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**The Role of Writing Techniques in Enhancing the Quality
of Master Dissertation Writing**

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and Culture

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Dedication

In the name of Allah, the most merciful, most compassionate.

Every challenging work needs self-efforts as well as guidance of elders

especially those who were very close to our hearts.

I would be honored to dedicate this work to my beloved mother Mrs. **SALIHA**

BOUCHEMAL

and my dear father Mr. **Ahmed Bouiedda**, who raised me with all love, and confidence,

and gave

me the values to be the person I am today.

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loving niece **Lilyan**.

To my beloved friends **Nada**, **Salma**, **Chiraz**, **Marwa**, and **Lydia** for their unconditional

support.

Finally, I dedicate this work to everyone whom I consider as family.

Lamis Bouiedda

Dedication

In Allah's name, I dedicate this work first and foremost to my family.

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To my father for believing in me and always encouraging me
Their devotion, love, encouragement, and day and night prayers have enabled me to arrive
at where I am now.

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Abstract

Writing in a foreign language is one of the most difficult and complex processes for the language learner. It is a challenging skill that demands a lot of effort to produce an accurate piece of work. The majority of English as Foreign Language learners (EFL) encounter difficulties in writing their dissertation. The current study attempts to investigate the role of writing techniques in improving dissertation writing quality. Moreover, it seeks to raise students awareness of the importance of using writing techniques. For this purpose, a descriptive research with a quantitative approach has been used to confirm the hypothesis, which states that writing techniques could enhance second-year Master students' dissertation writing. As a research tool, a questionnaire was administered to gather data from second-year Master students at the Department of English, 8 May 1945 University Guelma. The main findings showed that the students encounter difficulties in writing their dissertations. In addition, the findings confirmed the application of writing techniques in second-year Master Students. In addition, the findings provided evidence that support our hypothesis, the role of writing techniques in enhancing the quality of dissertation writing. Finally, the recommendation derived from these results needs to be considered by students.

Keywords: dissertation writing; academic writing; writing techniques.

List of Abbreviations

APA: American Psychological Association

CMS: the Chicago Manual of Style

CBE: the Council of Biology Editors

EFL: English as a Foreign Language

MLA: Modern Language Association

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General Introduction

Writing is the most difficult skill to master or teach because it requires significant effort and practice on the part of the learner in order to achieve an acceptable level of writing. Many scholars define writing from their own point of view; some understand it as a tool they use to express their points of view. It can be defined as a system that represents language through visible signs and symbols that facilitate human interaction. In addition, writing is a visual communication system-based mode of communication. When it comes to role writing, the role is just as important as the other linguistic skills. This skill focuses on the formal expression of ideas through written language.

Writing must be taught through the practice of various techniques and pieces of writing. According to this methodology, the teacher should assist students in understanding and applying sentence organization patterns in coherent texts. The regular practice of various types of writing should be improved. Despite the importance of writing as a skill in foreign language classes, students struggle with it. The primary cause of these issues in this skill, we believe, is that students continue to believe that the only sense of well-written production comes from what they have learned about grammar. As a result, students frequently rush toward more grammar practice while ignoring the specific steps and techniques that must be followed before they can produce their final product.

A dissertation is a significant academic achievement for students who work hard to complete it. The dissertation can serve as the master's program's final project, demonstrating that the learner has acquired the skills and knowledge needed to design and carry out a research project. When defining a related topic or area of study, this should demonstrate that students understand their capabilities and can determine the purpose of a study. Gather, organize, and assess data. It should be simple to construct a suitable research strategy. EFL students should also be able to analyze and select primary data and

draw on relevant literature. Draw conclusions, make appropriate comments and identify areas for further research.

A dissertation is a sort of "formal" writing that must be finished according to particular criteria. It must have an introduction, an explanation for evaluation of the data analysis and methodology, and conclusions. Your supervisor or program thesis coordinator must approve the topic of your master's dissertation. Many students find it challenging to write an academic piece of writing that demands effective writing approaches to improve the quality of their dissertation writing. This is a challenging task in and of itself, and it will be far more difficult for a learner of a foreign language. It involves a lot of reading and a lot of writing techniques to undertake these complexities during the process of writing the final academic achievement. This dissertation describes the implementation of a set of writing techniques designed to improve the quality of students' dissertation writing. It was used with second-year master students.

1. Statement of the Problem

Writing a Master's Dissertation is one of the prerequisites of the Master's Degree in the Algerian Universities, it is a form of academic writing which is very structured and needs certain skills because writing is one of the four skills that demand extra attention, especially in foreign languages. The problematic issue is that university students still believe that a good writing style comes from what they have learned about grammatical structures; as a result, students frequently rush toward punctuation practice and will frequently forget about writing techniques that can enhance the quality of the writing. It is found that many second-year master students in the Department of English at 8 May 1945 University-Guelma had difficulty in writing their dissertation and struggle to accomplish it. This may be due to the unawareness of the big help that writing techniques can give and the inappropriate use of the writing techniques. Using different writing techniques like

paraphrasing, quoting, summarizing as well as the use of citation styles could result in a well-structured dissertation that preserves intellectual property. Therefore, teachers have to focus on the practice of academic writing activities in the classroom.

2. Aims of the Study

The writing process goes through different stages and approaches that help students generate superior work. Learners must know that writing techniques play a significant role in enhancing the quality of dissertation writing therefore, the aims of this research are:

- To investigate the role of the effective use of writing techniques in enhancing Master Dissertation writing quality.
- To raise the students' awareness of the importance of using writing techniques in academic writing.

3. Research Questions

Standing on what has been stated on the problem, the purpose of the following research is to look into the effects of using writing techniques on Master Student dissertation writing, these questions will be verified throughout this study:

- What is the role of effective use of writing techniques in enhancing students' Master Dissertation writing quality?
- Are Master Students aware of the role of writing techniques in enhancing their academic writing?

4. Research Hypothesis

Writing is considered a difficult and challenging aspect especially writing in a foreign language. For this reason, knowing writing techniques can be a major useful skill for learners to know. The purpose of this study is to look at the influence of effective writing techniques in improving dissertation writing, so we hypothesize that:

H₁: if students use writing techniques in dissertation writing effectively, the quality of their dissertation will be enhanced.

The null hypothesis implies that no relation exists between writing techniques and dissertation quality. Hence, it is hypothesized that:

H₀: if students use writing techniques in dissertation writing effectively, the quality of their dissertation will not be enhanced.

5. Research Methodology and Design

5.1. Research Method

The descriptive quantitative approach was used to testify to the research hypothesis and answer the research questions. The method was chosen based on the numerical nature of the research tools used to extract information about learner attitudes and perspectives on the role of writing techniques in upgrading the value of their dissertation. The questionnaire provided the necessary data for analysis and interpretation, it was chosen for this study because it is a reliable and rapid tool to gather data from a large number of participants in a short amount of time.

5.2. Population of the Study

To conduct this study, we decided to choose second-year Master's Students at the Department of English, University of 8 May 1945-Guelma, in order to collect their opinions about the role of writing techniques in ameliorating their dissertation writing. A total of 105 students took part in the research. Consequently, we believe that second-year Master students are more experienced, particularly when writing research papers or completing assignments.

5.3. Data Gathering Tools

A questionnaire was administered to Master students who were asked to answer some questions about their writing skills and the approach they used in dealing with the

various stages of writing assignments without difficulty. The questionnaire was distributed to second-year master's students because we believe that students are the most important element in the process approach of dissertation writing. The purpose of the questionnaire was to determine the student's degree of awareness of the writing process and the writing techniques that support it. After collecting the data required for this study, we analyze to understand the problem being studied and to know the importance of understanding writing techniques in relation to dissertation quality.

6. Structure of the Dissertation

The current study is formed into three major chapters. The first and second chapters are devoted to the literature review, while the third chapter is devoted to the analysis of replies and results received from the students' questionnaire. The first chapter offers technical information on the writing process as well as a broad review of writing abilities and its history as a complicated cognitive activity. It explores the fundamental laws of writing competence as well as substantial linguistic skill. It also explains the many stages of the thesis writing process. The chapter concludes with several difficulties faced by EFL students during the academic writing process.

The second chapter attempts to offer the reader a specific emphasis on the process approach to writing and the various dissertation writing strategies. The chapter also discusses the many approaches to writing and highlights the overlap between writing techniques and the quality of student thesis. The chapter closes up by emphasizing the need of raising student attention to improving writing strategies with an explanation of the impact of using writing techniques on facilitating thesis writing and raising the quality of their dissertation.

The practical part entitled "field investigation" covers the definition and purpose of the survey method. Besides it provides a description of students' questionnaire and its

administration. Then, it ends in data analysis and interpretation. The dissertation is also composed of a general introduction and a general conclusion as well as study limitations, pedagogical implications and recommendations.

Chapter One: Dissertation Writing

Introduction

For EFL learners, the writing skill is the most important one; it is the main means through which they can exhibit their understanding. To get a Master's Degree, EFL learners are required to write a well-structured dissertation. Writing a good-quality dissertation is the result of the effective employment of writing techniques. Hence, EFL learners must follow certain rules to write a good-quality Master's Dissertation.

This chapter deals with definition of writing and the writing process. Moreover, it is also devoted to academic writing and its main types. This chapter highlights the concept of dissertation, types in addition to the dissertation outline. Finally, it tries to identify the difficulties faced by EFL students when writing their dissertation.

1.1. Definition of the Writing Skill

English language is one of the most learnt languages in all over the world; it is widely used in different domains. EFL learners are required to develop the four language skills; among these four language skills writing is considered to be the most complex and difficult skill for learners to master especially to accomplish their education requirements. Writing is one of the language skills that the learners have to acquire in learning languages. Each scholar expressed his/her point of view and defined it through from their own perspective". According to Lado (1971), writing is "a graphic representation of a language and information through the written medium by the use of conventional graphemes" (as cited in Ahmed, 2019, p. 120). Further, White and Arndt (1991) stated that "writing also demands intellectual effort and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meaning". It indicates that writing is the representation of person's ideas in a particular context. Moreover, Widdowson (2001, p.

62) mentioned that “writing is the use of visual medium to manifest the graph logical and grammatical system of the language”. Also, Langan viewed writing as any other skill that learners may acquire by the hard work and everyone will be able to master it. He claimed that “writing is a skill like driving, typing or cooking and like any skill it can be learnt if you have the determination to learn” (2005, p. 13). According to Crystal (2006, p. 257) “writing is a way of communicating which is based on system of visual marks make on some kind of surface. It is one kind of graphic expression”. Monaghan (2007, p. 2), viewed writing as” the thinking on paper”, that is to say learners will be able to express their thoughts and ideas and produce it on the paper. As explained by Bensaid and Moumen (2019, p. 11), “writing is a system that represents the language in the form of visible signs and symbols that facilitate human interaction”. In other words, writing is a way of communicating that enables the learners to transfer and express their thoughts, opinion, and feelings. From the previous definitions, it is noticeable that writing can be defined as a presentation of person’s thought and ideas through graphic representation in which people will be able to interact and translate their opinion into a clear way and well-organized words.

