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Submitted and defended by:

Randa SAADA

**Examining Supervision Challenges among Master 2 Supervisors of
English at Mohamed Khider University: A Qualitative Study for
Improving Pedagogical Guidance Practices**

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Board of Examiners:

Dr. Samira BENIDIR	Biskra	Chairperson
Dr. Wafa NOUARI	Biskra	Supervisor
Mrs. Sara HEBIRET	Biskra	Examiner

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Dedication

I dedicate this work to my dear parents, who always supported me with their love and care.

To my brothers and sisters, who believed in me and gave me strength.

To my friends, who helped me with kind words and smiles when i needed them.

And to my supervisor and teachers, who guided me and shared their knowledge with me.

Thank you all for being part of this journey.

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Abstract

Supervising master's dissertations is a demanding task that involves various academic and emotional responsibilities. The present study examines the different challenges that are often encountered by supervisors while guiding master 2 students during the research process. Regarding this matter, a qualitative method were employed. To collect data, a structured interview was conducted with 7 supervisors from the department of English at Mohamed Khider University of Biskra. Convenience sampling was employed to select the participants for this study. The results revealed that supervisors face numerous challenges, including student's poor academic writing, weak methodological skills, low motivation, time mismanagement, and overdependence on the supervisor. Additionally, supervisors reported difficulty balancing their teaching and supervisory duties, often working extra hours at the expense of their personal time. Time constraints, in particular, were found to affect the quality of supervision, especially in providing detailed feedback and support. Despite these obstacles, supervisors strive to maintain effective guidance through communication, mentorship, and feedback. On the basis of this findings, the researcher aims to shed light on the real challenges faced by Master's supervisors in the EFL context. The findings offer practical insights for improving supervision quality and supporting both new and experienced supervisors in overcoming common obstacles.

keywords: EFL context, Supervision Challenges, Master 2 Supervisors, Master 2 Condidates, Qualitative Study

List of Abbreviations

EFL: English as foreign language

CF: corrective feedback

SP: supervision process

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General Introduction

General Introduction

1. Research Background

In an academic landscape where higher education is rapidly evolving, the role of supervisors in guiding master 2 students has become increasingly significant. Warta et Al. (2024) state that supervision is essential for ensuring the quality of education, particularly in improving the teaching-learning process. According To Williamson (2016), supervision is a structured process through which students receive guidance from designated academic staff to optimize their knowledge and skills while enhancing their research capabilities. increasing teacher professionalism and competence is a fundamental aspect of supervision, helping educators develop the necessary skills to meet educational standards (Syam, Sauri, and Indah 2021).

For this reason, it is evident that academic supervision is a fundamental pedagogical responsibility and supervisors must actively guide and support students through their research journey. Pilcher (2011) describes supervisors who rapidly adapt and evolve according to their student's needs.

However, despite the increasing emphasis on academic research, A study by Ebadi and Pourahmadi (2019) found that over 70% of EFL supervisors reported facing significant challenges in guiding undergraduate students. Student attrition is somewhat related to inadequate supervisory and institutional support, and university capacity to adequately support students is limited, especially within the context of increasing demand for certain undergraduate programs, as several studies have shown that poor supervisory practices contribute significantly to undergraduate dropout rates (Lovitts, 2011).

Effective supervision is particularly essential as it guides students through their academic and research development .However, When supervisors face obstacles,

the supervision process becomes less effective, potentially affecting student's academic outcomes. Koçyiğit (2022) state that a large number of supervisees and heavy workload significantly hinder the ability to provide effective supervision, when a supervisor is responsible for too many students or trainees, it becomes difficult to give each of them adequate time and attention, this reduces supervision quality, as students lack adequate support, supervisors also juggle teaching, research, and committee work, further limiting their availability, these extra tasks consume time and energy, making it harder for them to focus on providing effective supervision.

There are many factors that contribute to creating a challenging supervision environment, making it difficult for supervisors to provide effective guidance. according to Koçyiğit (2022), supervisors often face role conflict between being a counselor and a supervisor, as they are expected to provide both academic guidance and personal support, which can be challenging to balance various responsibilities (McAlpine & Amundsen, 2011) leading to uncertainty in how directive they should be. As a result, supervisors often struggle to offer the necessary academic support, mentorship, and feedback that students require to successfully complete their research. This study aims to investigate these challenges, shedding light on the key factors that prevent effective supervision of master 2 students.

2. Problem statement

Despite the crucial role that supervision plays in shaping the academic success of master 2 students, a study by Koçyiğit and Sert (2021) revealed that over 70% of supervisors face significant challenges that hinder their ability to provide effective supervision. This issue is particularly important because ineffective supervision can lead to student frustration and obstacles in research progress,

Lovitts(2001) found that poor supervisory relationships were one of the leading causes of doctoral student dropout. Without proper guidance, students often lack the skills to write academically rigorous research. The problem affects both supervisors and students. Supervisors often suffer from stress due to high expectations and inadequate institutional support, while students face difficulties in doing their research without the necessary effective supervision and guidance. On this account, this research is about the main difficulties that supervisors encounter in supervising master 2 students.

3. Research questions

RQ1: What are the main challenges that supervisors in the department of English encounter in guiding master 2 students?

RQ2: How supervisors cope with challenges caused by multiple responsibilities?

4. Research hypothesis

The aforementioned research questions led to raising the following hypothesis:

RH1: limited time availability and large number of students significantly reduces supervisor's ability to provide effective guidance.

RH2: it is hypothesized that supervisors adopt various strategies such as time management and prioritization in order to manage the challenges caused by multiple academic responsibilities.

5. Review of previous studies

Supervision in master's education is a crucial process that significantly impacts student's academic performance. However, various challenges hinder supervisors from effectively guiding their students. Several studies have explored effective supervision practices for master's students, highlighting strategies that enhance the supervisory process. For instance, Grohnert et al. (2023) conducted a comprehensive analysis of 36 studies and identified communication as one of the most significant factors influencing effective supervision. Their findings emphasize the importance of adapting supervision to individual student needs, to foster a more supportive and productive academic environment. This study also underscores the necessity of establishing clear expectations and responsibilities between supervisors and students to ensure a structured collaboration. For this reason, it is relevant to my research because it suggests that poor communication between supervisors and students may be one of the key challenges hindering effective supervision of master 2 students. Similarly, Sarhadi et Al.(2022) investigate the role of agile project management techniques, such as the scrum framework and digital tools like Microsoft Teams, in improving feedback mechanisms in undergraduate supervision. Their findings suggest that these techniques contribute to enhancing the supervision process by promoting regular feedback, self assessment, and efficient project tracking. While These Studies Offer Valuable Insights, They Primarily Focus On Strategies For Improvement Without Thoroughly Exploring The Root Causes Or Institutional Barriers That Hinder Effective Supervision. Therefore, My Research Seeks To Fill This Gap By Examining The Specific Challenges That Prevent Supervisors From Effectively Guiding Master2 Students, With Attention To Contextual, Institutional, And Relational Factors That Have Been Underexplored In The Current Literature. As it implies that a lack of effective tools or management strategies could be a barrier to efficient supervision.

Meanwhile Dysthe et Al.(2006) introduced the concept of multivoiced supervision, where multiple supervisors and peers engage in collaborative discussions with student to provide diverse perspectives and foster a richer academic dialogue. This study highlights that involving multiple supervisors or peers can be an effective solution to the challenges supervisors face when handling a large number of students, which aligns with the challenges explored in this study.

While these studies provide valuable insights into effective supervision practices, they primarily focus on successful strategies rather than the challenges supervisors face. This reveals a significant research gap, as there is limited literature addressing the specific challenges preventing supervisors from effectively guiding master 2 students. Understanding these challenges is crucial for improving the quality of supervision. Therefore, this study aims to explore these challenges in order to understand their impact on supervisor's effectiveness.

6. Aim of the study

This study aims to explore the main difficulties and the key barriers to effective supervision. More specifically, the aims of this study are as follows:

- _ Explore the main challenges that supervisors encounter when guiding Master's students.

