their dissertation.

Methodological courses are very important to raise the master's students' academic abilities in writing research , which is a series of research workshops offered hands on practicing on "qualitative research," "quantitative research," and data analysis skills.

This process is voiced by teachers as when the teachers read the text of their master students' dissertations, they expect a chain of ideas which is presented logically throughout the text. However, as stated, most of the students are incapable of making such connections and transitions. Thus, the dissertations turn out to include sections that are considered disconnected and ill organized and to be unsatisfactory for the supervisor.

3. Implications

According to the findings of the present study, several pedagogical implications and recommendations can be drawn and formulated. Some of them are the following:

For students

The majority of EFL postgraduate students were not satisfied with the way the research course is being taught. According to them research is a process task based that needs practice more than theory. The more students practice, the better they get and the better they get the more they learn. Students as beginners in EFL research are suggested to attend workshops and seminars research courses that are the source of inspiration about advanced topics and common subjects. This will support them develop new ideas also novice researchers, need motivation and reinforcement to carry out a research, students need training in conducting academic research, this allow them to be familiar with this genre. Moreover they need to raise their consciousness about the seriousness of plagiarism on their research reliability is crucial.

Furthermore, master degree students must be aware that understanding and conducting good thesis at this level will prepare them for PHD degree, where the research at this level is very strict to academic norms, research at this level require well understanding of the methodology of conducting a research that adds something new to the field of knowledge, as it is known “the literature gap”, and respect the standards that make it qualified to be published in scientific journals.

For teachers

Teachers should provide students with opportunities to practice research aside from merely considering it as a course requirement also researchers need to be supported with suitable equipment, mentorship and guidance from supervisors to develop their ideas. Besides, teachers should support students in developing academic writing and research skills as early as possible before undertaking master dissertation.

Supervision process is considered to be a cornerstone for the success of any research project since it provides guidance, control and feedback which are the main needs of any researcher. In addition, teachers have good control of ICT means that make able to assess, correct and unveil the misconducts that students may commit while doing their research in short time and give them even the possibility to control , give feedback, edit huge amount of data and works.

For administration

support should be provided by the administration of the department to those students undertaking research, moreover Algerian administration have to construct the necessary social environment that encourages scholarship, also it provide an equitable percentage of researchers to promote quality higher education and capacity building in research institutions should guarantee that the education of the researcher includes training in research courses. The integration of international resources to develop the level of research in Algeria and reach the ranks of the developed world. Settle for good, the principle of Quality education for universities and the Productivity of research institutions. Help students in getting free data from books and articles.

Time deadline of submitting dissertation and even research proposal should be posted earlier, this allow students to map their ideas. Administration must be the responsible of facilitating access to electronic platforms in order to gather reliable data from free books or articles and give the opportunity to obtain different kinds of digital materials. Moreover, the administration should not neglect the students' final works and value master degree works by publishing good works or reward them. At this level, to give impression to the students that there is value and importance for their research.

4. Limitation of the study

To get this work finished, the present study has a number of limitations that should be highlighted. We faced some difficulties without which our work could be better. First, we faced a problem with administrating the questionnaire, where not all respondents were serious about the study and some were not available the study adopted only with linguistics students because of time limit. As for interviews with teachers, some teachers were busy, so that we could not get their responses just few of them (9). Also, Corona virus pandemic was the biggest obstacle we have faced during the whole year. So, because of these bad circumstances we conducted the interview online. This also caused self depression and anxiety which hindered the on-going of the research.

Conclusion

Throughout this chapter, the research investigation has been endowed with a practical framework for the purpose of fulfilling the aim of this study which has been put forward at the beginning of this paper. This part fundamentally dealt with the methodological concerns of this study. Moreover, researcher report the findings that suit

the target of the research in addition, it provided some recommendations based on the gathered data, limitations of the study and suggestions for further research. As it stands, the results gathered have proved that the majority of the students are facing various hindrances in undertaking their master dissertation, which hamper them from making a correct piece of work.

General Conclusion

During the journey to obtain their diploma, Master students face many hindrances when writing their dissertations; this was a strong motive to conduct this research work. Thus, evidence from the data of this study asserted that undergraduate students (master two learners at M'sila University) were found to have proceeded with insufficient theoretical knowledge and practical skills of research. The majority of students stated that they experienced difficulties in the throughout all research stages, including formulating the research questions, choosing the research methodology, designing instruments for data collection in addition to having psychological hindrances in this journey like depression,

Intending to investigate teachers and learners' perspectives about, two main research questions were asked with the aim to reach complimentary findings, the first question looked for weather master dissertation writing includes hindrances which prevent students from writing it. Furthermore, the second question discussed the nature of these hindrances. To address these questions within the frame of descriptive method, data were collected quantitatively and qualitatively from a random sample of Master two linguistics students. And teachers in the department of English language at M'sila University and others were from different universities (Batna and Mostaghanem).

After analyzing and discussing the questionnaire and interview data acquired from teachers and learners, the finding demonstrated that students faced great hindrances in: methodology, lack of sources, problems with supervisor, research skills, and personal factors like anxiety and lack of motivation, lack of training and experience in writing a research. As well, results from EFL teacher's interview also showed that students face problems in term of methodology due to the lack of appropriate sources and their weak research skills and practice, teachers recommended for intensified course in research methodology to overcome the obstacles that students may face during conducting their research works.

The overall finding of the study allows to deduce that different hindrances which faced by students in writing their dissertation may lead to many problems and prevent them from achieving their goals in writing good piece of work.