1.2. The Importance of Writing

Good writing is essential for success, it is the best way for people to express their ideas and thoughts as McArthur et al. (2008, p. 1) declared that “writing provides an important mean to personal self-expression”. Writing is a prerequisite skill because it enables students to transfer thoughts. Rogers (2005, p. 75) mentioned that “writing is one of the most significant cultural accomplishments of human being” and “it allows us to record and convey information and stories beyond the immediate moment”. In other words, writing allows us to express ourselves in a clear way. In addition, writing helps students to develop their communicative skill. According to Coffin et al. (2003, p. 20),

“students are required to write for several reasons as assessment, as an aid to critical thinking, understanding and memory to extend students’ learning and to improve students’ communicative skill”. Writing is viewed as important means of assessment; it allows students to promote their critical thinking by expressing themselves on their writing in a clear way.

1.3. The Writing Process

Achieving a good piece of writing is not just writing down word by word and linking them in a paper; good writing involves several steps that learners must be aware of. According to Hogue (2007, p. 28), four essential steps exist in writing: prewrite to get ideas and organize them, write the first draft, check and revise your work, and write the final copy. First, in the first stage “prewrite to get ideas”, students prepare themselves and start to gather information and collect ideas as explained by Hogue (2007, p. 28). In the prewriting step, you get ideas to write about. She also added that taking notes and free writing are important ways to collect ideas. Students should gather enough information concerning the topic that they are going to write about and argument which they have decided to include. In the second stage “write the first draft”, students start to write ideas that are related to the topic after collecting them. To explain more Hogue (2007, p. 28) explained that “you write in rough form without worrying about errors”. This first writing is called the first draft or the rough draft , in this stage students write ideas without paying attention to errors, they are not obliged to respect the rules.

In the third step “edit the first draft”, students check their mistakes and see where it works and where it does not. Hogue (2007, p. 30) claimed that “editing is usually in two process first step you check whether the meaning is clear and the second step you check the paragraph for good form, organization, grammar, punctuation and spelling. The students check if their Writing is meaningful”. In the last stage, students are asked to

present their final work. Hogue (2007, p.30) stressed the fact that “in the last step, you write a neat final copy of your paragraph”. In this step, students rewrite the correct form of their piece of writing.

1.4. Definition of Academic Writing

Academic writing refers to formal style of writing that is produced in an academic setting. Jordan (2003, p. 42) stated that “academic writing is any writing that entails scientific knowledge for education purpose”. Moreover, Hogue (2008,p. 2) pointed that “the kind of writing you will do in this class is called academic writing, because it is the kind of writing you do in the college, every kind of Writing has particular purpose and a particular audience”. Furthermore, Labaree (2009, p. 37) provided a clear definition stating that “academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise”. In the same context, Whitaker (2009, p. 2) stated that “academic writing is essentially, the writing you have to do for your university courses” , your instructors may have different names for academic writing assignments “essay, research paper, team paper, argumentative paper, analysis paper, essay, informative essay, position paper, but all of these assignments have the same goal and principles”. Based on previous definitions of different scholars, academic writing is formal style of writing that is used to satisfy the requirement of schools and universities during their education. It may take different forms such as essay, research paper ...etc. However, it shares the same goals and principles.

1.5. Types of Academic Writing

Academic writing is very important to learn especially for students, because it teaches them how to think accurately. It has four main types according to its aim: descriptive, analytical, persuasive, and expository. The following is a discussion of each type:

1.5.1. Descriptive Academic Writing

Descriptive writing is one of the simplest types of academic writing, it provides facts or information. Its main purpose is to provide a detailed description which enables the reader to understand more. As explained by Riyanti (2015, p.11), "descriptive is one of the ways to tell about something by giving more details so we can visualize what is actually looks". Descriptive writing presents sensory information and provides a detailed description about the theme that the reader can have the full image about it.

1.5.2. Analytical Academic Writing

It is considered as the most complex one, it is used to compare, contrast, assess or evaluate. Whitaker (2009, p. 2) defined analytical writing as a form of writing that "investigates causes examines effect, evaluate effectiveness assesses ways to solve problems and find the relationship between ideas or analyses other people's arguments". He emphasized that "the core purpose of this type is realized when the writers puts all the pieces together and provides his answer based on his own analysis" (Whitaker, 2009, p.2). In other words, this type of academic writing focuses on analyzing, organizing the information and depending on the available data to reach final result.

1.5.3. Persuasive Academic Writing

Persuasive academic writing is a type of writing which is used to support and convince ideas by using reasons, evidence, and logic it requires to investigate a topic from your opinion and gather evidence to convince the reader that you are making valid point; it includes facts, reasonable arguments. It intends to convince the reader to believe in idea or opinion. According to Rehbein (2022), "the purpose of persuasive writing is to convince readers to share the same opinion or take a particular action". Also, she emphasized that "persuasive writing makes reader agree with your opinion, it is important to build argument based on the logical appeals of reason and evidence". To stress the fact that

persuasive writing is used in order to convince or change the viewpoint of the reader by presenting analysis using facts.

1.5.4. Expository Academic Writing

Expository writing is one of the most common genres of academic writing. It provide “facts and critical knowledge about a particular topic” (“Expository writing”, n.d., p.1). In other words, it is the writing that exposes facts and knowledge of certain topic rather than attempting to persuade. Its main purpose is to provide information from deferent sources to use them in a particular topic.

1.6. Characteristics of Academic Writing

Students, professors and researchers use academic writing to convey their ideas, because its purpose is to aid the reader understanding. To better understand the term of academic writing it is important to identify its features. The Oxford Companion to the English Language (1994, p. 8) provided a definition to academic English by its characteristics” the register of English used by scholars and scientist; an elevated and often complex style associated with concern for accuracy, objectivity, and dispassionate comment”. Monippaly and Pawar (2010, p. 77) maintained that academic writing is characterized by “detachment of the writer, clarity of text, cautions tone, and rigour”. They identified seven features of academic writing: complexity, formality, objectivity, explicitness, hedging, evidence, and citing. Complexity implies that written language is more complex than spoken language because writing language has more complex words, written texts are shorter and the language has more grammar complexity including more subordinate clause and more passives. Tribble (1996) explained that “lexically dense nominalized styles make it possible to give prominence to certain categories of information and construct a distant impersonal relationship with the reader”. Moreover, academic writing is formal, this means that the writer should avoid colloquial words,

expression, and abbreviations forms. Hacker (1998, p. 126) stated that “formal writing emphasizes on the importance of its subject and exactness of its information. Its tone is signified, and it maintains a certain distance between writer and audience”. Further, academic writing is objective rather than personal. Writers should focus more on the topic without influencing by their personal feelings, so it is better to avoid personal language and colorful words.

In addition, academic writing is explicit about the relation in the text. It is the responsibility of the writer to show to the reader how various part of the text are organized, clear and related. These connections can be made explicit by the use of different signaling words, accurate language, writing coherently, and writing relevantly. Cautious language, also known as ‘hedging’ is another characteristic of academic writing; it refers to how a writer expresses “certainty and hesitation” (Enago Academy, 2016). It is important for writers to make decisions regarding the claim they are proposing, hedging can be expressed by adjective, adverbs and lexical verbs.

Concerning evidence, it is another characteristic which differentiate academic writing from another one. Writers need to support their point claims by providing relevant and strong evidence which comes from facts, statistics, expert opinion and theories. It convinces the reader about the validity of your argument. Consequently, ideas must be related so that the arguments flow smoothly using appropriate one. Finally, citing is an important feature since it proves the writer honesty. It is considered to be important because it gives the readers the chance to identify the source material used, and verify the established conclusions of others work and supporting evidence for the writer ideas.

1.7. Academic Writing: Aims and Difficulties

Academic writing is necessary to produce logically structured of ideas. According to Bailey (2015, p. 3):

Writers should be clear why they are writing. The most common reasons for writing include: to report on a piece of research the writer has conducted, to answer question the writer has been given or chosen to discuss a subject of common interest and give the writer's view, and to synthesize research done by others on a topic.

Furthermore, writing is considered to be a way of communication that expresses ideas and thoughts. Farbrain and Whinch (1996, p. 32) claimed that writing "is about conveying meaning. By using words that have been chosen and put together in written or printed form". Additionally, Richard (1900, p.100) stated that "learning to write either in the first language or in the target language is one of the difficult tasks a learner may face". A great number of EFL Learners has difficulties in writing; however, these errors motivate students to ameliorate their writing competence. In the light of this, EFL learners face difficulties in writing since the English language is not their mother tongue, they commit errors in grammar, spelling, and vocabulary, for example they found difficulties in selecting the appropriate words, the use of tenses, the use of nouns, and spelling mistakes which affect the productivity of the quality of their writing. So, they have to make efforts to produce accurate piece of work.

1.8. Definition of Dissertation Writing

A Dissertation is an academic piece of writing; it is usually submitted in the final semester. Han (2014, p.12) stated that "the process of thesis writing is more important than the writing results itself. For EFL completing a thesis is a big project, which will take up almost every student in the last year at university". In other words, students face difficulties while writing their Dissertation.

A dissertation is an academic paper, it is essential for undergraduate or postgraduate students. Caulfield (2020, p. 1) argued that "a dissertation is a large research

project undertaken at the end of a degree”. That is to say that writing a dissertation requires a lot of time and hard work to accomplish it as a part of the graduation program. In addition, He defined it as “the preparation of your future whether you continue in academia or not, it teaches you to manage your own time, generate original ideas and work independently”; which means that the dissertation prepares the students to their professional career. Moreover, Bailey and Scarrow (2010, p.1) argued that a Master Dissertation is an “innovative piece of research submitted under the guidance of a college supervisor”. In other terms, dissertation writing is the longest piece of writing that the learner writes in order to accomplish the requirement as a part of the graduation program.

1.9. Types of Dissertations

Writing a dissertation provides learners with opportunities to write an academic work on a topic of interest to them, it has two types: empirical dissertations versus non-empirical dissertations.

1.9.1. Empirical Dissertations

The empirical type of dissertation involves collecting data. Caulfield (2020, p.6) stated that “an empirical dissertation focuses on collecting and analyzing original data”. In addition to that, he provided the most important methods while gathering data mentioning “experiment, observations, survey and interview are empirical research method” (Caulfield, 2020, p. 6). Groot conducted a cycle which consisted of “observation, induction, deduction, testing, and evaluation”. First, empirical data is gathered by using observations. Second, induction is implemented by formulating conclusion from the data gathered in the observations phase; it is a kind of generalization. Third, deduction implies that the researcher will be able to form conclusion out of his experiment that is based on logic and rationality. Fourth, testing involves the procedure that the researcher used to collect data and test the hypothesis. Finally, evaluation: the researcher assesses his Results.

The following figure is an illustration of the stages:

Figure 1.1. The Empirical Cycle



Source: Groot, 1961, p. 6

The empirical dissertation generally includes introduction, literature review, methods and results. In more details, the introduction provides explanation about the topic. The literature review tackles the previous research that is related to the topic. Methodology is an explanation of the procedure of the research, in addition to the results. As explained by Caulfield (2020, p. 8), dissertations include mainly “research questions, research findings, and contribution to the field”.

