

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd El Hafid Boussouf University Center - Mila**



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**The role of Digital Literacy in Enhancing Master's Dissertation
Writing: Experience and Practices**

The case study of master two students at Mila university center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

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

I dedicate this work to the most precious people in my life

My partners

Mrs. Jasmine Sadat Amar & **Mr.** Abed El baki Dehemchi

My Sisters

T & I

My brother

My friends

S&R

TEQWA Dehemchi

Dedication

First of all, I thank Allah for giving me strength, courage and patience to complete this work.

I praise the most precious people to my heart, the one who gave birth and meaning to my life, to the persons who gave me strength and hope

Sir Benbeghila Abdrrahmane & Mrs Benrezine Chafia

May Allah protect them.

To the blessing of my life, my beloved husband, I stand speechless to thank you for all that you have done. I feel lucky to have you.

To all my sisters

To my brother, his wife

To all my nieces and nephews, for their love and support

To all who believe in me and help me

To all my teachers

WISSAME

Acknowledgements

"Do not let the sun go down without saying thank you to someone and without admitting to yourself that obviously no one gets this far alone"

(Stephen King)

First, we thank Allah for enabling us to complete this work. May Allah prayers and peace be upon our Prophet Muhammad, may God bless him and grant him peace, who brought us out of darkness into faith.

First and foremost, we would like to express our sincere thanks and appreciation to our supervisor, **Mrs. Hadjer Boukerria**, for her comments and guidance during the completion of this research. Without her support, this work would not have seen the light of day. We are grateful to her for her dedication and expertise.

We would like to thank **Dr Abid Meriem** And **Dr. Rima Medjdoub** Who kindly agreed to take the time to read, examine and evaluate our dissertation.

Abstract

Integrating digital literacy in all fields of our lives especially in education requires enhancing the learners' proficiency in writing their theses and dissertations, as well as a high level of intelligible writing process. Due to this vital role, digital literacy is included in all educational curricula. This research aims to investigate the multifaceted roles of digital literacy in enhancing Master two student's dissertation writing experience and practice. This study employs mixed methods approach, combining quantitative and qualitative questionnaire to gather comprehensive data. The research focuses on how digital tools and technology affects the students' writing skills and overall academic performance. The findings are expected to provide how digital literacy skills affect students' efficiency, the quality of their research, and their overall satisfaction with the dissertation journey. Additionally, the study explores the challenges and the opportunities that come along with using digital resources and practices, providing valuable insights for educators and institutions aiming to promote advanced digital scholarship and improve postgraduate research results.

Keywords AI tools, digital literacy, dissertation writing, experience, practices.

List of Abbreviations

AI: Artificial Intelligence

Apps: Applications

Q: Question

%: Percentage

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General Introduction

1. Statement of the Problem

In today's academic environment, digital literacy has become an essential skill, especially for master's students. Based on research and personal experiences and observations, the capacity to perform research, analyze data, and articulate ideas effectively in dissertations is significantly dependent on a solid understanding of digital tools. Nevertheless, even with the wide availability of these resources, numerous students continue to face difficulties in utilizing them proficiently. Such challenges frequently arise from varying levels of digital literacy among the student population.

This deficiency in skills can lead to multiple complications. Students might depend on ineffective research techniques, inadequately manage their data, or encounter difficulties in interacting with academic technologies. Over time, these issues can adversely affect the quality of their research papers, dissertations, or prolong their completion. I believe this research paper aims to investigate and explore whether digital literacy helps or hinders students' progress in dissertation writing based on the students' perspectives. It is essential to explore whether students themselves perceive digital literacy as critical to their success and to investigate how it helps or hinders their progress in dissertation writing.

2. Aims of the Study

This study presents a comprehensive vision regarding the importance of digital competency in preparing master's theses, as it seeks to achieve numerous objectives. We highlight the main objectives through which the relationship between digital skills and the awareness of students' academic performance at various research stages can be explored:

Identifying the digital skills that play a significant role for students in preparing their theses is the first objective of this study. This necessitates knowing how to use research software specific to their field, as well as searching through databases.

The second objective is to facilitate the use of these software programs for students by researching and identifying all the challenges and difficulties, they face during use, to modify them according to their research requirements.

The study also aims to focus on increasing the quality of the scientific content of theses by developing students' skills in various practical aspects of thesis preparation. The ability to use digital tools leads to accurate and useful research.

Finally, the benefits of digital skills are not limited to improving the quality of the thesis alone but also enhance the students' academic experience by improving communication with experts through academic platforms and benefiting from various courses available online.