7. Methodology

This study will employ a qualitative research approach to explore the challenges that prevent supervisors from effectively supervising master 2 students. The study will involve approximately 7 university supervisors who oversee Master 2 students in disciplines such as applied linguistics, literature, communication and didactics. This

diversity is intended to provide a comprehensive view of the supervisory challenges encountered across different academic contexts. Data will be collected through structured, Face-To-Face interviews to allow participants to express their views while ensuring that key themes such as supervision challenges, institutional constraints. This methodology is designed to provide a comprehensive understanding of the supervision challenges faced by university supervisors.

8. Structure of the study

In accordance with organisational objectives, the present thesis is divided into two parts, the first one is theoretical while the second is practical. The theoretical part contains two chapters that cover the review of literature. The first chapter introduces the study by providing background information on the role of supervision in higher education, particularly in Master 2 programs. and presets the importance of effective supervision. The second chapter deals with the challenges that encounter supervisors in effective supervision. The second part is a practical one which consists of one chapter that represents the methodology , data collection, and the analysis of results.

Chapter One

Introduction

Academic supervision (SP) is a challenging task as it is considered a structured process that involves guiding students in their academic research, particularly in dissertations and theses. Additionally, it is an academic responsibility because supervisors have a duty to provide constructive feedback, monitor progress, and ensure the quality of research. Moreover, effective supervision is crucial for the success of Master 2 students as it ensures they receive the necessary academic and research support. Accordingly, the present chapter attempts to provide an overview of academic supervision: firstly, by clarifying what is meant by academic supervision and its importance; secondly, by highlighting the role of supervisors and corrective feedback in enhancing dissertations. Academic supervision is increasingly recognized as a multi-faceted and developmental process that significantly impacts student outcomes (Lee, 2007). It involves not only the transmission of knowledge but also the fostering of independence, critical thinking, and research capability. According to Wisker (2012), supervision plays a transformative role in undergraduate education by helping students build confidence, navigate academic challenges, and refine their scholarly identity. Furthermore, feedback provided by supervisors plays a central role in this developmental journey. As Gurr (2001) notes, effective supervisory feedback aligns closely with student needs and academic expectations, ultimately enhancing the research experience and dissertation quality. The current chapter is structured into several key sections. It begins by defining the concept of academic supervision from multiple scholarly perspectives. It then explores its significance, particularly for Master's students, in fostering motivation, developing research skills, and ensuring academic success. Following this, the chapter examines the role of corrective feedback in the supervision process, identifying common problems such as vague or excessive feedback, and offering strategies for delivering constructive and balanced

responses. In addition, the chapter defines who a supervisor is within the educational context and outlines the essential qualities and responsibilities of effective supervisors. Finally, it discusses the vital role supervisors play in enhancing dissertation quality by providing academic, emotional, and methodological support throughout the student's research journey.

Definition of academic supervision

Academic supervision is defined differently in various perspectives. Defined as the process of guiding and supporting students as they undertake original research (Wisker, 2012). It is structured process where supervisors mentor students in their dissertations. Additionally, it provides students with essential support and feedback to complete their research effectively. Effective supervision has been empirically proven to be one of the elements of the key success factors for undergraduate research students (Callen et al., 1994; butterfly and Richter, 2005; Abiddin, 2007). Specifically, it enables supervisors to establish good and professional relationships with students, provide support and guidance, and offer continuous motivation and inspiration (Tahir et al., 2012). Several scholars have examined academic supervision from different perspectives. For instance, Wiles (1955), defines supervision as a support system designed to enhance teaching effectiveness, where supervisors play a role in assisting and guiding students. Moreover, Griffiths & Warren (2015) describe academic supervision as a complex and multi-layered process that operates across various academic levels and within a variety of learning spaces, the purpose of which is to support learners along a path of sustained, independent work. At its core, supervision is a relationship-driven process that can either facilitate or hinder student progress. In addition, (Light & Cox, 2001) emphasize that supervision is essentially a dialogue-

based process where the interaction between supervisor and student involves continuous adjustment, exploration, and meaning-making. Furthermore, other authors for instance, Murphy, Bain, and Cornard (2007) argue that supervision has evolved beyond the traditional model. Today, it involves mentorship, coaching, and support in various settings, including workplace environments and online platforms. Effective academic supervision is characterized by a supportive and collaborative relationship between the supervisor providing intellectual guidance, emotional support, and professional development (Kumar& Stracke, 2017).

2.1. The significance of academic supervision to master students

Having defined academic supervision, it is essential to explore its significance in education. It is a fundamental component of undergraduate education, ensuring that students receive the necessary guidance to successfully complete their dissertations. So that it enhances student's ability to conduct their research and helps them overcome challenges they may face throughout their academic journey, and fostering an effective learning environment. As mentioned before, academic supervision is defined as a process of guidance and evaluation aimed at enhancing teaching quality by providing constructive feedback to educators and helping them develop their skills. According to Sutrisman (2019), effective supervision enhances student motivation by enabling teachers to create an engaging and supportive learning atmosphere that encourages enthusiasm for learning. Moreover, it provides students with the necessary guidance and support to complete their research projects (Lee, 2012), According to Mainhard Et Al. (2016), academic supervision has a significant on student satisfaction and research outcomes. The authors found that students who received academic supervision reported high levels of satisfaction and produced higher-quality research

outputs. Similarly, Kumar and Strack (2017) noted that academic supervision is critical for facilitating student learning and research development.

2.2. Corrective Feedback Provided by Supervisors In Master's Supervision

When we look at the term feedback we find that it is particularly important, especially in the field of education, where it plays a crucial role in guiding master's students. In higher education, particularly in master's supervision, corrective feedback (CF) provided by supervisors is essential for master's students as it refers to the feedback that supervisors give to students to correct errors and evaluate their research. Feedback should be provided in a supportive and non-judgmental manner, with the goal of facilitating student learning and development (Gurr, 2018). According to Cekio et Al (2019) poor feedback leads to negative supervisory experience for undergraduate research students. This lack feedback can affect the student's progress, where several studies have also confirmed that ineffective feedback contributes to increased stress and reduced research productivity. (East, Bitchener, and Basturkmen 2012) found that ineffective feedback can create tension in the supervisor-student relationship and impede learning and achievement. Whereas supportive and high-quality feedback is critical for facilitating and supporting doctoral students (Deshpande 2017). According to new government (2020) there are different types of feedback, such as verbal, written, formal, informal, evaluative, descriptive and self assessment. Feedback can be provided through different means, including direct face-to-face communication and digital tools such as emails or online platforms. From a student perspective, feedback is a way of gauging knowledge, skills and understanding to determining their own result (Scott 2014). Good feedback practice

includes the development of self reflection, encourages dialogue, clarifies goals, closes the gap between current and desired performance, delivers good quality feedback, offers motivation and provides information to teachers (Jawah et Al.2004). For feedback to be effective, it should involve active interaction between the instructor and the student, ensuring a more enriching learning experience.

2.2.1. Problems in Supervisory Feedback

Several scholars have identified significant problems stemming from the nature of supervisory feedback, especially when it is perceived as vague, overly general, or lacking in specificity and clarity (Ding and Devine, 2018; Ali, Ullah, and Sanauddin, 2019), which is sometimes attributed to the supervisor not thoroughly engaging with the student's submitted work (Evans and Stevenson, 2011). Vague expressions such as "rewrite this" or ambiguous questions are common examples of feedback that lack constructive direction (East et al., 2012; Soumana & Uddin .,2017). These types of comments often result in confusion and misinterpretation. This challenge is heightened when both the supervisor and student are using English as a second language (Schulze.,2012). According To Olmos-Lopez and Sunderland.(2017), an overload of feedback, especially when more than one supervisor is involved, may drown students. In contrast, students working with a single supervisor may not receive sufficient or diverse perspectives.

Herrman And Wichmann-Hansen. (2017) emphasize that an excessive quantity of feedback can weaken the student's sense of ownership over their work, making them overly reliant on the supervisor's input (Nasiri And Mafakheri., 2015)

Moreover, when feedback becomes a tool for control of directing the student toward specific academic routes, it can limit critical thinking and hinder the

development of independent research skills (Yarwood-Ross and Haigh.,2014; Schulze, 2012; Grant, Hackney, And Edgar, 2014). Ward., (2013) supports this concern by contrasting feedback that dictates to them.