1.9.2. Non-Empirical Dissertations

Non-Empirical Dissertation is mainly research that is conducted without data; it works with existing research or other text. In other words, there is no original data. Dan (2017, p. 3) claimed that non empirical method can be classified into two categories: “methods meant to review the progress in a certain field of research” and “non-empirical Methods that draw on personal observations, reflection on a current event”.

The structure of this type is quite flexible. Caulfield (2020, para.16) identified the following structure “an introduction of the topic and research questions, the main body divided into three or four chapters , data analysis, and research development, and

summative conclusion of all research findings, answers, and contributions”. There is a certain outline that should be followed while writing non-empirical dissertation: an introduction in which the researcher provides an explanation about the topic, main body in which the researcher analysis the source, and conclusion which is kind of summary of what the analysis has contributed.

1.9.3. Structure of the Dissertation

A dissertation is a long piece of academic writing; it has different kinds of structure which differ from one field of study to another. The following are some standard elements of Master’s Dissertations.

1.9.3.1. Table of Contents

In this section, it is very important to provide the reader with a table of content in order to find information, so that he will be able to retrieve it easily by checking page numbers. As introduced by Mark (2017, p. 1), “the chapter heading, appendices, sources, and the pages where they can be found” in addition to “numbers, charts, and abbreviations”. So, the outline of the dissertation is an important part in the research, it provides a framework of the whole dissertation also it includes the important parts. There is no standard format of it, because it differs from one field to another.

1.9.3.2. The Front Page

The first page should contain the name of the university, submission date; it also includes the students name, supervisor name, academic year, jury member’s full name, and the academic degree. McCombes (2019) explained that “the title page (or cover page) of your dissertation contains all key information about the document .It usually includes dissertation title, your name, the type of document, the department, the degree program and the submission date”.

1.9.3.3. Dedication and Acknowledgements

Dedication is considered as a chance to write something more personal to your family or friends...While, acknowledgements provides the students opportunity to say 'thank you' for those who helped and supported you during your dissertation process, this might include your supervisor, participants in research.

1.9.3.4. The Abstract

The abstract is the summary of the dissertation; it provides the researcher or students with an overview about the dissertation main topic, description of the methods and tools which have been used without having to go through the entire dissertation. Koopmans (1997) stated that "an abstract must be a fully self-contained, capsule description of the paper. It cannot assume (or attempt to provoke) the reader into flipping through looking for an explanation of what is meant by some vague statement". In other words, an abstract must be clear and provide the reader with the summary of the paper without using ambiguous terms.

1.9.3.5. General Introduction

The introduction is an overview of the topic; it provides the main necessary background for the research and represents the research questions and aims. Creswell (1994, p. 42) claimed that the introduction is "foundation that contributes in its placement in a broader frame work". Mark (2017,p.1) explained that the introduction must "define the problem, research hypothesis, purpose of the study, research question, data gathering/ analysis tools and methods, significance of the study, definition of terms, delimitations of the study assumption, and organization of the study thesis". It facilitates understanding of the previous studies related to the topic. The introduction includes the following items:

- Literature Review
- Statement of the Problem
- Purpose of the Study
- Research Questions and hypothesis
- Research Methods and Design
- Structure of the Research

The review of literature is an important element in the research process. Wiersma claimed that “the review of the literature provides the background and context for the reader” (Wiersma, 1995, as cited in Pajares, n.d., p. 3), which means that it shows to the reader what, is missing from other research in the field. Fränkel and Wallen (1990) claimed that “it provides other studies results and findings related to the research topic”.

The statement of the problem is a description of an issue that identifies the gap between the problem and the objective. Creswell stated that the “statement of the problem should be introduced as the issue that exists in the “literature, theory, or practice.” In addition to that, Creswell (1994, p.1) pointed that the problem statement must be “clearly, simply, and concisely introduced”. Moreover, the purpose of the study provides a description on what the study will do, and how you will conduct your research. It considered as “concise and accurate” summary of the purpose (Locke et al., 1987, p. 5).

The research questions and hypothesis are the foundation of the research study, the research questions are questions in which the researcher set to answer, however the hypothesis is a prediction about the relation between the variable. The hypothesis is “a declarative statement, which indicates the relation between two or more variable” (Kerlinger, 1979; Krathwohl, 1988, as cited in Pajares, n.d., p. 2).

The most fundamental types of hypotheses are the “alternative hypothesis” and the “null hypothesis”. The former indicates that there is a direct relation between the

dependent variable and the independent one. Whereas, the latter points out that there is no relation between the variables. So, it is very important to recognize the difference between them (Pajares, n.d., p. 4).

Creswell (2007, p. 58) stated that the research design “is the overall plan for connecting the conceptual research problems with the pertinent (and achievable) empirical research”. In other words, the research design provides the methods which are used to collect and analyze data. The goal behind research methods is to describe how the researcher conducted his research. It describes the steps of the research. Wiersma (1995, p. 409) defined it as “the heart of the research proposal”, and it should provide “clear sense of unity and interrelatedness” (as cited in Pajares, n.d., p.5).

Structure of the research is set for the arrangement of the proposal; it contains the number of chapters and their title. In addition to key terms related to the topic. It includes an outline of the research topic that provides a summative overview of what exactly will be found on it.

1.9.3.6. The Theoretical Part and the Practical Part

This part provides a review of the theoretical findings of the two research variables. Cynthia (2014) declared that “the theoretical framework is one of the most important aspects in the research process». In addition she claimed that” Without a theoretical framework, the structure and vision for study is unclear, much like house that cannot be constructed without blueprint”. To stress the fact that the abstract plays major roles in the research process it provides researchers or learners with concise description of the research, the abstract includes two chapters, and each chapter includes an introduction and a conclusion as well as a discussion of one research variable.

The practical part or field investigation is a section that includes an introduction, a detailed description of the research methods and tools, the purpose behind selecting these

methods, the analysis of the results and findings, in addition to a summary of the results, and a conclusion.

1.9.3.7. General Conclusion, References, and Appendices

Conclusion provides an explanation of the findings, it answers the research questions. The conclusion is “where you wrap your ideas and leave the reader with strong final impression” (Caulfied, 2020). It is a summary of the main topic that the researcher dealt with, it demonstrates to the reader your own understanding of the research problem. It can be drawn from dissertation findings these findings should mention how far every purpose has been fulfilled. Additionally, the list of references includes all the resources and data used in research, only sources cited in the research should be included in the references list most of the dissertation written in APA or MLA style. It is important to cite all the references used in writing the dissertation in arrangements of alphabetical order. Appendices are used to provide the essentials information that contributes to answer the research questions. Experiment content, interview transcription, the questionnaire, or additional information can be added as appendices.

1.10. Factors Affecting the Dissertation

A great numbers of EFL learners face difficulties that affect the process of writing a dissertation. The latter make it challenging for learners to accomplish their dissertation, which itself considered as long process that needs time and energy. These difficulties can be related to many factors such as personal factors and sociocultural factors.

1.10.1. Personal factors

Understanding how people respond and believe is an important aspect of the theory of second language acquisition. According to Brown (2000, p. 142), “personality factors are the intrinsic side of affectivity within a person that can contribute in some way to the

success of language learning”. Anxiety and motivation are the most common aspects of personal factors.

1.10.1.1. Anxiety

Anxiety is a term derived from the Latin word “angere” meaning to cause distress. Lazarus and Folkman (1984) defined anxiety as “uncomfortable feeling exacerbated by prolonged stress and the presence of multiple stressors”. It is a philological state that affects the body characterized by a feeling of tension and worry, this state can affect the writing process of dissertation. An American association claimed that “people with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat”.

1.10.1.2. Motivation

Motivation is a term derived from the Latin word “movere” which means to “move”. It is used in different disciplines in life. Abisarma (2006) viewed that motivation is the state of adrenaline flowing in the blood that is related to a strong desire to reach an objective. According to Jonson (2003, p.25) motivation can be defined as “the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worth”. That is to say, motivation is the heart of educational research and the force that drives the process of writing dissertation because it influences physical and mental reactions.

1.10.2. Socio-Cultural Factors

Socio-cultural is social cultural combination which influences human beings thoughts, ideas even their behavior. Hein (1990) defined culture as “how people feel about the organization, the authority system and the degree of employee involvement and

commitment". In the academic context, there is a culture of dissertation writing in terms of how it should be written, what is correct and the methods of writing dissertation.

Conclusion

Master dissertation is an important piece of writing, this process of writing can be challenged. This chapter attempted to present the most significant aspects related to academic writing, learners must have information about academic writing because they are required to produce research papers using academic language. Moreover, the chapter provided academic writing types as well as the academic writing process, which may be helpful for EFL learners to write appropriately, and produce meaningful writing. Furthermore, stating types, structure and outline of dissertation writing wishing to raise students' awareness about the entire process. Finally, identifying most of the difficulties that students might face when conducting their research and writing the final assignment which is the dissertation.

Chapter Two: Writing Techniques

Introduction

Writing in a foreign language is a time-consuming and challenging task. Conducting and reporting research results cannot be written entirely at once. It must be divided, organized, structured, and presented in phases. For example, when writing the results of the experiment it necessitates the use of some regulations. Writing according to some regulations does not only offers suggestions for increasing the quality of the work, but it also acts as a common reference for future researchers, making the work easier to grasp by referencing the sources cited. Nonetheless, the use of writing techniques differs from a researcher to a researcher. It also depends on the subject of study.

This chapter, entitled 'Writing Techniques,' discusses the appropriate educational language referencing and citing styles, with an emphasis on the APA and MLA styles, in addition to the definitions, and basic classifications of the most useful techniques that are provided to ensure the research integrity. The paraphrasing and summarizing procedures are examined in detail in this chapter. Furthermore, the significance of these techniques is highlighted for each one. The chapter also discusses referencing techniques. It addresses the most common citation techniques used in the APA and MLA referencing styles, as well as the fundamental rule in their application to dissertation writing. Furthermore, the chapter discusses the significance of these techniques.

2.1. Definition of Writing Techniques

A good writing results from the author's originality and efforts, making it difficult to teach. However, once the creative juices begin to flow, writing techniques may serve as the foundation for the work. There are a variety of strategies accessible to writers that serve a variety of goals; some assist you in emphasizing a point, while others aid in the description of the items.

Writing techniques are the techniques used by the author to convey his idea to the audience in a powerful and direct way. Experts should be familiar with a variety of writing styles since they may need to modify their writing style to communicate with their audience. It can also be defined as the set of variations of writing approaches that helps to make the work more interesting and exciting and keep the readers reading until the finish. Yet in the concept of our dissertation, writing techniques are a collection of strategies that assist the author in improving the quality of his dissertation writing. The strategies that will be studied protect the author from being accused of plagiarism and losing the integrity of his study.

2.2. Paraphrasing

Warsy (2016) defined paraphrase as the process of rewriting the text in our own words rather than copying and pasting it while ensuring that the text is rearranged while maintaining the most important points and information (p. 9). Paraphrasing is a difficult process that necessitates a high level of linguistic awareness and a vast terminology in order to accurately express the language. Students lack basic language and vocabulary skills and have little experience in paraphrasing, they may face difficulties in the paraphrasing process. Students might benefit from regular practice in class or as homework to help them grow more experience in the procedure. Students can acquire diverse linguistic styles and terms usage by paraphrasing ambiguous word structures in a variety of ways, which can also help them enhance their sentence structure and linguistic skills.