3. Research Questions

In this study, four questions have been formulated:

- What digital tools or resources do students find most helpful for their dissertation writing?
- What specific challenges do students face in building digital literacy while working on their dissertations?
- How can students balance digital tools with traditional research methods (e.g., using physical books or handwritten notes)?

5. Means of the Research

To collect the data necessary for this study, we will use a questionnaire. This last one will be drawn up to survey master's students on their experience, problems, and perceptions regarding digital literacy when they will write dissertations. Through this survey, the research will aim to understand the digital skills that students perceive are essential for becoming successful and to determine what prevents them from effectively using digital tools.

6. Structure of the Study

This dissertation consists of two chapters. The first chapter addresses the theoretical part, while the second chapter focuses on the practical part of our research, and each of them deals with two chapters.

The first chapter, which represents "The Role of Digital Literacy in Enhancing Master Two Student's Dissertation writing Experience: Perceptions and Practices", is divided into two sections. The first section deals with digital literacy. It specifically tends to provide some definitions of digital literacy, and its different types. Moreover, this section highlights the digital tools that students focus on while writing their dissertation and the purpose of digital

tools. It also discusses in- depth the digital literacy skills. In addition, the disadvantages of digital literacy from using digital tools in writing a graduation dissertation are also addressed. Moreover, it examines the digital literacy competences. Finally, the second section emphasizes thesis writing. First, it conceptualizes the definition of dissertation writing and discusses the steps and types of dissertations writing process. Then, it specifically highlights the structure and steps of dissertation writing. In addition to addressing students' digital literacy practices for the dissertation writing experience, and the challenges or difficulties students face in writing the dissertation, the characteristics of writing a good dissertation are also addressed. Finally, a summary discussed the role, impact, and relationship of digital literacy in dissertation writing.

Chapter Two, which is undoubtedly the practical part of this research study, is primarily designed to provide a representative description of the fieldwork that aims to answer the research questions. This chapter is divided into two sections: the first deals with research methodology and the sample. This section also deals with the description and method of administering the student questionnaires. The next section deals with the analysis of the student questionnaires in addition to discussing the results that reached.

Chapter One: Theoretical Part

Section One: Digital Literacy

1. History of digital literacy

The concept of digital literacy was widespread by Paul Gilster in his publication, where he indicated it as the “Literacy for the digital age” in 1997, which identified it as the ability to comprehend and employ information in various formats, resources from diverse origins and presented over counting methods (Gilster, 1997). Regardless of the manifestation of this book, the term digital literacy did not attract attention until approximately ten years later.

The basic focus on “computer literacy” which emphasized the technical proficiency to use computers and software’s was the growth of “digital literacy”. Being proficient means knowing how to use a fundamental application, navigating the operating system, and comprehending hardware in order to master the tools themselves, and prepare for advancement.

In the 21st century, the notion of digital literacy continues developing with the emergence of artificial intelligence technologies and with the availability of the internet allowed it to become more common, and portable, and all parts of society are beginning to develop their online and digital involvement, which has been misinterpreted and utilized in a variety of ways. According to (JISC, 2014), Digital literacy can be defined as “those capabilities which fit an individual for living, learning and working in a digital society”. That is to say, digital literacy refers to the skills that prepare human to succeed in a digital world, whether it is for living, learning, or working. Secker (2017) defines it as digital competency. Colbert (2016) defines it as digital fluency. These later terms refer to the ability of editing data, generating ideas, and utilizing technology to accomplish strategic objectives.

In the digital age, the term digital literacy includes a variety of skills, and social awareness in addition to technical and cognitive abilities. Nowadays, media literacy in addition to cyber security realization, and the strength to evaluate digital media critically are all involved in the concept of digital literacy to reflect the dynamic nature of technology.

2. Definition of digital literacy

Digital literacy is a complex and promoting word over time, it has been interpreted in a variety of ways with a huge number of interested researchers such, Pual Guilster in 1990 who. Was the first researcher who defined it in his book "Literacy for the Digital Age"? He said that "digital literacy the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers"(1997, p1). In other words, digital literacy means the skill to comprehend and utilize information in various shapes from different sources that are transmitted through computer systems.