1.3.2 Constructive and Balanced Way for Given Feedback

Several scholars emphasizes that effective feedback should be both constructive and adaptable, reflecting characteristics such as specificity, Encouragement, Empathy, and critical insight (Baseer et al.,2017; González-Ocampo & Castello, 2018). Feedback is most beneficial when it is clear, brief, and formal while also maintaining a tone that is both supportive and respectful, even when it includes critique (Soumana & Uddin., 2017; Ding & Devine., 2018; Ali, Ullah,& Sanauddin., 2019). Particularly in co-supervisory seetings, feedback must remain non-conflecting, thus, supervisors are encouraged organize meetings to align their perspectives (Kiley, 2019;Olmos-Lopez & Sunderland, 2017). In terms of practical strategies, research advocates for feedback that is collaborative and timely, often suggesting that students benefit from receiving comments on the same version of the document through meetings (Netsinghe & Southcott, 2015; Lim Et Al., 2019). Supervisors are encouraged to employ techniques such as modelling and structured guidance to help students understand and apply feedback effectively (Ding & Devine, 2018). The use of digital tools like video conferencing is also increasingly recognised as a means to give flexible feedback (Nasiri & Mafakheri, 2015; Roumell & Bolliger, 2017)

2.3. Who is a supervisor?

Supervision within educational context, particularly at the undergraduate levels, necessitates a clearly defined understanding of the supervisor's role. Hazi.,(2004) describes a supervisor as a professionally certified individual who assumes responsibility for guiding and directing teaching personnel. Furthermore, Olele (as cited in kiades, 2000) reinforces this perspective by identifying the supervisor as a resource manager responsible for optimizing both human and material resources to enhance educational outcomes. In alignment with these views, Eya and Leonard (2012) define the supervisor as a facilitator whose primary responsibility is to assist educators in refining their instructional practices to achieve academic goals. These definitions suggest that supervision is inherently a developmental and supportive process aimed at professional growth and institutional advancement.

In the view of the functions of supervisors, there is a necessity to discuss the characteristics of a good supervisor. Ogunsaju (1983) identified the following as characteristics of a good supervisor, namely:

- _ He has to be a good listener and observer;
- _ He should be an educational facilitator;
- _ He should be honest, objective, fair and firm;
- _ He has to be opened and democratic;
- _ He should be approachable;

Also, Eferakeya & Ofo in Olorunfemi (2008) emphasized the following qualities of a supervisor which include:

- _ He must have good leadership style;

- _ He must possess ability to get along with people;
- _ He must have enough energy and good health;
- _ He must possess sound knowledge and technical in his own area of specialization;
- _ He should have good communication skills; and
- _ He must develop positive attitude towards management.

2.4. The Role of Supervisors in Enhancing Dissertation

While the dissertation is critical is a critical component in education for EFL learners, representing the student's research efforts and reflecting institutional academic standards, supervisors are central to ensuring its quality by providing academic guidance, feedback, and emotional support. Melyani sari sitepu et Al. (2022) state that supervisors are responsible for monitoring, fostering, and enhancing the teaching and learning process. Healey (2005) emphasizes their role in developing student independence and essential skills such as planning, academic writing, and time management. students acknowledge the importance of supervisory support in improving these competencies (healey,2005). additionally, Delamount, Atkinson, and Parry (2000), as well as Lee (2008), highlight the emotional and intellectual support supervisors offer, often shaping the overall undergraduate experience. Gatfield (2005) argues that effective supervision balances structure and support, tailored to each student's needs. likewise, Lessing, Schulze (2002), Haksever, Manisali (2000) stress the importance of clear guidance in research planning, methodology, and writing. furthermore, Adernmu and Ehhiemetalor, cited in Kiades (2000), outline additional roles of supervisors, such as planning, staffing, coordination, observation, and

contributing to curriculum development. ultimately, effective supervisors offer timely and constructive feedback that enhances academic growth and promotes reflective practice.

Conclusion

Supervision is an essential academic process that requires specific skills and responsibilities from supervisors. In fact, offering guidance and feedback to students is one of the core duties that supervisors are expected to fulfill throughout the research work. This chapter provided a contextual overview of the concept of supervision and its relevance within academic settings. It explored the importance of feedback as a central element in the supervisory process and highlighted the supervisor's role as a mentor, guide, and evaluator who supports students in navigating their dissertation path. Moreover, the chapter discussed common problems associated with supervisory feedback, such as vagueness, lack of specificity, and unclear communication. These issues can often result in confusion or frustration among undergraduate students. To address these challenges, supervisors are encouraged to adopt a constructive and balanced approach when delivering feedback, ensuring that it is both clear and supportive. In the next chapter, the focus will shift to the challenges that supervisors encounter when supervising master 2 students.

Chapter Two

Introduction

Supervision is an important part of academic research especially in master dissertation. Supervisors are expected to guide and support students during their research, helping them stay on track and complete their work successfully. Ideally, this relationship should be based on regular communication, trust, and useful feedback. However, the reality of supervision often diverges from the ideal. There are challenges where the expected level of engagement hindered by various challenges. Such challenges can limit the supervisor's ability to fully fulfill their role, affecting the consistency and effectiveness of the supervision process. according to Baddoe and Davys (2016), effective supervision depends on having models and strategies that fit different academic settings. Also, O'donnell et Al.(2022) show that some students and professionals struggle to get good supervision because of practical problems. This chapter sets the stage for examining this challenges that may influence supervisory practices.

2.1. Main challenges to Effective Supervision

Although Rothwell et Al. (2021) highlight barriers in clinical supervision, many of these challenges resonate strongly within the context of undergraduate supervision in Algerian universities, particularly at the master's level.

The following classification adapts these insights to the academic supervision of research students, reflecting the structural, interpersonal, and cultural realities that shape this experience.

2.1.1. Structural and organizational barriers

2.1.2. Lack of time and heavy workload

According to scholars, one of the most commonly reported barriers is the lack of time and heavy workload. Many supervisors are too busy to dedicate time to supervision, which limits their ability to build meaningful relationships with students or engage in reflective discussions. Supervision is often not treated as a priority by institutions or individuals, and this can make it feel like an added burden rather than a helpful process. In some cases, supervisors are expected to handle paperwork and support students without enough time or resources, which can negatively affect the quality of supervision (Rothwell et Al., 2021)

2.1.3. Insufficient organizational support

From several scholars, supervisors reported insufficient support from their institutions when addressing concerns about staff, they were often unclear about where to refer students for issues beyond their professional scope, such as mental health needs. Additionally, supervisors themselves sometimes required support. A further concern was that providing critical feedback to students might result in negative teaching evaluations, potentially affecting the supervisor's own career progression (Rothwell et Al., 2021)

2.1.4. Resource limitations

One of the major structural barriers to effective supervision is the lack of sufficient resources. This includes a shortage of staff, limited funding, and the absence of protected or dedicated time for supervisory duties. These ongoing constraints can significantly hinder the ability of institutions to support both supervisors and students. When supervision is expected to occur outside regular paid hours, without additional

compensation or formal recognition, staff members are generally less motivated to participate. This lack of institutional support not only reduces engagement but also undermines the quality and consistency of supervision practices (Rothwell et Al., 2021)

2.2. Knowledge and skills barriers

2.2.1. Lack of supervisor training and competence

A significant number of supervisors begin their roles without receiving adequate formal training in essential supervisory skills. These skills include active listening, effective feedback delivery, and sensitivity to cultural and individual differences. The absence of such training may lead to a lack of confidence or ability in guiding students, addressing interpersonal difficulties, and encouraging meaningful, reflective dialogue. As a result, supervisors may struggle to provide appropriate support, especially when working with individuals who are underperforming (Rothwell et Al., 2021)

2.2.2. Lack of feedback mechanisms

Effective supervision should not rely only on the supervisor giving feedback, it should also involve the student having a chance to respond and provide feedback in return. When this two-way communication is missing, the relationship becomes one-sided and hierarchical, which can reduce openness, limit collaboration, and hinder the student's professional development (Rothwell et Al., 2021)

2.3. Institutional and structural pressures

As we know, one of the most significant barriers to effective supervision is the institutional and structural pressures faced by supervisors. Helse & Malfroy (2010) emphasize that universities are increasingly subject to external pressures such as governmental policies and academic environments. These pressures manifest in several ways:

- High student numbers: supervisors are often responsible for guiding a large number of students, which makes it difficult to allocate the necessary time and attention to each one individually helse & malfroy (2010).
- Time constraints: with the growing demands placed on faculty members, including research, teaching, and administrative duties, we find that supervisors struggle to find sufficient time to supervise student, and this time pressure reduces the opportunity to guide master students.
- Resource limitations: insufficient institutional resources can negatively affect the quality of supervision. When universities lack to research finding, administrative support, or access to research tools, supervisors may struggle to provide effective guidance. However, these structural pressures can lead to a situation where supervisors are forced to favor their professional obligations over the individualized needs of master students.