According to Zhang to paraphrase is to reword in your own understanding of significant realities and thoughts presented by another person, and introduced in a new way. To put it another way, it is borrowing ideas from another source and re-producing them to support new research while keeping the original sources accounted for (p. 1). The paraphrasing

process is “to reproduce an expression or articulation using new words while maintaining the same meaning” (Frederiks & Van Der Weide, 2006). According to Eberle (2013), paraphrase means to represent an idea of another author in to almost the same amount of words with appropriate citation, while reordering the sentence and using different vocabulary but must preserve keywords to ensure accuracy, the paraphrase passage must not change the meaning of the original thought (p. 159).

The Oxford Dictionary (2011) defined paraphrase as “to express what somebody has said or written using different words“ (p. 307). Stephen Bailey (2006), on the other hand, also said that paraphrasing entails modifying a text in way that it is very different from the original yet the idea remains the same (p. 29). According to Laurie Eckblad-Anderson (2018), learning to paraphrase is essential because good paraphrasing prevents plagiarism, which is considered theft in the academic world. As mentioned also by Laurie, mastering paraphrase demonstrates students are not attempting to recopy other people's ideas rather it shows that they comprehend what they have read, and they reproduced it in their own writing style. This demonstrates the significance of mastering paraphrasing techniques (p. 105). Baily (2006) insists on the idea that the paraphrasing technique entails modifying a piece of text as naturally as possible while yet protecting the meaning (p. 10).

Furthermore, Hirvela and Du (2013) argue that paraphrasing, unlike summarising has almost the same length as the original text. Rephrasing techniques are used to assist readers to recall the main points of a thesis or to summarize its major ideas in more simple words. It is necessary to include synonyms in paraphrases unless the material will not be paraphrased. According to Vanitha (2017), “good knowledge on vocabulary and word order gives the confidence of paraphrasing” (p. 15). Meaning it is considered a difficult skill that needs wide terminology, enough knowledge of thesauruses and word references, and a strong command of the English language. It is an important technique that prevents

falsifying when it is done correctly. In conclusion, when paraphrasing the author must not duplicate from the original text. Using an excessive number of the original work is not acceptable, while the meaning of the source text surely must not be modified.

2.2.1. Steps of the Paraphrase Process

The basic two rules for the paraphrasing process demand the author to analyze the grammatical structures and important keywords from the source research, in order to modify it while the adjustment of the keywords without forgetting to change the word order. The following is a good technique to remember the six steps of the paraphrase process summarized in the acronym 'FRA N CIS', they were introduced by Geyte (2013):

1. Consider how the concepts in the original text will **fit** into your article only include relevant information.
2. **Read** the original material **repeatedly** until you totally grasp it.
3. Put the original text **away** from your sight.
4. Take **notes** and write down what the book says in your own words.
5. **Compare** your notes against the original to confirm that you used your own language without diluting the content.
6. **Integrate** the material into your text and your essays and linked it with grammatical **sentences**(p. 115).

2.3. Paraphrasing Techniques

2.3.1. Modifying the Grammatical Structures

Harshbarger (2018) stated that changing the grammatical structure means changing from:

- independent to dependent clauses
- word forms: nouns to verbs to adjectives to adverbs ...
- clauses: adjective, noun, and adverb clauses
- phrases: prepositional phrases, participial phrases (reduced clauses)

- verb phrases: as active voice to passive voice, and phrasal verbs
- connecting words: coordinating conjunctions, subordinating conjunctions, correlative conjunctions, conjunctive adverbs
- transitional words and phrases (first, additionally, further, secondly, or third, in conclusion on the contrary on the other hand ...)
- Must change the Relationships between ideas from :
 - cause/effect, purpose, manner, comparison, contrast, opposition, concession, time, place, condition, addition
- The use of Introductory paraphrases such as :
 - According to him...
 - He believes that ...
 - As he believes...
 - Her point is ...
 - In her opinion...
- The use of Reporting verbs: affirm, allege, argue, assert, assume, believe, explain, claim, complain, conclude, contend, demonstrate, describe, discover, discuss, emphasize, estimate, examine, explore, find, illustrate, imply, indicate, inform, maintain, mention, note, observe, predict, present, presume, point out, propose, recognize, recount, reveal, report, say, show, state, stress, suggest, suppose, suspect, tell, verify ...
- And Reporting nouns: argument, claim, complaint, conclusion, explanation, point, opinion ...

The following is a paraphrased model:

- A.** Jack Johnson believes that Despite having a lot of problems, one should always look on the bright side.

- B.** According to Johnson, despite the fact that problems might ruin one's day, there must be a sunny day soon (Harshbarger, 2018).

2.3.2. Using Different Terminology that has the Same Sense

Most students attempt to use this strategy, but it is difficult to master, because while it is known that English has various synonyms, such as 'enormous' or 'big,' it is unusual for these terms to have the same significance. As a result, if you try to use a lot of equivalents when you write, the rephrased work might result in phrases that are not Standard English. Sentences that are unnatural are unlikely to convey the appropriate meaning to the reader (Pertiwi, 2019, p. 28).

2.3.3. Changing Word Order

Since the words are the same, the meaning must be the same, therefore changing the word order of a phrase or sentence is typically safer than adopting synonyms. However, deciding which words to shift or in which place the words should be moved is not always clear. In addition, when you shift a word, you may need to edit some other words, add some new words, or cut some old ones to ensure that the new phrase is structurally accurate. Furthermore, there is a combination of the two strategies by using different types of grammar. Using a different grammar seems challenging, but it is really easier than altering vocabulary. Furthermore, if you modify the grammatical structure and make an error, the reader will typically comprehend what you intend. However, if you modify the word and make a mistake, the reader may not grasp what you are saying (Pertiwi, 2019, p. 28).

2.4. Citation

Numerous meanings of the citation process were proposed by different researchers. To start with Assamnew (2018) who defined citation as the method through which you cite the source of the ideas contained in the body of the academic assignment. When you

copy from other writers, you must add a citation, which indicates that whenever you use another person's ideas, either through paraphrasing or just quoting them, you must include a declaration in the text (p. 2). Typically, citation is inserted inside parentheses at the beginning or ending of the phrase. It provides the author's name, the year the source was released, and the page where this exact focus appears. The format you adopt while formulating the paper determines what goes inside the parentheses. This implies that citation styles differ depending on the writing format. Moreover, a citation is a way of informing your audience that some of the information in your work came from another source. It also provides your readers with the information they need to locate that source on the reference or Works Cited page.

Furthermore, the value of citations is growing, as is their essential purpose. This significance is seen in the different ways in which authors generate facts through their research articles (Hyland, 1999). This implies that your first obligation as a researcher is to assure that the data is valid. You must also explain where the facts came from. As a result, any facts, concepts, or words included in your work must be cited. In other words, citation is a method of proving that you have read and comprehended essential publications on the subject of your work.

2.5. In-text versus Bibliography Citations

Learners are taught that a bibliography index as well as correct in-text citation are key components of the reference process and in avoiding plagiarism accusation. All sources cited, summarised, or paraphrased in a formal document should be listed in the bibliography. According to Bruner (2022), an in-text citation is a reference placed inside the article text of an academic work. He also added that an in-text citation is the primary tool that directs the reader to a source that has influenced your work, all the details will be provided in a list at the ending of a research paper.

In APA format, there are two types of in-text citations: parenthetical and narrative. The parenthetical citation comprises the author(s) and the date of publication inside parentheses. While narrative citations include the author as part of the phrase, the date of publication is between parentheses and the page number at the end of the paragraph or sentence. The figure below summarizes the different Examples for the narrative citation and parenthetical citation:

Figure 2.2. Examples for the Narrative Citation and Parenthetical Citation

Author type	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
Two authors	(Salas & D'Agostino, 2020)	Salas & D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group author with abbreviation		
First citation	(National Institute of Mental Health [NIMH], 2020)	National Institute of Mental Health (NIMH, 2020)
Subsequent citations	(NIMH, 2020)	NIMH (2020)
Group author without abbreviation	(Stanford University, 2020)	Stanford University (2020)

Source: American Psychological Association. (2019). *The Publication Manual of the American Psychological Association* (7th ed.).

A bibliography is a list of sources or a collection of works (for example, books, pages, reports, and articles) written on a specific topic or by a specific author. Also known as a list of works referred to, can be found near the end of a book, report, data-show

presentation, or research paper. APA calls this a “Reference List”, MLA calls it “Works Cited,” and Chicago calls it a “Bibliography”. Bruner (2022) stated that referencing is an essential component of effective academic writing. It assists in avoiding plagiarism when completing academic projects.

According to Patricia Jean Wagner (1996), the basic bibliographic information contains the title, author or editor, publisher, and the year the current edition was published or copyrighted. Home librarians frequently keep account of when and where they obtained a book, the price, and a private annotation that contains their opinions on the book or the person who gifted it to them (p. 31). DiYanni and Hoy (1995) added that It is a common practice in academic texts to provide a list of the sources that the author studied or mentioned at the conclusion of books or chapters, and at the end of articles. Those lists, or bibliographies, frequently include sources that you will want to consult as well (p. 696). DiYanni and Hoy (1995) added that the number of standards for documenting sources varies from educational discipline to another. In literature and languages, the Modern Language Association (MLA) style of documentation is adopted. The American Psychological Association (APA) style is recommended for social scientific publications, while the Chicago Manual of Style (CMS) gadget is preferred for works in history, philosophy, economics, political science, and business. Furthermore, the Council of Biology Editors (CBE) recommends alternate documentation formats for a variety of natural sciences (p. 705). In the light of what has been mentioned, there are various reference and bibliography formats that you may encounter: MLA, APA, Chicago, Harvard, and others. As previously said, each of these styles is frequently connected with a certain section of academia and research. The most popular are the APA and MLA formats. They both include comparable information, but they are organized and structured differently.

There are crucial reasons why citing the sources used is important. According to Lipson (2006), most importantly, to give credit to others' efforts and ideas, regardless of whether the new research agrees with them. Another point is that credit should be provided when obtaining their words through the use of both quotations and references. Furthermore, this is to offer the readers the materials used in the investigation and the outcomes reached so that they may study it for themselves or they may be encouraged to approve the work, examine it, or just research it further (p. 12).

2.6. Citation Styles

The most common citation styles are APA and MLA.

2.6.1. The APA Style (American Psychological Association)

In the social sciences and other areas, the American Psychological Association (APA) style is commonly employed. Nordquist (2020) stated whenever you cite a material from another source, paraphrase an author's thoughts, or speak about its work, or simply use a phrase, you must use an APA citation to give it the legal credit. You cannot just repeat the majority of the words from the text to which you are referring when citing a source. You must either put the thoughts into your own words or just quote the text as previously discussed. Furthermore, Fleming (2020) stated the APA style is commonly used by students writing essays and reports for psychology and social science courses. APA citations need fewer abbreviations, but the notation emphasizes the use of dates.