In addition, it is suggested that digital literacy has become more than writing and writing, it involves the ability to effectively comprehend, analyze, evaluate, and operate information using a collection of digital technologies. (Lanham, 1995)

Moreover, it is described that digital literacy includes the regular utilization of information technologies by young people for educational, individual, and leisure purposes. They focus on incorporating digital literacy devices into the daily life routines of youth to realize their purposes. (Ba et al. 2002)

Furthermore, McCarthy& Hendricks stated that, "Digital literacy requires people to not only know how to find information on the internet but also how to assess sources and digest information that might be shown in various formats" (2002). It means the capacity to manipulate different numerical applications to comprehend, evaluate, and connect through them.

Additionally, Joseph & Khan in 2020, who focused on skills and digital applications, claimed that digital literacy is the ability to "find evaluate, utilize, share and create content using information technologies". It means that applying digital skills is important for retrieving information and assessing it, producing creative work. In addition, it covers understanding perceptions through reading, viewing, observing, writing, and designing.

Figure1

Modern Digital Literacy and the United States

Adopted from (Proposal -CDLC|SEMESTER|, n.d)



Overall, modern understanding of digital literacy has grown significantly alongside the development and the growth of the current technologies. Digital literacy becomes independent to technology more and more as well as researchers and students rely on and use it regularly.

3. Types of digital literacy

Digital literacy goes beyond just knowing how to operate a computer; it covers different critical skills, which Learners need to handle in the digital world proficiency (Satori, 2024). Furthermore, it considered as the ability to use technology effectively and responsibly to learn, create, and engage with society. Just as if traditional literacy involves reading and writing, digital literacy includes a variety of competencies. It can break down into several key types, each important for different ways interact with technology and information. These include:

3.1. Information literacy

It refers to the student's ability to manipulate, search, and assess information effectively by distinguishing between the reliable and the unreliable references. This type can foster learners to make a suitable choice and have an idea to engage in conversations.

3.2. Media literacy

Media literacy focuses on preparing learners to analyze and create different contexts of media literacy involving videos, images, and social media posts to develop their skills, knowledge, and enable learners to produce a work that influences others effectively.

3.3. Communication and collaboration

There are multiple digital literacy tools such as zoom, email, messaging applications in the digital age that may help learners to communicate safely, confidently, and efficiently while ensuring respectful interactions with others to work in collaboration.

3.4. Cybersecurity Awareness

Learners need to realize the well-known cyber security risks like electronic piracy phishing attacks, and password creating to protect themselves. Therefore, it recently leads learners to be conscious of its importance more than ever.

3.5. Coding and Computational thinking

Coding and computational thinking are becoming fundamental skills for students today. These abilities can help and prepare learners to use and manipulate digital tools effectively to solve problems, in addition to comprehending the logic behind different digital systems.

4. Digital Tools

Modern academic writing mostly depends on digital tools or technological tools, which makes it essential for both students and teachers to be digitally literate. Activities such as writing essays, collaborating, doing research, and publishing are mostly done online nowadays. This means that writers must not only know how to use these tools but also know how to incorporate them effectively into their work (Red et al, 2024). Digital literacy is more than just having technical skills; It also involves the ability to critically assess the huge assess of online information (Nabhan, 2021). Prensky claims that today's students are considered as "digital natives" (2001). Electronic tools should be used familiarly and understand how to use them in academic writing to effectively navigate, evaluate, and utilize digital resources. These online tools include:

4.1. AI writing tools

There are various artificial intelligence writing tools available to enhance and accelerate writing process for learners to write their dissertations by creating content and providing proofreading. In addition, these tools are able to summarize extensive texts because they use natural machine learning to offer suggestions, edits, and even complete pieces of context

based on users input. As Research Rebels that AI explain, it in 2024 writing assistant tools can help learners improve multiple aspects of their writing dissertations as the following:

4.1.1 Grammarly



It is the most popular AI writing tool, which helps to detect grammar, spelling, and punctuation mistakes and correct them. Additionally, this clever application can suggest ways to reformulate sentences and detect plagiarism. Grammarly can also foster academic writing and improve the quality of writing

4.1.2 Hemingway Editor



It is a powerful application prepared to highlight the ambiguous sentences and simplify them to be clear, meaningful, and easy to read the context.

Hemingway Editor is able to help learners enhance writing skills by giving guidance on how to form well-structured sentences. It is useful when incorporating essential formatting features in the text to improve its visual appeal.

4.1.3 Pro writing aid



It is an adaptable artificial intelligence writing assistant tool. It is considered as an assistant to learners when they write their dissertations. It serves as a comprehensive grammar checker and style editor. It offers deep feedback on writing. Moreover, prewriting AI tool can provide suggestions to improve grammar, readability, and overall structure by making it helpful in extensive academic documents.