2.3.1. The Evolving nature of the Supervisor-Student relationship

The nature of the relationship between supervisor and student presents another major challenge in supervision. According to Helse & Malfroy (2010), the relationship between them is not static. Rather, it shifts throughout the research

process. These changes can lead to challenges that affect the quality and success of supervision.

- Unclear expectations: a common issue in supervision is a mismatch between what students expect from their supervisors and what supervisors believe they should provide. Students often expect more effective feedback and guidance, while supervisors may anticipate greater independence from their students as they progress in their research Helse & Malfroy (2010). This mismatch can cause frustration for both parties.
- Shifting roles: the role of the supervisor evolves from a mentor to a more holistic role, which may include offering guidance, emotional support, and mentorship Helse & Malfroy (2010). As this role becomes more complex, and supervisors may find it challenging to maintain a clear and professional role, when students seek more emotional support.

2.4. Conceptual and pedagogical gaps

Helse & Malfroy (2010) identify a significant gap in the conceptual and pedagogical foundations of supervision. Many supervisors are experts in their field of research, but they may not be adequately prepared for the pedagogical demands of supervision:

- Lack of formal training: many faculty members become supervisors without receiving formal training in supervisory techniques or mentorship. This gap means that supervisors often rely on their own experiences or methods rather than advanced practices Helse & Malfroy (2010)

- lack of structured training programs: according to Helse & Malfroy (2010), many institutions do not offer formal training programs for supervisors. As a result, supervisors often learn through trail and error, which can lead to inconsistent and ineffective supervision practices.

2.5. How Supervisors Cope With Challenges Caused By Multiple Responsibilities

Based on the work of Haley et Al. (2024) , one of the key challenges supervisors face is managing the demands of multiple academic responsibilities while maintaining effective supervision. supervisors are often required to balance teaching, administrative tasks, and research, which can reduce the time and attention devoted to their candidates. to cope with this challenge, some supervisors attempt to implement time management strategies and priotirize student meetings. This limited availability affects important functional aspects of supervision, such as scheduling regular meetings, setting clear goals, and providing timely feedback (Delamount et Al., 2007; Akerlind & McAlpine, 2017). Moreover, students highly value a strong and supportive relationship with their supervisors, but this connection may be weakened when supervisors are overloaded by other duties. Some students even reported feeling neglected or misunderstood, which negatively impacted their motivation and satisfaction (Barnes Et Al., 2010; Moxham Et Al., 2013; Hemer, 2012) In addition, it is known that overloaded supervisors may struggle to provide effective pedagogical support. Instead of offering helpful, detailed feedback, they might give quick or unclear comments, especially when there is little opportunity for discussion (Lee, 2007; Cotterall, 2011; Inouye & McAlpine, 2017). Furthermore, supervisors with heavy workloads have less time to keep up with developments in their fields or to

engage with students dissertations. Altogether, these challenges can significantly reduce the quality of supervision and master experience.

Conclusion

Supervisors spend the bulk of their time managing various academic responsibilities. Therefore, balancing these roles presents plenty of challenges that may affect the quality of supervision. As highlighted in the last chapter, supervisors are not only involved in guiding students, but are also engaged in teaching, administrative duties, and their own research projects. This heavy workload often leads to limited availability, reduced interaction with students, and less constructive feedback, all of which can hinder effective supervision. Moreover, the emotional and relational aspects of supervision, which are crucial for building trust and motivation, may be negatively impacted when supervisors are too overloaded by institutional demands. Finally, the practical aspect will be undertaken to complement the theoretical framework.

Chapter Three

Introduction

Conducting research heavily relies on the researcher's understanding of research methods and methodologies. As Kothari (2011) notes, researchers must grasp the assumptions behind various techniques and recognize the criteria used to determine the suitability of specific methods and procedures for particular problems. Research is often driven by the need of innovation, academic advancement, and the fulfillment of personal goals (Mehiri, 2017). In this chapter, the research methodology applied in this study is explained in detail, building on earlier chapters that provided the theoretical foundation, this section presents the practical aspects of the study, including the fieldwork. Specifically, it seeks to answer several questions: what is the methodology and the methods used in this work, what procedures were followed, and in what context? Finally, how was the collected data analysed?. It begins by detailing the general research approach and methodology, followed by a description of the data collection instruments and the sampling procedure. The chapter concludes with the presentation and discussion of the results.

Methodology

This study adopts an exploratory approach, grounded in qualitative research methodology. Exploratory research is particularly useful for investigating underexplored phenomena, generating new insights, formulating questions, and examining issues from a new perspective (Yin, 1994). In this context, the objective is to define key problems, clarify conceptual frameworks, and develop preliminary hypotheses. Given the study's aims, a qualitative approach was deemed most appropriate, as it enables the collection of in-depth and context-rich data derived directly from participant's lived experiences.

3.2. Methods

To collect the data necessary for this investigation, a structured interview was employed. The primary purpose of the interview was to uncover and understand the recurring challenges that supervisors face in delivering effective supervision to master 2 students. This method allowed for a focused yet flexible exploration of the research topic.

3.3. Description of Instruments

3.3.1. Description of the interview

The instrument used in this study is the interview (see appendix). " interviewing is a process of personal interaction between a researcher and a respondent" (Krishan Kumar,1992). However, George (2022) views that the interview allows the researcher to gather rich information and to draw more detailed conclusions than other research methods. In this path, there are several types of interviews depending on whether the questions are controlled in advance by the researcher or not. In the present study, the researcher used a structured interview. The interview contains an introductory part that explains the purpose of the study to the interviewees. All the questions are open-ended so that the supervisors can add more explanations to the study in hand and to elaborate on their experiences . To obtain a deep picture about the most common challenges that encounter supervisors from effectively supervising master 2 students, the questions were divided into four main sections.

Section one (Q1_Q2_Q3) is about supervisor's background and experiences, it aims to establish the interviewee's professional background and familiarity with supervision roles. **Section two** (Q4) is about the roles and responsibilities of supervisors. **Section three** (Q5_Q6_Q7_Q8) are about the main challenges and difficulties in a supervision according to university supervisors. **Section four** (Q9_Q10) are about the characteristics of an effective supervisor-student relationship and actionable advice for improving supervision quality.

3.3.2. Administration of the interview

The interview was conducted with 7 supervisors of master 2 students, using face-to-face formats. a set of 10 focused questions was prepared to obtain rich and detailed insights regarding the challenges that hinder effective supervision. these structured interview aimed to explore the difficulties supervisors face when working with Master 2 students and to gain a deeper understanding of the factors affecting the supervision process.

3.3.3. piloting

Before conducting the interview, a pilot study was conducted to ensure the clarity and relevance of the interview questions. This step involved testing the questions with a 3 expert supervisors to check if they were appropriate for addressing the research objectives. Based on the feedback received during the piloting, there was a slight modifications were made the process of improving the quality and effectiveess of the final interview questions.

3.4. Samples

The sample of this study consisted of 7 supervisors working with master 2 students in the field of English at Mohamed Khider University Biskra (MKUB). These participants were purposefully selected based on their experience in supervising master 2 students. The aim was to gather diverse perspectives on the challenges that hinder effective supervision. This sample includes 4 females and 3 males, they were interviewed. The sampling strategy selected is convenience sampling. The study employed convenience sampling, where participants are chosen due to their accessibility.