Nordquist (2020) also noted that the APA citations are divided into two parts: the short form and the in-line that leads readers to a full reference at the end of a chapter (sometimes referred to as an in-text citation). When you employ information from someone else's source To make an in-line reference, must provide the author's name and the date (in parenthesis) at the end of the paraphrased or quoted section in the article, report, book, or

research. Unless the author's name appears in the text, the date follows in parenthesis after the author, and the page number appears after the referenced material.

2.6.2. The MLA Method

The Modern Language Association (MLA) format is often used in English and other humanities studies. This style includes a two-part system. It uses the author-page pattern for in-text citations rather than footnotes or endnotes (Strier, p. 125). The bibliography, which MLA refers to as "Works Cited," contains detailed information on each item, like other bibliographies, it includes three key pieces of information about each item: the author, title, and publishing information (Lipson, 2006, p. 12). The MLA style is generally used by language and literature professors, academics, and librarians to provide standards for research documentation. These rules aid in the logical organization of book, study, and report references.

2.7. Quoting

In simpler words Sinclair (2010) stated that "what is between the quotation marks must be the author's exact words" (p. 146). According to Nordquist, a quote is a representation of the words of a speaker or writer. In a direct quote, the words are reproduced exactly and surrounded by quotation marks. In an indirect quotation, the words are paraphrased rather than quoted. When a writer expresses something so eloquently that you could not possibly capture the concept as effectively by paraphrasing or summarizing, use quotations (Rodrigues & Rodrigues, 2003). However, Rodrigues and Rodrigues (2003) added that a writer must avoid using too many quotations in his research because the writer must include his opinions on the subject to come up with his own conclusions.

Gutzmann and Stei (2011) defined quotation in a simplistic manner, as "everything between a pair of quotation marks" (p. 2651). Coleman (2022) then stressed that quotations must be "identical" to the original. Quotes must be referenced to the original

author. He also stated that while citing, include the page number(s). Block quotations are frequently used by poor authors. Those who do so ignore their obligation to write. Readers like to read no more than one line of quoted text... Citing another author at the end of a paragraph or section is a particularly bad practice to avoid. Skilled authors subordinate the quoted information to their text not the opposite and employ only the most relevant piece of the previous research (Garner, 2003, p. 667). In the light of what has been mentioned, a quotation is rewriting the original source between quotation marks and no changes should be made to the source's spelling, capitalization, or inner punctuation.

2.8. Summarising

Summarising is an essential technique for students to learn, but many students struggle to extract useful information without delving into too much detail. A summary also can be called as an abstract, or overview, is a condensed form of a work that highlights the most significant features (Nordquist, 2009). By definition, summarization requires college students to put the main concept of the book into their own words (Schunk, 2004). According to Bean and Steenwyk (1984), not only can teaching students to summarize increase the quality of their written summaries, but it also has a major influence on student accomplishment (p. 297). Summarizing allows readers to concentrate on primary ideas or other significant concepts while ignoring unnecessary ones. It is a difficult task that necessitates the learner summarizing and reorganizing content. It not only helps students to interact more deeply with a material, but it also motivates them to reread as they write (Kamil, 2004). In simple words, the summarizing process requires identifying only significant aspects and then using those to generate a brief summary of the author's writing of course. It must guarantee that the original text and the new summarized version must differ fully in form. This can be accomplished by reducing the thoughts and presenting only the key ones in a modified simple phrase structure.

Summarizing is not a natural skill .It is also not mysterious. The key secrets of how to summarize are that students should be active, master numerous summarizing strategies, practice, and be ready to modify ideas when thoughts and reality demand. Bowker (2007) stated that there are various ways to arrange a writer’s ideas initially, identifying certain keywords by choosing one idea to accept while rejecting others, and then mixing the ideas with additional words to form a new combination. Finally, this will produce a summary of the original information meaning by rearranging the concepts within the new framework, it distinguishes between the summary version and the author’s version. All of this may be done without significantly decreasing the importance of the information (p. 13). McNeil and Donant (1982) proposed the following guidelines for summarising (p. 39).

Rule 1: Remove any irrelevant data.

Rule 2: Delete static information.

Rule 3: Create a term that will replace a list of elements.

Rule 4: Make up a term to reflect certain actions.

Rule 5: Choose a subject sentence.

Rule 6: If no topic sentence is provided, create one.

Bean et al. (2014) also suggested the following summary technique:

Step 1: Read reading

Step 1: while reading Determine the major points of the text.

Step 2: Carefully reread and create a detailed overview.

Step 3: Outline the thesis or major idea of the work.

Step 4: Determine the primary sections or pieces of the text. Each division creates one of the phases required to make the overall primary point.

Step 5: Summarize each section in one or two sentences.

Step 6: Now merge your descriptions of the parts into a logical whole, generating a condensed rendition of the essential concepts of the text in your own words." - Formalized paraphrase (pp. 66–80).

In conclusion, the summary consists mostly of summarizing the important concepts in a different style that only incorporates the key points. The summary is much shorter than the original text and gives a high-level overview of the source material. You must once again provide the original source. We recommend including the page or chapter number in the summary, especially if it aids the reader in finding relevant material with more details. Also, learners should prevent falling into plagiarism.

2.9. Plagiarism Avoidance

Many students are frustrated and concerned about their research journeys because they are afraid of being accused of plagiarism. Plagiarism has been a prominent issue of debate in higher education over the last decade, and it is clear that many students are facing difficulties in their writing. Moreover, it has made many people nervous about expressing their own thoughts in assignments, as they question whether what they are presenting is genuinely their own. There is no commonly accepted definition of plagiarism. Plagiarism is one of the activities that colleges consider to be stealing, or “a lack of academic integrity”. It is possible to claim that all imitation learning is plagiarism. Yet we borrow other people’s ideas all the time, weaving them into our academic life, gradually acquiring ownership of them until we forget who influenced us in the first place so referencing becomes impossible (Angelil-Carter, 2000, p. 42). The Shorter Oxford English Dictionary defined plagiarism as the taking and using as one’s own ... the thoughts, writings, or inventions of another. However, as previously said, we may grasp that plagiarism, in particular, is a concept used to describe a behavior that involves deliberately copying and exploiting another person’s work and representing it as your

own, directly or indirectly. According to Colin (2010), there are three major types that can be agreed on. Firstly, when copying and pasting another person's work and claiming or implying that it is one's own. Secondly, when presenting arguments that contain a combination of personal words and a considerable percentage of copied words from the original author without citing the source. Thirdly, whenever paraphrasing another person's work without crediting the actual author or the institution that published the literature, particularly on Internet sites (pp. 29–33).

Hart and Friesner (2004) claimed that research on cheating behavior in the United States dates back to the 1940s. They cite data from the early 1940s that revealed that more than a quarter of students admitted to some form of cheating. Some learners relate this to the pressure of writing in a restricted number of words. According to Dordoy (2002), the most prevalent reasons behind students' cheating were grades, poor time management, and easiness (p. 5).

Mobbs (2010) maintained that plagiarism may occur in supporting pictures, maps, and tables as well as text. Make certain that any material or ideas taken from sources other than yourself are appropriately referenced and attributed in the captions. Copyright violations can be avoided by paraphrasing and redrawing, but plagiarism is not permitted. To avoid plagiarism in oral presentations, remember to give the author due credit, either in the presentation or in the printed version provided (p. 5). Jones et al. (2005) stated that one of the most common mistakes students make is falsification, which occurs when the content of assignments or report statistics is fabricated or wrongly submitted by a student as their own work (p. 55). Abigail (2005) noted a comparable variation of student explanations for why others plagiarized. It is because they began late and ran out of time, or simply could not complete the schoolwork in any other way. They did not believe it was

wrong, or maybe they were unable to keep up with the workload. And worst of all did not think the instructor cared, so why should they? (p. 62).

Colin (2010) explored that applying, analyzing, criticizing, or quoting other people's work is perfectly acceptable as long as it always seeks to summarize or paraphrase another person's work, theories, or ideas and give credit to the original author. Again, in the references list, it should contain all sources used and offer specific information about them (p. 37). Thus, the simplest strategy to prevent plagiarism allegations is to try to summarize or paraphrase what has been read, using terms that fit the writing style demanded by the supervisor while not forgetting to provide the precise original sources in the references list.

Most colleges have an anti-plagiarism policy, and some are required to punish students and even expel them in the worst-case scenario of plagiarism. Universities are very cautious to discourage students from plagiarizing in order for them to develop good citation, summary, and paraphrasing procedures. Colin (2010) claims that the institution employs software to detect when stolen text is placed into the work. Turnitin and Ferret tools, for example, may immediately detect stolen sections by comparing supplied assignments to a database of billions of internet pages. Furthermore, some schools advise students to compare the assignment to the software and highlight and edit the copied section before submitting the assignment. This appears to produce some help to reduce students plagiarizing (p.36). In a survey of economics and business students, Cohen (2007) discovered that the use of Turnitin Checker encouraged students to develop their language at work, discouraging plagiarism, and aided them with citation. Universities are also reconsidering the evaluations they provide, with the final graduation project, and making it prepared under supervised settings. They are also investigating how referring is taught,

stressing the notion that effective referencing is “an evidence of legitimate participation in the academic community” (Hart & Friesner, 2004, p. 93).

Conclusion

This chapter has uncovered the fundamental aspects and processes that underpin the domain of academic writing. This step is critical in order to clear up any misconceptions about the techniques used by researchers when writing their thesis. The chapter then focuses on the most explored types of writing techniques and the most commonly used techniques in enhancing the dissertation writing quality. It has closely examined the method of implementing these strategies that distinguish it from other writing techniques. It was mainly devoted to examine the significance and role of these techniques in determining the quality of the work. Also, it was discovered that paraphrasing and summarizing are critical in avoiding plagiarism accusations.

Although, in comparison to other types of strategy and time management techniques, writing techniques are frequently overlooked and underdeveloped. Furthermore, when used correctly, it is regarded as a powerful tool for researchers, as it provides guidelines for the researcher to produce a work free of plagiarism, and it can also save a significant amount of effort and time in conducting the study. Moreover, the chapter attempted to investigate the relationship between the use of writing techniques and the production of a dissertation. As a result, the effective use of these academic writing techniques has a significant impact on raising the quality of the dissertation.

Chapter three: Field Investigation

Introduction

This chapter deals with the practical side of the research, as the theoretical examination of both variables has already been covered in the first two chapters. It aims to investigate the correlation between writing techniques adaptation and the dissertation writing process. Furthermore, the third chapter discusses the research methodology and tools. It begins with the selection of a methodological framework and a sample. Then, it goes on to describe the questionnaire that was given to second-year Master's Students of English, as well as the administration process. Besides, it provides an analysis and interpretation of the results, as well as a summary of the current study's findings.

3.1. Research Method

This study aims to discover the role that writing technique plays in improving the quality of master student dissertations. The study employs a descriptive quantitative method. First, the descriptive method was chosen to investigate the "conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are taking place; effects that are being felt; or trends that are developing" (Best, 1970, as cited in Cohen et al., 2000, p. 205). Furthermore, the selection of the questionnaire allows for the generation of numerical data that can be easily interpreted and analyzed in order to receive a complete understanding of the phenomenon (Mujis, 2004, p. 1). As a result, the descriptive quantitative method best corresponds to the research objectives and orientations.