General conclusion

Finally, this research suggests the following themes for further research:

- Solutions to overcome the hindrances faced by students in writing master dissertation.
- The role of course training in writing creative master dissertation.
- Enhancing student's skills through teaching research courses.
- Pedagogical research supervision models to overcome student's challenges in writing their dissertation.

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APPENDICES

A. Questionnaire of the students

The purpose of this survey is to investigate master two hindrances in writing their dissertation, please tick (√) in the suitable square, thanks for your collaboration.

1. Gener

Male Female

2. Student Specialty

Linguistics Civ /Lit

Specify your age please

20-30 30-40 More than 40

3. How was the writing of your research proposal?

Easy difficult

4. Was it easy to choose the topic for your master dissertation?

Yes No

5. Explain.....

6. Did you face difficulties with supervisor for your master dissertation?

Yes No

7. Do you have difficulties in?

a. formulating a research problem:

Yes No

b. formulating Research questions:

Yes No

c. formulating the Hypotheses:

Yes No

d. Differing between the dependent variable and the independent one:

Yes No

e. Finding reliable sources

Yes No

f. Literature review

Yes No

g. Selecting the appropriate information

Yes No

i. In-text citation

Yes No

j. The reference list following the APA style

Yes No

8. Do you know how to design ?

a) A questionnaire

Yes No

b) Interview

Yes No

c) Experiment

Yes No

d) Tests

Yes No

9. Do you know how to analyze?

a) questionnaire

Yes No

b) Interview

Yes No

c) Experiment

Yes No

d) Tests

Yes No

a) Was the division of the dissertation into chapters?

Easy difficult

b) Was the division of the chapters into sections?

Easy difficult

10. in the writing process, do you have problems with:

a) Introduction

Yes No

b) Conclusion

Yes No

c) Coherence

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Yes No

d) Cohesion

Yes No

e) Punctuation and Capitalization

Yes No

11. Have you already made a research project respecting the APA style?

Yes No

12. Have you trained on writing research in the classroom courses (research skills, WRP, statistics, research methodology)?

Yes No

13. Do feel depressed while you write your dissertation?

Yes No

17. Do you face problems when work with a partner?

Yes No

Please explain

18. Is it easy to write a master dissertation?

Yes No

Please explain

B. interview for teachers

Dear Teacher, this questionnaire is an attempt to gather information to investigate hindrances that face master two students in writing their dissertation. Please Tick (√) your answer(s) in the corresponding box (es), Thank you for your time and for your collaboration

Q1. How long have you been teaching English at University?

a. 1- 5 years

b. 5- 10 years

c. 10- 20 years

Q2. Please specify the degree you have achieved?

a. License

b. Magister

c. Doctorate

Q3. How long have you been supervising undergraduate students?

- a. 1- 5 years
- b. 5- 10 years
- c. More than 10 years

Q4. How do you consider dissertation?

- a. A necessity to complete a degree
- b. An attempt to find solutions to certain problems
- c. A tool to improve knowledge
- d. a guide for more research
- Other

Q5. Do you think students share your point of view?

- Yes
- NO

Q6. When supervising undergraduate students, how do you find this process?

- An easy task
- A hard task
- Explain please

Q7 Do you think problems that students face are related to

- a. research skill
- b. Lack of sources
- c. problems in methodology
- d. problems with supervisor
- e. all of them
- f. none of them
- Others

Q8. Do you think current research course (research methodology, research skills, WRP) are helpful for students in undertaking their dissertation?

- Yes no
- Explain please

Q9. When your candidates encounter some problems, do you

- a. solve problems yourself
- b. Ask them to find solutions by themselves
- c. Ask them to consult their teacher of research course
- d. Others

Q10. Do you believe students should refer to their supervisor in?

- Designing tools
- Problems of citation
- Constructing research questions and hypothesis
- Outlining review of teacher
- Analyzing data procedures
- Writing introduction and conclusion
- All of them
- None of them

Others.....

What do you suggest for students to overcome these hindrances?

.....

المخلص

تعتبر مذكرة الماستر من أصعب الكتابات الأكاديمية التي يقوم بانجازها طلاب الدراسات العليا في العام الأخير من دراستهم في الجامعة. وبالتالي ، من الضروري دراسة العوائق التي يواجهها طلبة ماستر اللغة الإنجليزية كلغة أجنبية في كتابة هذه المذكرة واكتشاف المتغيرات التي توضح تلك العوائق ، حيث استخدم الباحث في هذه الدراسة أسلوب الكمية والنوعية ، تكونت عينة هذا البحث من واحد وثلاثين (31) طالبا من طلبة ماستر 2 في كلية اللغة الانجليزية وتسعة (9) أساتذة من جامعة المسيلة وجامعتين من الجزائر ، وبينت نتائج الدراسة وجهة نظر كل من الطلاب والمشرفين فيما يتعلق بالعوائق ، باستخدام الأداتين الاستبيان والمقابلة ، وأشارت النتائج إلى أن غالبية المرشحين واجهوا عقبات في: المنهجية ، ونقص المصادر ، مشاكل مع المشرف ، نقص مهارات البحث ، وأيضا العوامل الشخصية مثل القلق وقلة الحافز إضافة إلى نقص التدريب والخبرة في كتابة البحث ، وتشير النتائج التي تم الحصول عليها من مقابلة المشرفين أن غالبية العوائق تكمن في المنهجية ، ونقص المصادر المناسبة ومهارات البحث.

الكلمات المفتاحية : مذكرة الماستر, الطلبة المتخرجون, عوائق .