3.5. Data Analysis Procedure

The Interview

In social research, an interview is a qualitative tool, thus it is a useful data gathering strategy. There are various types of interview among which are the semi-structured, structured and unstructured interviews. Accordingly, the interview is an

important and essential data collection method that is used widely by many researchers. The interview is a qualitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions.

3.5.1 Analysis of the Teachers Interview Findings

Q1. What is your experience as a supervisor for master 2 students?

The first question aims to know and understand the teachers' experience in supervising Master 2 students during their research process. The responses show a variety of opinions and levels of experience. Two teachers mentioned that supervision is acceptable, though difficult. One teacher pointed out that supervising master 2 students has been a valuable part of my academic duties. Another teacher emphasized learning supervision skills through self-experience rather than formal training. One teacher gave a general positive response, while the last one highlighted that he has supervised many students and gained solid experience over the years. This range of answers reflects different levels of involvement and attitudes toward supervision, which is helpful for the researcher to understand how experienced and prepared these teachers feel in this role. Their answers are listed as follows:

Teacher 01 said: *You have a nice experience as a supervisor. I supervised a lot of students.*

Teacher 02 said: *ACCEPTIBLE*

Teacher 03 said: *I have a rather good experience (in monitoring and guiding students' whole research process: from the title to the final polishing of the dissertation) even though I received no training or attended workshops on how to*

supervise. I just learnt it from my own experience as a researcher but I manage the process of improving my qualities by reading about different and new topics, for example

Teacher 04 said: *supervising master 2 students has been a valuable part of my academic duties*

Teacher 05 said: *Despite its great difficulty, it remains a good one*

Teacher 06 said: *I have been supervising Master 2 students for several years, guiding them through their research projects, dissertations, and sometimes even their first publications*

Teacher 07 said: *It is hard work which need more time but generally it is acceptable*

Q2. How long have you been supervising master's dissertations?

The purpose of this question was to discover the teachers experience in supervising Master 2 dissertations through giving the number of the years. Teachers' responses indicate that their EFL teachers supervising careers are different and all teachers are experienced in this area. Most of them have been supervising for over 10 years, with one teacher stating 5 years and others ranging between 10 to 13 years. This shows that the participants are experienced and well-informed about the supervision process, which adds reliability to their upcoming answers. Their answers are listed as follows:

Teacher 01 said: *I think I have been supervising M2 students for more than 10 years.*

Fir 12 years to be precise

Teacher 02 said: *5 YEARS*

Teacher 03 said: 11 years

Teacher 04 said: For 12 years.

Teacher 05 said: 13 years

Teacher 06 said: I have been supervising Master's dissertations for around 10 years. During this time, I have had the opportunity to work with students from a variety of academic backgrounds and research interests

Teacher 07 said: I have been supervising Mm2 students for more than 10/12 years.

Q3. How many students do you usually supervise per academic year?

The aim of this question was to know the average number of students each teacher supervises every year. Most teachers mentioned supervising around 4 to 5 students annually. Some noted that the number used to be higher in previous years, even reaching 10 to 13 students. One teacher didn't give a specific yearly number but mentioned supervising over 50 students in total. These responses show that supervision is varying, but the average remains between 3 and 6 students in the year. Their answers are listed as follows:

Teacher 01 said: I supervise 4 to 5 students per year.

Teacher 02 said: 4 STUDENTS

Teacher 03 said: It depends on the academic year. I varied a throughout my career. I used to have huge numbers like 10, 8, 7. These last years the number decreased to 5, 4, 2

Teacher 04 said: 04 students

Teacher 05 said: *Three to four students, in the past, we reached 13 students*

Teacher 06 said: *On average, I supervise between 4 and 6 students per academic year*

Teacher 07 said: *I do not remember the number of students I have supervised so far (over 50)*

Q4. What are your primary responsibilities as a supervisor?

The purpose of this question was to identify the main responsibilities EFL teachers take on when supervising Master 2 students. All the interviewed teachers confessed that their core tasks include guiding, advising, and supporting students through the research process. Most mentioned helping with topic selection, offering feedback, and reviewing students' work. Some of them also noted responsibilities like teaching research ethics, ensuring academic integrity, motivating students, and promoting independence. These answers show that supervision not just correcting work but also it includes mentorship, emotional support, and skill development. Their answers are listed as follows:

Teacher 01 said: *To provide feedback, advise, mentorship, support, etc.*

Teacher 02 said: *reading, guiding, revising, checking*

Teacher 03 said:

*Giving students academic advice by helping them choose a relevant and workable topic and guiding them through the entire research **process**, **monitoring the dissertation***

Offering help like providing references, materials, some access to facilities like labs.

Giving emotional support by providing motivation, encouragement and empathy and helping them manage anxiety and burnout knowing that conducting a research in a short time can be overwhelming.

Teaching integrity by focusing on the use of proper citation and avoiding plagiarism as well as by showing/ reminding the methods of paraphrasing or citing

Promoting students' autonomy by encouraging them to think critically and develop self-reliance

Monitoring progress and ensuring steady advancement towards submission deadlines. This is achieved by helping manage time and encourage regular meetings and communication.

Providing constructive, effective feedback on the structure and organization of the thesis, the academic style and language, the use of sources and referencing, etc.

Teacher 04 said: *Guiding, counseling, correcting, and make sure students work methodologically and scientifically on their final dissertation.*

Teacher 05 said: *Guide candidates to present an academic work and help them proofread their drafts*

Teacher 06 said: *My primary responsibilities include helping students define and refine their research topics, providing methodological guidance, reviewing their work regularly, ensuring academic integrity, and preparing them for their dissertation defence. I also mentor them on time management and research ethics*

Teacher 07 said: I make sure that the suggested topic is researchable and manageable. I also bear responsibility of following research ethics and norms, and making the research process an academic endeavor that ends with success

Q5. In your opinion, what are the main challenges that you have been facing with students?

This present question aimed to shed the light on the main difficulties teachers face when supervising Master 2 students. Most teachers reported issues with students' weak academic writing, poor research skills, and lack of knowledge in methodology. More specifically, five EFL teachers mentioned problems like low motivation, poor time management, and over-reliance on supervisors, and even plagiarism. Other challenges include students starting late, difficulty attending meetings, and lack of confidence. One teacher pointed out the growing use of AI and lack of computing skills. All in all, EFL teachers' responses show that supervisors deal with a mix of academic, technical, and behavioural challenges. Their answers are listed as follows:

Teacher 01 said: Personally, I face difficulties regarding students' level of academic writing and lack of mastery of research methodology

Teacher 02 said: TIME LIMITATIONS

Teacher 03 said:

*Low students' proficiency, (I might have to spend extra time helping with **grammar, vocabulary, or academic writing conventions**)*

Having to explain /teach every step of the research process ; the thing that has been already done in class during their lectures.

Poor commitment

Lack of motivation and anxiety and fear (not to finish on time, for example)

*Lack of autonomy and over reliance on the supervisor. Students sometimes expect supervisors to **edit their work like a proofreader**. They also think that it is the supervisor's job to provide give them with the sources, materials, ideas, ...*

Poor research skills and computing skills

No respect of deadlines to submit the work.

Overuse of AI to do the work

*Doing intentional plagiarism by using others' work (theses), however, some students unintentionally **plagiarize due to unfamiliarity** with citation practices. So, I have to provide full guidance*

*It is sometimes difficult to give each student the attention they need especially when I have to deal with **multiple students and full teaching**.*

Teacher 04 said:

Particularly last few years students are more and more busy with other matters like professional rather than academic.

Difficulty to gather all students for supervision meetings even online

Students start working on their topics very late which causes delays about submission and making a lot of pressure on supervisors.

A lot of issues with Research Methodology; I mean absence of knowledge and techniques of making a research

Teacher 05 said: *Writing academically, most students need more efforts to write correctly their first draft, another challenge is about methodology, most candidates are waiting for their supervisors to do things for them. In fact researchers these students should rely on themselves and see others works to build and write their own dissertations*

Teacher 06 said: *Some common challenges include students struggling with time management, limited research skills at the beginning, difficulties in narrowing down a research question, and sometimes a lack of motivation or confidence*

Teacher 07 said: *Choosing the right topic and the corresponding methodology could be on the top of challenges. Also, making modifications, altering the plan and dealing with obstacles are challenging issues. Reviewing the manuscripts and giving proper feedback are considered challenging especially when the candidate does not have sufficient research skills and competencies*

Q6. How do these challenges affect the quality of supervision you provide?