3. 2. Population of the Study

The sample for this study was second-year students of MA studies in English from the Department of English at the University of 8 May 1945-Guelma. Only 43 second-year English language students took part in the study. They are familiar with the subject because they are working on their thesis this year. It is assumed that they want to complete

a well-structured thesis so we assume they know about writing techniques. As a result, they may be able to provide more information and a broader perspective on the role of writing techniques in improving dissertation quality.

3.3. Students' Questionnaire

3.3.1. Description of Students' Questionnaire

The questionnaire was prompted by the data collected in the theoretical portion of the study. As the sole research tool, online questionnaires should aid in the validation or rejection of the research hypothesis. It is divided into three sections and contains twenty-seven questions in total. The majority of these questions are multiple-choice and yes/no format, making it easier to answer and analyze, with some open-ended questions. However, only a few questions allow for short, reasoned responses. This reduces ambiguity and yields accurate, clear answers.

The first section of the questionnaire serves as a student profile builder and eliminator, aiming to gather background knowledge information about the students such as writing capacities. The second section of the questionnaire, which runs from question 5 to question 15, is designed to convey students' perspectives on the experience and understanding they encountered during their academic writing. Furthermore, it demonstrates their understanding of the various writing styles. It focuses on the difficulties that second-year Master's students faced while writing their academic papers. The third section of the questionnaire contains questions ranging from Q 14 to Q 30. This final section discusses student usage of various academic writing types and their different application purposes. It investigates the difficulties that students faced while writing their academic papers and attempts to raise their awareness of the use of writing techniques in improving the quality of their writing styles. So, it primarily addresses the relationship between dissertation quality and writing technique adaptation.

3.3.2. Administration of the Questionnaire

The questionnaire was only provided online due to the coronavirus pandemic and the maintenance protocol procedures are still well established. Additionally, because the study included second-year master's students, the paper version could not be used or distributed because they were no longer studying at the start of the practical part of the research. The online questionnaire was sent and uploaded on the Facebook group of Master's two students from the Faculty of English at the University of 8 May 1945-Guelma during the academic year 2021/2022, from May 20th to May 27th. Unfortunately, the number of responders did not match expectations; just 43 students were kind enough to take the time to reply. We could not wait much longer due to schedule constraints.

3.3.3. Results from Students' Questionnaire

Section One: General Information

Question One: How old are you?

Table 3.1

Participants' Age

Options	Frequency	Percentage
20-25	40	93.02%
26-30	3	6.97%
More Than 30	0	0%
Total	43	100%

Table 3.1 shows that there are two age groups in our selected sample. 93.02% of the informants are aged between 20 and 25 years; only 6.97% of the participants are aged between 26 and 30 years old and are either studying for another degree in university or repetitive. The last option (more than 30) received no choice by the participants of this study.

Question Two: Was it your choice to study English?

Table 3.2

English as Student's Choice

Options	Frequency	Percentage
Yes	39	90.7%
No	4	9.3%
Total	43	100%

According to the results in the table above. The majority of participants (90.7%) answered that studying English was their first choice, however, 9.3% of the informants answered that it was not their first option. This indicates that the majority of the sample has chosen English as their first choice; therefore, they will be more motivated to learn and achieve better results.

Question Three: As EFL, learners do you think that writing in English is easy or difficult?

Table 3.3

Difficulties in EFL Writing

Options	Frequency	Percentage
Easy	25	58.1%
Difficult	18	41.9%
Total	43	100%

According to the results displayed in the Table 3.3, 58.1% of respondents claimed that writing in English is easy, whereas 41,9% of them assumed that writing in English is difficult. This entails that more than half of the population of the research sample find that writing in English is an easy task for them.

Question Four: How could you rate your writing skills?

Table 3.4

Students' Writing Level

Options	Frequency	Percentage
Good	21	48.8%
Average	19	44.1%
Bad	3	7%
Total	43	100%

This question aims at identifying students' writing skills through self-rating. As demonstrated by the table above, less than half of the population (48.8%) assumed that their writing skills are good. Moreover, 44.1% of the informants claimed to have an average level of writing skills. The third option was selected by 7% of the participants. Generally speaking, the majority of the sample has a good level of writing.

Section Two: Dissertation Writing

Question Five: How can you define academic writing?

This question aims to know whether the students are aware of the concept of Academic Writing. The majority of participants define Academic Writing as a formal style of writing. They added that academic writing is used more in academic institutions such as universities and schools. Also, they mentioned that it is a piece of work that necessitates being clear, concise, structured, and must follow some rules. Moreover, they reported that academic writing is used for a specific purpose. According to students' answers, it is clear that they have knowledge about what academic writing means.

Question Six: What are the academic writing examples you are familiar with?

Table 3.5*Student's Examples related to Academic Writing*

Options	Frequency	Percentage
Classroom Presentation	16	37.20%
Dissertation / Thesis	10	23.25%
Research Proposal	10	23.25%
Academic Essays	7	16.27%
Total	43	100%

As presented in the Table 3.5, 37.20% of the Master candidates reported that they are familiar with classroom presentations; whereas 23.25% of them assumed that they are familiar with the dissertation and thesis. A similar percentage was received by the third feature, where 23.25% students claimed that they are familiar with a research proposal. The last feature has received less intention from the students with a percentage of (16.27%).

Question Seven: how often are you asked to write assignments?

Table 3.6*Frequency of Academic Writing Assignments*

Options	Frequency	Percentage
Always	15	34.8%
Sometimes	13	27.9
Rarely	11	25.5%
Never	4	9.3%
Total	43	100%

The aim behind asking this question was to know whether students have received enough assignments using academic writing. The results in the table 3.6 above revealed that 34.8% of the informants declared that they were always asked to write assignments using academic writing. While a lower percentage (30.21%) stated that they sometimes write assignments using academic writing. Also, 25.5% of them responded by explaining that they rarely do that. 9.3% of the respondents claimed that they never write assignments related to academic writing.

Question Eight: Did you encounter any difficulties in academic writing?

Table 3.7

Studying Difficulties in Academic Writing

Options	Frequency	Percentage
Yes	38	88.4%
No	5	11.6%
Total	43	100%

It is clear from Table 3.7 that most of the research sample (88.4%) reported that they encounter difficulties in academic writing; however, only 11.6% of them claimed that they do not encounter any difficulties in academic writing. According to the results, it is noticeable that the majority of participants have difficulties in academic writing. This implies that they need to require knowledge.

Question Nine: Which of these element(s) has an impact on the process of academic writing?

Table 3.8*Elements that have an Impact on the Process of Academic Writing*

Options	Frequency	Percentage
Motivation	14	32.5%
Anxiety	10	23.25%
Social Factors	6	13.95%
lack of Experience	5	11.62%
Lack of Knowledge	5	11.62%
Academic Lexis	3	6.97%
Total	43	100%

The obtained results from the table 3.8 revealed that 32.5% of the participants declared that personal factors and motivation impact the process of academic writing, while 23.25% of them assumed that anxiety has a negative influence on the process of academic writing. Meanwhile, 13.95% of them responded that social factors impact the process. Additionally, the same percentage (11.62%) of the informants selected lack of experience and lack of knowledge simultaneously. Academic lexis has the lowest percentage (6.97%). It is appreciated to claim that the majority of students emphasize that motivation is the first element that impacts the process of academic writing

Question Ten: Can you briefly define a dissertation?

When analyzing participants' answers to the question we notice that the majority of the research sample defined a dissertation as the final step for second-year master two students in order to undergraduate. They added that it is a kind of academic writing in which researchers are required to gather information about a specific topic. Moreover, to write a dissertation you must follow certain techniques. According to students' answers, it is tangible that they have knowledge about the concept. This implies that they will provide accurate responses to the present questionnaire.

Question Eleven: What type of academic writing you are using to write your master's dissertation?

Table 3.9

Types of Academic Writing

Options	Percentage	Percentage
Descriptive	17	39.5%
Analytical	13	30.2%
Expository	11	25.6%
Persuasive	2	4.6%
Total	43	100%

The table 3.9 shows the findings of exploring the most used type of academic writing. It reveals that the descriptive type is the most used by the students with a percentage of 39.5%, followed by the analytical (30.2%) and expository (25.6%). However, the persuasive writing is the less used type of academic writing since only two students used it with a percentage of 4.6%. In general, the results manifested in the table indicate that the most used types of academic writing are the descriptive and the analytical as they are considered advanced types of writing.

Question Twelve: What type of method did you use in your dissertation?

Table 3.10

Students' Research Method

Options	Frequency	Percentage
Empirical	34	79.1%
Non-Empirical	9	20.9%
Total	43	100%

The results displayed in the table 3.10 reveal that the majority of the research sample (79.1%) used the empirical type of dissertation writing, however, less than one-third of the population (20.9%) adopted the non-empirical type.

Question Thirteen: Did you face any trouble picking up a topic?

Table 3.11

Learners' Difficulties in Topic Selection

Options	Frequency	Percentage
Yes	30	69.8%
No	13	30.2%
Total	43	100%

The results presented in the table 3.11 demonstrate that more than two-thirds of the population (69.8%) approved that students face trouble picking a topic, whereas, 30.2% of them denied that they face trouble selecting a topic. Generally speaking, the majority of students face problems in selecting a topic. This indicates that the students must find an effective way to overcome this issue.

Question Fourteen: What are the challenges you face during your dissertation writing

Table 3.12

Challenges faced by Learners during Dissertation Writing

Options	Number Of Student	Percentage
Staying organized	19	44.18%
Finding sources	12	27.9%
Planning and time management	6	13.95%
Lack of teacher's guidance	6	13.95%
Total	43	100%

Students were required to identify the aspects which they find most challenging. Less than half of the students (44.18%) claimed that the first most challenging issue is staying organized, followed by finding resources (27.9%). Planning and time management were found to be equal as the most challenging facts with a percentage of 13.95%. The results indicate that the students need more instructions to ameliorate their quality of dissertation writing.

Question Fifteen: In your perspective, what makes dissertation writing effective?

Table 3.13

Factors behind Effective Dissertation Writing

Options	Frequency	Percentage
A well-structured piece	17	41.86%
Meeting the objectives	13	32.55%
Plagiarism avoidance	10	25.58%
Total	40	100%

The results obtained reveal that the most prominent feature of a great dissertation is a well-structured piece of work since the highest percentage of students (41.86%) selected it. The second significant feature is plagiarism avoidance that received merely below half of them (32.55%); however, 25.58% of the participants (approximately less than one-third of the sample) claimed that work meets the objectives is what makes a truly good dissertation. The precedent results suggest that a good structure is what makes a good dissertation.

Section Three: The Role of Writing Techniques in Enhancing the Quality of Dissertation Writing

Question Sixteen: Do you know what writing techniques mean?

Table 3. 14*Learners' Awareness of Writing Techniques*

Options	Frequency	Percentage
Yes	25	58.14%
No	18	41.86%
Total	43	100%

As indicated in Table 3.14, more than half of the population (58.14%) are aware of the meaning of writing techniques. Yet, 41.86% of students declared that they do not know exactly the meaning of writing techniques. This simply may imply that students are not used for this exact term.

Question Seventeen: if yes, please define it?