4.1.4 Quillbot



It is a widely organized AI writing tool designed to facilitate reading text, visibility, and fluency through a developed paraphrasing tool. Quillbot offers multiple paraphrasing models allowing users to make their writing easier.

Quillbot has emerged as a powerful AI writing assistant that shows an observable development in the field of AI content optimization. This review provides a deep examination of Quillbot AI focusing on its essential features, as well as its strengths and weaknesses.

4.2. Plagiarism Checkers

It is easy for learners to use a search web to find information on any subject and then copy it without citing the original source and use it in their writing process. To avoid this, students must use plagiarism detectors software tools to discourage them from cheating, copying and modifying documents to be pure in their writing dissertations. These smart tools are used to ensure that all documents are original, and to safeguard the copyright of publishers from infringement.

The plagiarism detectors used by learners in their writing dissertations are the following: (Resourse, 2024).

4.2.1 Turnitin



It is a well-known intelligent retrieval tool used by teachers and students in universities to check for plagiarism in their writing process. It is not just a tool for checking plagiarism but it is a complete system, which aims to support academic integrity throughout the dissertation process.

Turnitin app also provides valuable feedback on the writing process, helping to enhance an academic style and correcting common mistakes before submitting it such as proofreading and editing.

4.2.2 Quetext



A robotic device can spot plagiarism in various types of writing processes by using its own databases and other resources to help users address the problem and ensure if their work remains unique and free of plagiarism. Quetext cyber tool is helpful for learners and researchers because they provide a plagiarism score and show the text that relates.

4.2.3 Paper Rate Checker



Paper Rate Checker is an AI-powered free online writing analysis tool that is utilized by more than 100 countries to assist students in enhancing their writing skills and detecting plagiarism. The following writing tool is

designed primarily for students by providing an estimated grade and offering the option to submit the text to the teacher. However, it is versatile enough to be utilized for various writing purposes.

4.2.4 Scrib



It serves as an excellent platform for students to produce high-quality dissertation writing since it emphasizes academic integrity by assessing the percentage of text that has been plagiarized and supporting the immediate revision of copied content.

Scrib AI system also can monitor grammar, spelling, vocabulary, and other linguistic elements.

4.3. Data analysis tools

The analysis chapter is a crucial section of the dissertation where learners display their distinct research skills by utilizing a wide range of statistical applications of data analysis tools to accommodate their dissertation's specific analysis needs.

According to SPSSanalysis.com site states that data analysis tools include software programs applications and various resources that enable scholars to examine structured and unstructured sets with the help of the analysis software (2025). The most effective and helpful ones are the following:

4.3.1. Microsoft Excel



Microsoft Excel is a widely utilized software application for data analysis. It includes features such as automated summation, which is known as "AutoSum". In addition to various graphing tools that facilitate the management and organization of data collections. Furthermore, Excel serves as a powerful tool to analyze data. It enables users to manage, store, clean, analyze, and visualize data with easiness and flexibility.

4.3.2. SPSS



It is a powerful application (Statistical Package for the Social Science). It is utilized to analyze scientific data. Researchers and scholars in a variety of

fields to conduct quantitative analysis of complex datasets commonly use it. Additionally, the data obtained from SPSS is variable in various contexts

4.3.3. R application



This artificial intelligence tool is considered as one of the most popular open-source statistical tools for data analysis. It is particularly the favorite between learners especially because it analyzes quantitative data. It also offers a productive way to handle and store information.

R programming includes an optional suite for array copulations. It is also distinguished for its capabilities visualization as well because of its graphical analysis tools.

4.3.4. Graphpad Prism



Statistical AI tools are uncountable. However, the most helpful statistical tools for learners is Graph pad Prism. Students and researchers use it in statistical analysis of their research because it enables comprehensive curve fitting through nonlinear regression. It facilitates scientific charting and provides tools for visualizing statistics to effectively organize and interpret data.

Moreover, Graphpad prism can also present analytical decisions by avoiding unnecessary statistical terminology.

4.4. Reference and Management tools

In the process of writing academic papers, it is essential for to cite all relaying sources to reflect the comprehension of the subject matter. This practice does not only aid in demonstrating knowledge, but also serves as a safeguard against plagiarism through the inclusion of references and in-text citations. However, many students face difficulties with referencing due to an inability to remember the origins. That is why they should be familiar with citation management tools, reference management software, or other resources designed to assist in organizing various papers, books, and websites utilized during their research. These artificial inelegance applications have the ability to enhance the efficiency in writing academic papers by facilitating the generation of references and in-text citation of the Lerner's research.