The investigator asks another question to the same participants about identifying how the challenges influence the supervision process. The data collected shows that some teachers said the challenges negatively affect the quality of supervision, either by increasing the workload or reducing the time available for each student. Moreover, others noted that the repeated correction of basic errors is mentally and physically exhausting. Two teachers mentioned that they need to spend extra time guiding students, which limits their ability to support others equally. Despite this, one teacher emphasized doing their best to ensure students submit quality work. Hence, these challenges make supervision more stressful and time-consuming, which can reduce its effectiveness. Their answers are listed as follows:

Teacher 01 said: *It didn't affect the quality of supervision but it affects me physically and psychologically. When the students suffer in academic writing and research methodology, I take another burden of teaching besides supervision. I feel tired correcting the same errors again and again and this drives me to be angry, lack of sleeping, over thinking. The correction seems to be a work that never ends. I don't find these challenges affect the quality of supervision because I do my best to make the final work submitted and presented in its best version.*

Teacher 02 said: *highly affect it.*

Teacher 03 said: *It can affect it negatively. it becomes harder and more time consuming to deal with them*

Teacher 04 said: *The main problem is that those conditions make fewer time to provide the necessary interventions to make a good work.*

Teacher 05 said: *A supervisor is not responsible for all matters concerning the writing of the dissertation , for instance the students comes with given topic he has chosen , the supervisor may help him and provide references but the student must feel responsible and look for references alone*

Teacher 06 said: *These challenges can slow down the progress of the research and require more frequent meetings and more detailed feedback. In some cases, I need to invest extra time in coaching students individually, which can affect the time available for other supervisees*

Teacher 07 said: *They negatively affect the supervision process. We do not have it all; we are not experts in all areas of research. We always need support, expertise and cooperation. In many cases, I make modifications in the research work plan*

because I am not familiar with the chosen methodology and I lack skills in certain research areas- mainly related to data analysis

Q7. How do you manage the balance between your teaching and supervisory responsibilities?

This question aims to gather insights about how teachers handle the demands of both teaching and supervising students. EFL teachers admitted that balancing the two is difficult. Some try to manage by organizing their time, dedicating specific days or hours for supervision. Others use online platforms and regular meetings to stay connected with students. One teacher clearly stated they struggle with time management and end up working extra hours at home. Thereon, the responses show that while some teachers use strategies to cope, maintaining a balance remains a major challenge. Their answers are listed as follows:

Teacher 01 said: *I admit, I suffer I am not successful in managing between them and that's why I have time management problems at home. I spend too much time preparing and correcting and providing feedback to my candidates. Too much work is done at home.*

Teacher 02 said: *by time organization.*

Teacher 03 said: *I usually dedicate a day per week (a free day) to my candidates*

Teacher 04 said: *I try to be present as possible to receive my students face to face or online using a lot of emails and even via other platforms like Facebook or telegram.*

Teacher 05 said: *Teaching is something and supervising is something else . I generally meet my candidates once a week I use different means to supervise them , they generally finish on time.*

Teacher 06 said: *I manage this balance by setting a structured schedule for both tasks. I dedicate fixed hours weekly to supervision meetings and reviewing dissertation drafts, separate from my lecture preparation and teaching hours. Planning ahead and setting clear deadlines for students helps keep everything organized*

Teacher 07 said: *It is very difficult to establish the balance. I try to devote specific time for each task. There are times where I can't keep this balanced schedule as one task may occupy most of my working load.*

Q8. Do time constraints affect your ability to supervise effectively? Please explain.

This question aimed to find out whether time limitations impact the teachers' supervision quality. All the EFL teachers agreed that time constraints do affect their ability to supervise well. Teachers mentioned that supervision often happens at the expense of personal or family time. They noted that teaching duties, research, and administrative tasks reduce the time available for feedback and meetings. Indeed, these issues worsen during exam periods or when students start late. Although a few try to manage through planning and communication, time pressure remains a major obstacle to effective supervision. Their answers are listed as follows:

Teacher 01 said: *Yes, I have said earlier, too much work is done at home on the expense of my family time.*

Teacher 02 said: *YES.*

Teacher 03 said: *Yes, often juggling many students, in addition to teaching, my own personal research, and sometimes administrative duties result to have less time for*

*meetings. Also, these constraints often delay my feedback (corrections). It becomes generally worse at the end of the year as I (most teachers) are under pressure and become **mentally fatigued** because we have to deal with the invigilation and corrections of exams, revising the final drafts of their supervisees, the heat of our town ,*

Teacher 04 said: *Sometimes the teaching routine is not suitable for students' free time, other live out of the city and have difficulty to come in certain part of the day...etc.*

Teacher 05 said: *Yes for those who still late , thinking that they can finish earlier , however writing a dissertation needs good planning , teachers may face time consistent during exams .*

Teacher 06 said: *Yes, time constraints can sometimes affect the depth of feedback I can provide. When my teaching load or administrative duties are particularly heavy, it becomes challenging to offer extensive, detailed revisions. However, by prioritizing and maintaining consistent communication with students, I strive to minimize these effects*

Teacher 07 said: *Yes, it affects teachers to provide deep effective feedback, since preparing dissertation need more efforts and focus*

Q9. In your opinion, what are the characteristics of an effective supervisor-student relationship?

Question nine aims to collect data about teacher's view about characteristics makes a strong and productive relationship between supervisors and students. All the teachers agreed that mutual respect, trust, and clear communication are essential. EFL

teachers mentioned the importance of commitment, availability, regular feedback, and teamwork. Some also highlighted flexibility, organization, and encouraging student independence. Thereon, the responses reflect a shared view that effective supervision relies on collaboration, respect, and support. Their answers are listed as follows:

Teacher 01 said: *It should be built on respect, trust, and ambition.*

Teacher 02 said: *COMMITEMENTS AND RESPECT*

Teacher 03 said:

A clear communication between both sides: candidates can understand expectations from the start (how often to meet, what kind of feedback will be given, deadlines, etc).

It also includes respect and accepting asking qqs

Supervisors and students adjust together and are open and flexible when plans change. i.e. they adapt to changing timelines, shifting research focuses, or unexpected challenges

They work as a team in a collaborative way towards a shared academic goal rather than seeing the relationship as one-sided (it is not just about “do this, edit this then submit”)

The supervisor should be available, supportive, should take students seriously and show that their work is valued.

Teacher 04 said:

To be ready to find the necessary time for the research process

Using technology like emails and other ways of contact

Organization and respect of research phases within delays like pre research phase which is very important.

Teacher 05 said: *A supervisor is a coach, prompter and a facilitator he must be available when needed unfortunately some supervisor are good ones others because of some reason do not do the works it should be.*

Teacher 06 said: *An effective relationship is built on clear communication, mutual respect, trust, and regular feedback. It is important that student's feel supported but also encouraged to develop independence in their research*

Teacher 07 said: *Trust, respect, guidance, support, and providing effective feedback*

Q10. What advice would you give to new supervisors to overcome common supervision challenges?

The researcher asks another important question to the EFL teachers, which is about the advice they give for new supervisors on how to manage common challenges. In fact , one teacher did not answer this question . The other teachers emphasized the importance of clear communication and setting expectations early. They reported that new supervisors have to be approachable, patient, and empathetic, while also encouraging students' independence and critical thinking. Moreover, regular meetings, structured feedback, and the need for continuous learning and improvement were also highlighted. EFL teachers suggested supervising fewer students or focusing on familiar research topics to avoid being overwhelmed. For that, maintaining balance, providing support, and promoting student self-reliance are the important piece of advice. Their answers are listed as follows:

Teacher 01 said: *They should meet and discuss with students. They should correct students' errors and provide feedback.*

Teacher 02 said:

To be serious but approachable, consistent, reliable, motivator, guide, good feedback provider.

Being available but in the same time setting boundaries

Showing empathy when needed and being constantly supportive

Connecting with more experienced supervisors to ask for help and seek experience.

They can also attend training/workshops when possible. They have to keep learning as supervision is a growing skill.