According to the students' replies, writing strategies are strategies and approaches that help in the writing process in order to make the writing more authentic and accurate. Others described it as tools that a writer uses to enhance his writing style in order to deliver his message to his audience in an effective and meaningful manner. They described it simply as the approach that aid in the improvement of writing style. Only a few individuals called them anti-plagiarism techniques.

Question Eighteen: What are the techniques did you use in your academic writing?

Table 3.15*Techniques Used by Learners in Academic Writing*

Options	Frequency	Percentage
Paraphrasing	16	37.21%
Quoting	3	6.98%
Citing & referencing	6	13.95%
Summarizing	5	11.63%
All the above	13	30.23%
Total	43	100%

As displayed in Table 3.15, paraphrasing is the most commonly used technique by students in academic writing, as chosen by more than one-third of the population (37.21 %). 30.23 % of the participants are aware of all the strategies. While citation and reference techniques are only used by 13.95 % of responders. Besides, 11.63 % used summarization techniques. The quoting technique is one of the least used tactics (6.98%). This indicates that the majority of pupils are familiarized with certain writing techniques, but they tend to paraphrase rather than use the citation and references procedures, despite the fact that both strategies should be used together.

Question Nineteen: Do you think that using writing techniques improved your academic writing?

Table 3.16*The Effectiveness of Writing Techniques*

Options	Frequency	Percentage
Yes	42	97.67%
No	1	2.33%
Total	43	100%

According to Table 3.16, the majority of students (97.67 %) stated that writing strategies greatly improved their academic writing. On the one hand, this also suggests that a large proportion of learners employ writing techniques. On the other hand, they understand the significance of learning these methods for developing their writing style. Surprisingly, only one respondent stated that it had no effect on their work.

- If yes, how?

Table 3.17

Ways of Improving Academic Writing through Writing Techniques

Options	Frequency	Percentage
Faster	7	16.67%
Easier	8	19.05%
Time-saver	6	14.28%
Effective	11	26.19%
Increasing the quality	10	23.81%
Total	42	100%

As seen in Table 3.17, 26.19% of the respondents declared that using writing techniques helps them write more effectively. Similarly, 23.81% of students said these tactics helped them enhance the quality of their writing; while 19.05% said these strategies made the writing process incredibly easier. Furthermore, just 16.67% of respondents indicated it sped up assignment completion, while 14.28% said it saved them a significant amount of time. This implies that there is a balance among participants; half believe it helped them achieve more productive writing papers, while the other half believe it saved them a lot of time and effort throughout the writing process.

Question twenty: Did you plagiarize during writing your dissertation?

Table 3.18*Plagiarism in Dissertation Writing*

Options	Frequency	Percentage
Yes	2	4.65%
No	41	95.35%
Total	43	100%

Table 3.18 clearly shows that practically all participants (95.35%) did not plagiarise during their dissertation writing; thus, we deduce that students understand what plagiarism is; while two respondents (4.65%) admitted plagiarism.

Question twenty-one: How did you avoid plagiarism during your dissertation writing?

Table 3.19*Techniques for Avoiding Plagiarism*

Options	Frequency	Percentage
Citing & referencing techniques	19	44.19%
Quoting techniques	5	11.63%
Paraphrasing techniques	4	9.30%
Summarizing techniques	2	4.65%
All of the above	13	30.23%
Total	43	100%

Based on the Table 3.19, less than half of the population (44.19%) used citation and referencing procedures in their work, implying they understand how to give credit for the work of other. On the other hand, one-third of respondents (30.23%) claimed that they used all of the approaches throughout their dissertation writing; this demonstrates that students attempt to avoid plagiarism as much as possible. 11.63% of the respondents claimed they exclusively follow quotation tactics, which may indicate that they do not

appreciate the modification of the wording of the original source. However, 9.30% of the informants declared they employ paraphrasing methods, this shows that they prefer to rewrite in their own styles while summarizing techniques were only adopted by 4.65%. Overall, the examination of this question shows that all of the students employed distinct writing methods. They are well aware of the significance of these strategies.

Question twenty-two: How did you know these strategies?

Table 3.20

Sources of Learners' Awareness of Academic Writing Techniques

Options	Frequency	Percentage
You studied these strategies	37	86.05%
They were introduced by your supervisor	1	2.32%
By your own effort	5	11.63%
Total	43	100%

The majority of students (86.05%) claimed that all of the writing methods were covered in the courses they studied. While 11.63% of the population went above and above to investigate these techniques when they started working on their thesis. However, just 2.32% (one respondent) stated that these approaches were presented to him/her by his/her supervisor. The findings revealed that these strategies were highly recommended for the students in previous modules, therefore they should be aware of their significance.

Question twenty-three: In your opinion, what is the best punishment for plagiarists?

Table 3.21*Students' Opinion about Plagiarists' Punishment*

Options	Frequency	Percentage
Warning	11	26.19%
Mark zero	14	33.33%
Exclusion	17	40.48%
Total	42	100%

Table 3.21 shows that 40.48 % of students agree that exclusion is the appropriate punishment for students who plagiarize in their academic papers. 33.33 % felt they deserved a zero, while 26.19 % think a warning is suitable. However, one respondent noted that the institution does not impose any punishments for this offense, despite the fact that copying and pasting someone else's work without referencing him is exceedingly unethical. This means that the great majority of students believe plagiarism is immoral and that there must be consequences and informing them that all academic papers would be reviewed by plagiarism software.

Question twenty-four: Did you use the citation techniques in your dissertation?

Table 3.22*Learners' Use of Citation techniques in Dissertation Writing*

Options	Frequency	Percentage
In-text citation	37	86.05%
Footnotes	1	2.32%
Direct quotation	5	11.63%
All of the above	0	0%
Total	43	100%

Table 3.22 shows that practically the whole population relied on in-text citation techniques in their dissertation. While 6.98% of respondents claimed that they used direct quotations. Only one student indicated that s/he employed footnotes. This means that many citation styles have been used, maybe one of the most common ones, the APA and MLA styles.

Question twenty-five: What type of referencing style did you use?

Table 3.23

Students' Type of Referencing Styles

Options	Frequency	Percentage
The APA style	23	53.49%
The MLA style	20	46.51%
Total	43	100%

The previous Table 3.23 demonstrates that more than half of participants (53.49%) rely on the APA style, while 46.51% selected the MLA styles whenever they need to refer to other persons work. The results show that the most common referencing style used at the University of Gulema is the APA style.

-Why?

When we asked students why they picked this referencing approach, the vast majority said it was because the subject of study demanded it. In the field of linguistics, for example, the APA style is necessary in the field of linguistics. As it requires the material to be organized chronologically; they consider it a highly useful tool for presenting ideas and perspectives in a clear, short, and inclusive manner. While the MLA is ideal for literature research or studies dealing with different branches of civilization. This reveals that all students are aware that citing and reference methods should not be picked at random. These participants also appear to pay close attention to their writing

approaches in order to produce an excellent piece of work, and they prefer to constantly ensure that they are on the right track in order to avoid being accused of plagiarising.

Question twenty-six: To what extent could writing techniques improve your dissertation writing?

Table 3.24

Improving Student's Dissertation Writing through Writing Techniques

Options	Frequency	Percentage
To very high extent	7	16.28%
To a high extent	32	74.42%
To a very limited extent	2	4.65%
To a poor extent	2	4.65%
Total	43	100%

As seen in Table 3.24, the vast majority of students (74.42 %) stated that these writing strategies have significantly improved their dissertation writing. In addition, 16.28 % said it significantly improved their writing. While only 4.65% thought it barely enhanced their writing. Similarly, 4.65% stated that it did not help their writing at all. According to the high majority of participants, these writing techniques had significantly helped students in improving their dissertation writing.

Question twenty-seven: What is one key piece of advice you can give to prospective Master's students on dissertation writing?

This section of the questionnaire was completed by the majority of the sample. Students made several remarks that are described in the following points, in addition to good luck wishes and compliments on the creativity and importance of information this investigation would reveal. Comments are summarized as follows:

- Students should start to prepare for the writing phase early as Organization and time management are two key factors for the smooth improvement of the dissertation.
- Making a clear piece of writing should be the main focus of students what matter is the quality of the writing, not the quantity.
- Teachers must apply more practice on how to actually use the writing techniques in a dissertation will make the process run easier.
- Students should pay special attention to the methodological section
- Adopting effective writing techniques will help to avoid plagiarism in all its forms and will save much time and effort.
- Students must have a workshop to always try to ameliorate their writing style and adopt a well-structured thesis with a clear format with simple language.

3.2.4. Summary of the Results and Findings from the Student's Questionnaire

The purpose of the present study was to investigate the role of writing techniques in enhancing the quality of dissertation writing. The results of this research have been drawn from the analysis of second-year Master students at 8 May 1945 University-Guelma. The current study revealed interesting insights about EFL students' level in academic writing. Quantitative data from section two "Dissertation Writing" indicated that the majority of second-year Master's students know what academic writing is because their knowledge comes from classroom presentations and teachers' lectures. When inquired about how often students were asked to write assignments using academic writing, only one-third (34.8%) of the participants stated that they were always asked to write assignments using academic writing. Consistently writing assignments using academic writing is important for students' writing as it raises their awareness of the mistakes they make. The analysis of students' answers revealed that nearly all students (88.4%) encounter difficulty at the level of their academic writing, more than half of the

respondents (55.75%) stated that it is caused by their lack of motivation and anxiety which affect their personality and the process of academic writing. Further, the results of the eleven question revealed that there are different academic writing types used by the students in writing their dissertations. While the most research method used by the participants (73.1%) is the empirical method. Moreover, it was discovered that more than two-thirds of the students (69.8%) face challenges during their dissertation writing. Less than half of the research sample (44.18%) claimed that they face problems in “staying organized”, less than one-third of the population (13.95%) argued that they face a “lack of sources and references” and equal percentages (13.95%) do not have enough time management or teacher guidance. Less than half of respondents (41.89%) also advocated that “a well-structured piece” is what makes a good dissertation while one-third of them (32.55%) considered that a dissertation that meets the objectives is what makes a dissertation writing effective.

From the analysis of the third section, more than half of the population (58.14%) knows what writing techniques are. In addition, the majority of the participants (95.35%) asserted that they do not plagiarize during their dissertation writing. Furthermore, less than half of respondents (44.19%) confirmed that they avoid plagiarism by using citing and reference techniques, while one-third of informants (30.23%) declared that they use all the writing techniques during their dissertation writing to ensure not falling into the plagiarism accusations. In addition, the data gathered showed that partially the whole population (86.05%) relies on the in-text citation techniques. Besides, the majority of participants (86.05%) claimed that they are familiar with these strategies because they studied them. Moreover, the study also shows that all the respondents see that plagiarism must have punishments. The analysis of their answers varied from high to very high extent concerning the extent to which writing techniques improve the quality of their dissertation

writing, almost all of the students (90.7%) agreed that the use of writing techniques plays a major role in enhancing their writing proficiency. Additionally, it is evident to say that the key advice for good work is to avoid plagiarism during dissertation writing.

To conclude this discussion, the findings of this study showed master two students' awareness that academic writing techniques' have a major role in enhancing the dissertation quality. In addition, they have difficulties during their dissertation writing such as being organized and lack of sources.