Setting expectations early by clarifying roles, responsibilities, and boundaries from the beginning

Encouraging students' self-reliance and not giving them everything. (For example, rather than answering all their qqs, supervisors can encourage critical thinking by saying, "What do you think is missing in this argument?" or "How else might you approach this?")

Teacher 03 said:

Simply to start earlier, thinking about the area of research and contacting some teachers for advice and guidance.

Choosing a simple and less demanding topic and thinking a lot of feasibility of the field work.

Teacher 04 said:

Supervise topics that are familiar to them

Do not take more than 3 students

Plan any auditory in advance

Give enough time to students to ask them questions to solve any problems

Teacher 05 said: *I would advise new supervisors to set clear expectations from the beginning, schedule regular meetings, provide structured feedback, and encourage students to take ownership of their research. Being patient, approachable, and maintaining an open dialogue can greatly help in overcoming supervision challenges*

Teacher 06 said: *They must be patient and try their best to take their roles seriously. They have to keep in touch with their candidates and provide help and feedback when needed. To be a supervisor, they need to practice research and learn frequently about the current updates in research methodology*

Teachers 07 said: *No advice*

3.6. Results and Discussion

This part is devoted to the discussion of the findings presented in the teachers' interview in relation to the research questions and the theoretical framework. It aims at discussing and interpreting the main results derived from an interview conducted with seven teachers at the department of English at Biskra University. The interview was designed in order to achieve the objectives of the study and answer the research questions raised in the general introduction. In addition, the interview questions were analysed qualitatively using Content Analysis.

To begin with, the findings of highlight the complex and demanding role of supervising Master's dissertations. Teachers with varying years of experience (ranging from 5 to over 10 years) emphasized the importance of providing academic

guidance, mentoring, and emotional support to students. On the basis of the results reached, despite their experience supervisors face several common challenges, including students' lack of academic writing skills, poor time management, and over-reliance on the supervisor for tasks like proofreading. Hence, many supervisors also struggle with balancing their teaching and supervisory responsibilities, often sacrificing personal time to meet the needs of their students, which can lead to physical and mental tiredness.

Through the results we gained, time constraints were consistently identified as a major challenge in the supervision process. Additionally, teachers noted that the overlap of teaching, research, and administrative duties leaves them with less time to provide timely and detailed feedback to their students. On the ground of the results, several teachers mentioned that, despite these pressures, they still try to offer constructive feedback and ensure students submit high-quality work. However, the demands of supervising students who are unprepared or late with their work often result in delayed feedback and less in-depth revisions, highlighting the negative impact of time limitations on the quality of supervision.

Regarding teacher's views, to overcome these challenges, teachers offered practical advice for new supervisors, including setting clear expectations from the beginning, maintaining regular communication, and encouraging students to take ownership of their research. New supervisors were also advised to seek guidance from more experienced colleagues and to continue learning about current research methodologies. The importance of time management and creating a structured schedule to balance both teaching and supervision responsibilities was emphasized. In short, the interview responses reveal that while the role of a supervisor is challenging,

effective time management, clear communication, and fostering student independence are key to successful supervision.

3.7. Recapitulation

According to the above results and the data analysis of the structured interview, it is concluded that supervisors of Mohamed Khider University Biskra (UMKB) face several challenges and difficulties in supervising master 2 students .

As the present study focused on the challenges, the results have shown that supervisors commonly face difficulties such as student's weak academic writing, poor time management, lack of research methodology knowledge, and over-reliance on their supervisors are among the most recurrent difficulties. Besides, teachers found themselves repeatedly correcting basic mistakes, guiding students in every research step. These issues significantly affect the supervision workload and quality.

Moreover, the findings about time-related challenges imply that supervisors struggle to manage both their teaching and supervising duties. Balancing these responsibilities often leads to physical and emotional exhaustion. Time constraints also limit the depth of feedback that can be provided, which in turn affects the quality of student's work.

Furthermore, the data reveal that the lack of student motivation, commitment, and autonomy often leads to delays and inefficiency in the research process. Supervisors noted the necessity of regular meetings, constructive feedback, and promoting student independence, all of which are hindered by limited time and student behavior.

In addition, it is important to highlight that the study also focused on the supervisor's emotional and psychological burden. Teachers often carry the stress of

student's lack of preparation. Despite these obstacles, many supervisors still strive to ensure quality outcomes.

Finally, to overcome these difficulties, the interviewed teachers suggested strategies such as setting clear expectations, scheduling regular meetings, and encouraging student's self-reliance. New supervisors are advised to seek mentorship, keep learning, and supervise within their capacity to maintain a healthy balance.

conclusion

In the present chapter, the methodology, the data collection tool, and the analysis procedures were outlined. Challenges of EFL supervisors when supervising master 2 students were analyzed qualitatively through a structured interview. From the results discussed above, the following answers could be responses for the proposed research questions. It is concluded that the main difficulties faced by efl supervisors lie in academic, emotional, and practical aspects. The interview revealed four core issues: (1) weaknesses in student's academic writing, lack of methodological knowledge, and over-reliance on supervisors are the most recurrent academic challenges. (2) physical and emotional exhaustion, pressure from repeated correction, and lack of motivation are the main emotional difficulties that supervisors experience. (3) time constraints, overload of responsibilities, and difficulty balancing between teaching and supervision represent the most common practical challenges. (4) the quality of supervision is also affected by the student's lack of autonomy and poor time management.

However, the findings also revealed that many supervisors apply strategies to cope with these difficulties, including setting clear expectations, encouraging independence, and maintaining structured communication. On the whole, it was

possible through this analysis to identify the main academic and non-academic challenges encountered by EFL supervisors at the department of English at Mohamed Khider University of Biskra, and also these findings may help in improving the quality of supervision in higher education contexts.

General conclusion

Academic supervision is essential task in the higher education level, as it plays a crucial role in shaping student's academic development. This study was conducted to explore the major challenges that hinder effective supervision at Mohamed Khider University of Biskra. In this respect, the main aim of the present study easy to investigate the key difficulties supervisors encounter while supervising master 2 students in the English department .

To reach the aim of the study, one main research question was raised: what are the main challenges that supervisors encounter in guiding master 2 students?, to answer this question, a qualitative research method was adopted. The data were collected through structured interviews with 7 university supervisors from different specialities.

Based on the results obtained, it was revealed that supervisors face numerous challenges, most notably the lack of time due to heavy workload, which significantly affects the supervision quality. Supervisors struggle to balance between teaching duties, administrative tasks, and supervising responsibilities. Additionally, student's lack of academic writing skills, poor time management, and over-dependence on the supervisor were also found to be critical obstacles. The study further indicated that feedback quality is often compromised due to time constraints and student's unpreparedness.

Moreover, the findings showed that a strong supervisor-student relationship built on mutual trust, respect, and clear communication is essential to overcoming supervision challenges. Teachers emphasized the need for structured feedback, regular meetings, and promoting student independence, they also advised new supervisors to supervise fewer students, focus on familiar topics, seek professional development, and set clear expectations from the beginning.

In light of these findings, it is concluded that effective supervision requires institutional support, efficient time management, and continuous collaboration between supervisors and students. Thus, addressing these challenges is necessary to ensure the success of both supervisors and master 2 students.

Limitations of the study

The data were collected from seven supervisors at the English department of Mohamed khider university in Biskra. However, this does not imply that the findings can be generalized to all departments within the same university or to other universities. Additionally, the small sample size limits the generalizability of the results, as it cannot be considered representative of all EFL supervisors. Therefore, future research should involve a larger and more diverse sample.

Further Recommendations

As the findings of the present study show, the researcher identified the common challenges that prevent supervisors from effectively guiding master 2 students and the reasons behind them. To eliminate such challenges, it would be helpful if the universities apply some solutions to potential supervisor's problems. First of all, organizing workshops at university which aims at enhancing supervisor's

supervisory skills and communication strategies. Secondly, creating appropriate conditions for supervisors with heavy workloads by allocating fewer students. Thirdly, institutions should offer formal training programs in supervision the process of improving supervisor's pedagogical and mentoring abilities. Moreover, it would be helpful if universities organize regular meetings between supervisors and administrative staff to discuss issues and solutions. This solutions can be useful to supervisors and help in the improvement of their supervisory practices and student outcomes.

As for the investigation for further research , conducting research about the challenges of supervision in other academic disciplines or comparing supervision experiences between universities to see whether the challenges are similar or different from that in EFL.

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Appendix: EFL supervisors' interview

Teachers' interview

Dear teachers,

This interview is an attempt to collect information to accomplish a master's dissertation about «**challenges preventing effective supervision: A case study of Mohamed Khider University, Biskra.**» Therefore, You are kindly requested to answer the following questions. Your contribution is of great importance to the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Q1. What is your experience as a supervisor for master 2 students?

Q2. How long have you been supervising master's dissertations?

Q3. How many students do you usually supervise per academic year?

Q4. What are your primary responsibilities as a supervisor?

Q5. In your opinion, what are the main challenges that you have been facing with students?

Q6. How do these challenges affect the quality of supervision you provide?

Q7. How do you manage the balance between your teaching and supervisory responsibilities?

Q8. Do time constraints affect your ability to supervise effectively? Please explain.

Q9. In your opinion, what are the characteristics of an effective supervisor-student relationship?

Q10. What advice would you give to new supervisors to overcome common supervision challenges?

Question	APA citation	Rationale/original consideration
1. What is your experience as a supervisor for master 2 students ?	Kvale, S. (1999). The psychoanalytic interview as qualitative research. <i>Qualitative inquiry</i> , 5(1),87-113.	Kvale (1999) highlights the value of open-ended questions in uncovering unexpected insights and enriching qualitative data.
2. How long have you been supervising master's dissertation? 3. How many students do you usually supervise per academic year?	Wisker, G., et al. (2012). The good supervisor: supervising undergraduate and undergraduate research for doctoral theses and dissertations.	Wisker et al. (2012) highlight the impact of experience level on supervisory practices and outcomes.
4. What are your primary responsibilities as a supervisor?	Manathunga, C. (2023). Subjects and knowledges: the future now for research supervision?. In <i>doctoral research supervision, pedagogy and the PHd</i> (pp. 192-222). Routledge.	Manathunga (2023) outlines key responsibilities, including providing academic guidance, feedback, and fostering independent thinking.

5. In your opinion, what are the main challenges that you have been facing with students?	Halse, c., & malfroy, j. (2010) Retheorizing doctoral supervision as professional work. Studies in higher education, 43(5), 814-826.	Halse and malfroy (2010) identify common challenges such as time constraints, student preparedness, and institutional support.
6. How do these challenges affect the quality of supervision you provide?	Halse, c., & malfroy, j. (2010) Retheorizing doctoral supervision as professional work. Studies in higher education, 43(5), 814-826.	Halse and malfroy (2010) link supervisory challenges to the quality of student outcomes and the overall effectiveness of supervision
7. How do you manage the balance between your teaching and supervisory responsibilities?	Haley, A ., Holmqvist, M ., & Johansson, K. (2024). Supervisors competences from doctoral student's perspectives-a systematic review. Educational review, 1-20.	Haley et al. (2024) explore the challenges of balancing multiple academic roles and their impact on supervision quality.
8. Do time constraints affect your ability to supervise effectively? Please explain.	Halse, c., & Malfroy, j. (2010) Retheorizing doctoral supervision as professional work. Studies in higher education, 43(5), 814-826.	Halse and Malfroy (2010) examined how time constraints impact the effectiveness of supervision, highlighting that limited time availability can hinder supervisor's ability to provide

		guidance and support to their students.
9. In your opinion, what are the characteristics of an effective supervisor-student relationship?	Mainhard, M.T., Van Der Rijst, R.M., Van Tartwijk, J., & Wubbels, t. (2009). A model for the supervisor-doctoral student relationship. Higher education, 58(3), 359-373.	Mainhard et Al. (2009) emphasized the importance of an effective supervisor-student relationship.
10. What advice would you give to new supervisors to overcome common supervision challenges?	Lee, A. (2019). Successful research supervision: advising students doing research routledge.	Lee (2019) provides practical advice for new supervisors based on empirical research, emphasizing the importance of mentorship and guidance.

Résumé

Encadrer les mémoires de master est une tâche exigeante qui implique diverses responsabilités académiques et émotionnelles. La présente étude examine les différents défis auxquels sont souvent confrontés les encadreurs lors de l'accompagnement des étudiants de Master 2 tout au long du processus de recherche. À cet égard, une méthode qualitative a été employée. Pour collecter les données, un entretien structuré a été mené avec sept encadreurs du département d'anglais de l'Université Mohamed Khider de Biskra. Un échantillonnage de convenance a été utilisé pour sélectionner les participants à cette étude. Les résultats ont révélé que les encadreurs rencontrent de nombreux défis, notamment une faible qualité de rédaction académique chez les étudiants, des compétences méthodologiques insuffisantes, un manque de motivation, une mauvaise gestion du temps, ainsi qu'une dépendance excessive envers l'encadreur. De plus, les encadreurs ont signalé des difficultés à concilier leurs tâches d'enseignement et d'encadrement, travaillant souvent au-delà de leurs horaires habituels au détriment de leur temps personnel. Les contraintes temporelles, en particulier, affectent la qualité de l'encadrement, notamment dans la capacité à fournir un retour détaillé et un soutien adéquat. Malgré ces obstacles, les encadreurs s'efforcent de maintenir un accompagnement efficace grâce à la communication, au mentorat et aux retours constructifs. Sur la base de ces résultats, le chercheur vise à mettre en lumière les véritables défis auxquels sont confrontés les encadreurs de mémoires de master dans le contexte de l'enseignement de l'anglais langue étrangère (EFL). Les résultats offrent des pistes pratiques pour améliorer la qualité de l'encadrement et soutenir tant les nouveaux que les encadreurs expérimentés dans le dépassement des obstacles courants.

Mots-clés : Contexte De L'anglais Langue Etrangère (ALE), Défis De La Supervision, Encadrants De Master 2, Master 2 Condidates, Etude Qualitative

الملخص

يُعد الإشراف على مذكرات الماستر مهمة أكاديمية معقدة تتطلب مزيجًا من المسؤوليات العلمية والدعم النفسي للطلبة. تهدف هذه الدراسة إلى استكشاف أبرز التحديات التي يواجهها مشرفو الطلبة في السنة الثانية ماستر خلال مختلف مراحل البحث الأكاديمي. اعتمدت الدراسة على المنهج النوعي، حيث تم إجراء مقابلات منظمة مع سبعة مشرفين من قسم اللغة الإنجليزية بجامعة محمد خيضر-بسكرة، باستخدام أسلوب العينة المتاح. لاختيار المشاركين أظهرت النتائج أن المشرفين يواجهون جملة من الصعوبات، من أبرزها: ضعف الكتابة الأكاديمية لدى الطلبة، قصور في المهارات المنهجية، تدني مستوى التحفيز، ضعف تنظيم الوقت، والاعتماد المفرط على المشرف. كما أشار المشاركون إلى التحدي المتمثل في التوفيق بين مهامهم التدريسية والإشرافية، مما يضطرهم إلى العمل خارج أوقات الدوام الرسمي، وهو ما يؤثر سلبيًا على توازنهم الشخصي والمهني. وقد تم تحديد ضيق الوقت كعامل أساسي يؤثر على جودة الإشراف، خاصة فيما يتعلق بتقديم تغذية راجعة مفصلة ومستمرة. ورغم هذه التحديات، يسعى المشرفون للحفاظ على مستوى عالٍ من الإرشاد الأكاديمي من خلال التواصل الفعال، والتوجيه المستمر، وتقديم ملاحظات بناءة. تهدف هذه الدراسة إلى تسليط الضوء على التحديات الواقعية التي يواجهها المشرفون في سياق تعليم اللغة الإنجليزية كلغة أجنبية، وتوفير رؤى عملية لتحسين جودة الإشراف الأكاديمي، ودعم المشرفين الجدد وذوي الخبرة في تجاوز العقبات الشائعة.

الكلمات

المفتاحية:

سياق تعليم الانجليزية كلغة أجنبية, تحديات الاشراف, مشرفو السنة الثانية ماستر, طلبة السنة الثانية ماستر, دراسة نوعي