Conclusion

The third chapter is concerned with the practical framework of the research. It has put under examination the research hypothesis via using students' questionnaire. This chapter showed the analysis of the gathered data. The analysis of the findings from the questionnaire administration has shown that the majority of the participants are conscious of the predominant role of writing techniques in enhancing the process of dissertation writing. The questionnaire enables us to gather information about other difficulties that students face during their dissertation writing. The research has uncovered that second-year Master's students adopted some of the writing techniques for a variety of purposes, mainly for citing and referencing sources to not fall under the accusation of plagiarism. Finally, the chapter ended up after a deep discussion of the results that students are quite aware that the adaptation of writing techniques ensures the quality of their dissertation quality.

General Conclusion

1. Concluding Remarks

The purpose of this study aims to highlight second-year Master's students' usage of writing techniques in dissertation writing. It aimed to investigate the issue roughly conceptually and practically in order to offer answers to research questions. Each of the first two chapters focuses on one of the research variables and offers a lengthy thorough exposition of concepts and thoughts in connection to it. The first chapter presents an in-depth overview of academic writing, including its definition, kinds, and features, as well as the dissertation writing process. Furthermore, in order to help EFL learners strengthen their dissertation writing, this chapter emphasises the significant challenges that they may experience when writing their dissertation.

In the meanwhile, the second chapter covers academic writing techniques. This chapter offers several strategies definitions, and formats that may be used to improve the quality of students' writing. Furthermore, it addresses the topic of plagiarism, its many types, and, in particular, the punishments for plagiarism in academic institutions. In a short, this chapter discusses three tactics for avoiding plagiarism in writing such as referencing, paraphrasing, and summarizing.

The last chapter is practical part. It has dealt with the data gathering tool, as well as the analysis and interpretation of the obtained statistics. The whole study strategy includes second year Master's students' questionnaires to gather their perspectives. The results of the questionnaire revealed students' awareness about the usage of academic writing techniques. Students regard writing strategies as extremely beneficial instructional tools that save researchers a significant amount of time and work throughout the writing process. Also, it is noted that students employ these tactics primarily to prevent plagiarism in their papers for a variety of reasons, the most important of which, it is immoral and can

have serious implications nowadays. As a result, the research hypothesis is acceptable: when students rely on writing techniques, dissertation quality improves.

2. Pedagogical Implications and Recommendations

Foreign language students must understand the importance of writing approaches in the writing/searching process. Students should have a clear and general understanding of their objectives and goals, as well as the significant development of well-structured strategies to aid in the dissertation writing process. As a result, students may choose which techniques to use during their dissertation writing based on their needs. Although students tend to recognise the significance of writing techniques, the major goal of this study was to underline the significance of writing techniques as a data collection tool. These writing techniques also address a key developing issue in educational institutions: plagiarism. Because the vast majority of students begin their studies with minimal comprehension of academic dishonesty or property rights, many students unknowingly commit plagiarism in their writing assignments. Consequently, it is critical to call learners' attention to and make them aware of this academic misbehaviour. As a consequence, the current study recommends the following to students and teachers:

- It is suggested that teachers pay more attention to the academic writing issues of EFL students.
- Make students' aware of plagiarism.
- Remind pupils of the dangers and ramifications of plagiarism.
- Show them the many strategies for avoiding plagiarism (citing, paraphrasing, and summarizing).
- Students should spend more time practicing academic writing and ways for making the dissertation writing process easier.
- Students must be familiar with the principles of academic writing.

- Students should always acknowledge the original source when writing.
- Students must understand plagiarism and its different types, forms, and penalties.
- Students are advised to broaden their understanding of various tactics and approaches for improving the quality of their writing to be creative.

3. Limitations of the Study

This study, like many others, encountered challenges. The researchers' most notable limitations were the coming ones:

- A key problem was the lack of trusted and reliable materials. Because the study issue is original, nothing has been done in the area of writing techniques; hence, obtaining related materials was difficult and time-consuming, as multiple attempts to identify credible sources failed badly.
- Because the case study was second year Master students, the employment of the questionnaire's hard format and other research instruments were out of the question, a lot of time was wasted on the theoretical part although the practical part should have been the first thing to start with.

When the number of students who received the questionnaire is compared to the final number of students who replied, the results are discouraging. Many people just ignored the messages, while others claimed to react but never did, and yet others clicked the link out of curiosity and responded only to go on to the next stage, rather than to respond and share meaningful viewpoints. Because the sample was not representative, generalisation of the results was not possible.

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Appendices

Appendix A: Students' Questionnaire

Dear Master students,

You are kindly asked to answer this questionnaire which is considered as a tool to collect data in order to accomplish our research as a part of 2nd-year master degree in language and culture at the Department of English, 8 May 1945 University-Guelma. It aims at exploring the role of writing techniques in enhancing the student's dissertation writing quality. Hence your contribution is very important for the accomplishment of this research; further, your answers will be anonymous. It will take less than 10 minutes to answer. We assure you that the answers will be used only for the purposes of this research.

Ms. Nada Boudjehem and Ms. Lamis Bouiedda

Department of English Letters & Languages

of 8 May 1945 University – Guelma

Section One: General Information

1. How old are you?

..... years

2. Was it your choice to study English?

Yes

No

3. As EFL, do you think that writing in English language is:

Easy

Difficult

4. How could you rate your writing skills?

Good

Average

Bad

Excellent

Section Two: Dissertation Writing

5. How can you define academic writing?

.....

6. What are the academic writing examples you are familiar with?

Classroom presentations

Academic essays

Dissertations / thesis

Training reports

Opinion articles

Research proposal

Novel summary

Others

7. How often are you asked to write assignments using academic writing?

Often

Sometimes

Rarely

Never

8. Did you encounter any difficulties in academic writing?

Yes

No

9. Which of these element(s) has an impact on the process of the academic writing?

Personal factors

Anxiety

Motivation

Socio-cultural factors

Others

10. Can you briefly define a dissertation?

.....
.....

11. What type of academic writing are you using to write your dissertation?

Descriptive

Persuasive

Analytical

Expository

12. What type of method did you use in your dissertation?

The empirical method

The non-empirical method

13. Did you face any trouble picking up a topic?

Yes

No

14. What are the other challenges you faced during your dissertation writing?

- Staying organized
- Planning and time management
- Structuring chapters
- Finding sources
- Writing your thesis
- Lack of teacher guidance
- Others

15. In your perspective, what makes a truly great dissertation?

- A well-structured piece of work
- Meeting the objectives
- Plagiarism Avoidance
- Others.....

Section Three: The Role of Writing Techniques in Enhancing the Quality of Dissertation Writing

16. Do you know what writing techniques mean?

- Yes
- No

17. If yes, please define it briefly

.....
.....

18. What are the techniques did you use in your academic writing?

- Paraphrasing

Quoting

Citing and Referencing

Summarizing

All of the above

Others

19. Do you think that using writing techniques helped your dissertation writing?

Yes

No

- If yes, how?

Faster

Easier

Time-saver

Effective

Increasing Quality

20. Did you plagiarize in you dissertation?

Yes

No

21. How did you avoid plagiarism during your dissertation writing?

Citing & Referencing techniques

Quoting techniques

Paraphrasing techniques

Summarizing techniques

All of the above

22. How did you know these strategies?

You studied these strategies

They were introduced to you by your supervisor

By your own efforts

23. In your opinion, what is the best punishment for plagiarists?

Warning

Mark of zero

Exclusion

24. Did you use the citation techniques in your dissertation?

In-text citation

Footnotes

Direct quotation

All of the above

25. What type of referencing style did you use ?

The APA style

The MLA style

- Why ?

.....

26. To what extent could writing techniques improve your dissertation writing?

To a poor extent

To a very limited extent

To high extent

To a very high extent

27. What is one key piece of advice you can give to prospective Master's students on dissertation writing?

.....

Be free to drop any further suggestions or comments which are related to the theme you more than are welcome.

.....

Thank you for your cooperation.

Le Résumé

Ecrire dans une langue étrangère est l'un des processus les plus difficiles et les plus complexes pour les apprenants en langues. C'est une compétence difficile qui demande beaucoup d'efforts pour produire un travail précis. La majorité des apprenants d'anglais langue étrangère (EFL) rencontrent des difficultés dans la rédaction de leur mémoire. . La présente étude tente d'étudier le rôle des techniques d'écriture sur l'amélioration de la qualité de la rédaction d'un mémoire. De plus, il vise à sensibiliser l'élève à l'importance d'utiliser des techniques d'écriture. À cette fin, une recherche descriptive avec une approche quantitative a été utilisée pour confirmer l'hypothèse selon laquelle le rôle des techniques d'écriture améliore la rédaction du mémoire des étudiants de deuxième année de master. Comme outil de recherche, nous avons utilisé un questionnaire pour recueillir des données auprès d'étudiants en Master 2 au département d'Anglais, 8 Mai 1945 Université de Guelma. Les principaux résultats montrent que les étudiants rencontrent des difficultés dans la rédaction de leur mémoire. De plus, les résultats ont confirmé l'application des techniques d'écriture en deuxième année de Master. De plus, les résultats ont fourni des preuves à l'appui de notre hypothèse ; le rôle des techniques d'écriture dans l'amélioration de la qualité de la rédaction d'un mémoire. Enfin, la recommandation dérivée de ces résultats doit être prise en compte par les étudiants.

Mots Clés: rédaction de mémoire ; rédaction académique ; techniques d'écriture.

ملخص

تعد الكتابة بلغة أجنبية واحدة من أصعب العمليات وأكثرها تعقيدًا بالنسبة لمتعلمي اللغة، إنها مهارة صعبة تتطلب الكثير من الجهد لإنتاج عمل دقيق. يواجه غالبية متعلمي اللغة الإنجليزية كلغة أجنبية صعوبات في كتابة أطروحتهم. . تحاول الدراسة الحالية التحقيق في دور تقنيات الكتابة في تحسين جودة كتابة الأطروحة. علاوة على ذلك ، يسعى إلى زيادة وعي الطالب بأهمية استخدام تقنيات الكتابة. لهذا الغرض ، تم استخدام بحث وصفي مع نهج كمي لتأكيد الفرضية ، والتي تنص على أن دور تقنيات الكتابة يعزز كتابة أطروحة طالب الماجستير في السنة الثانية. كأداة بحث ، قمنا باستخدام استبيان لجمع البيانات من طلاب الماجستير الثاني بقسم اللغة الإنجليزية ، 8 ماي 1945 جامعة قلمة. تظهر النتائج الرئيسية أن الطلاب يواجهون صعوبات في كتابة أطروحتهم. كما أكدت النتائج تطبيق تقنيات الكتابة في طلاب السنة الثانية ماجستير. علاوة على ذلك ، قدمت النتائج أدلة تدعم فرضيتنا ؛ دور تقنيات الكتابة في تحسين جودة كتابة الأطروحة. أخيرًا ، يجب أن يأخذ الطلاب في الاعتبار التوصية المستمدة من هذه النتائج.

الكلمات المفتاحية: كتابة الأطروحة ، الكتابة الأكاديمية ، تقنيات الكتابة.