The most widespread reference management tools that (Research Rebels, 2024) interprets are the following:

4.4.1. Zotero



Zotero is a free popular choice tool among users that enables students to collect, organize, and produce citations for their research in a single accessible platform. This software serves various functions including storing PDFs, completing book references to generate bibliographies, and facilitating the creation of citations for students' research.

Zotero can save sources from internet using its "Zotero connector".

4.4.2. Scrivener



Scrivener is like owning a digital binder; it has gained increasing popularity among users practically among academics who choose it over the world. Students with a reference for visual organization find Scrivener particularly advantageous as it divides extensive projects into manageable parts organized within easily navigable folders. This feature enables scholars to write the whole dissertation as a cohesive project while categorizing it into separate chapters.

Furthermore, Scrivener can break down these chapters into smaller subsections which students can personalize with their titles, such as "introduction", "literature review"...etc.

4.4.3. Mendeley



It is widely regarded as the leading reference management tool among students due to its ability to integrate the academic writing process by effectively organizing sources. It facilitates the storage, searching, and citation of resources directly within Microsoft Word, making it practically suitable for theses and dissertations.

The platform offers a variety of resources designed to assist with research proposals and academic projects functioning much as a digital assistant dedicated to ease the challenges faced by researchers. Furthermore, Mendeley's resources serve as a guiding light in navigating complex research questions and issues.

4.4.4 EndNote



It is powerful reference management software designed to enhance collaboration, saving time, and improving organization during the writing process and publication of research papers. It integrates with Microsoft Word and supports APA style seventh edition guidelines. With unified features that ensure quality and precision along with unparalleled support compared to other reference management tools available. Numerous researchers and scholars in their academic research rely upon endNote; it helps them maintain the integrity of their work.

EndNote supports a wide range of citation formats and automatically generates the bibliography for the references cited within the text.

4.5. Academic Databases tools

Identifying academic resources and tools can often be challenging. Students commonly assume that a reliable source found in a newspaper, magazine, or online platform holds the same value as a scholarly source. Academic research tools refer to various platforms of software that help researchers and scholars manage and analyze different aspects of their projects. Survey-designed applications, data visualization software, and reference management systems are a few examples of academic resources.

In any field of study, the use of these technologies can significantly enhance the quality of scholarly research.

It is stated that the following tools help learners find credible academic resources and manage references to facilitate collecting data while writing their dissertation (PaperTrue, 2024)

4.5.1. Google Scholar



That few people are aware of a traditional resource. Essentially, it functions as a specialized Google search designed for academic and scientific literature including books, journals, papers, and various other publications. This platform differs from standard internet search.

Google Scholar provides an efficient means of processing scholarly resources from several sources.

4.5.2. JSTOR



It is the most valuable online platform for academic research, which provides an extensive collection of scholarly books, journals, and primary sources from Different fields.

The databases include over 2,800 journals and cover domains such as the arts, humanists social sciences and more.

Articles found on JSTOR are reliable sources that are learners need to write their dissertations, as they are authored by researchers who cite their references, present claims, and offer supporting evidence.

4.5.3. ResearchGate



It is characterized as a social network platform designed for the research of scientists. In addition to promoting as a networking site, it is an excellent recourse for finding open-access scholarly materials. Researchers uploaded their work to ResearchGate, to make it available to the public free. The platform has over 135 million publications and over 20 million researchers utilize it globally.

ResearchGate often offers valuable resources for university students in search of scientific research and it facilitates connection with academics.

4.5.4. ProQuest Dissertation & theses Global (PQDT)



An online database represents the most comprehensive curate collection of multidisciplinary dissertations and theses across the world. With over 2, 4 million entries, this database servers academic researchers, as well as students at all educational levels. It was formerly known as ProQuest Digital Dissertations.

ProQuest Dissertation & theses Global offers a variety of pre-designed graphics, social media posts, posters, press releases, and educational materials to inform students and researchers besides faculty about the resources available through their descriptions.

Digital tools and software's applications are programs designed to help learners conduct their research easily and safely and avoid plagiarism .in addition, time is gained in the digital world more than it was in the absence of connectivism.

5. Importance of digital literacy tools

Recently within the development of technology, information has become incredibly available with a simple click only and technology, the individual's reality and life is affected. Digital literacy has appeared as an important skill for students. Digital literacy covers “all aspects of developing the knowledge, skills, competencies, confidence, and capacities needed to use, interact with, communicate through, learn with, work with, and create with digital technologies” (White, 2015, p. 10). In the modern technological age, digital literacy stands out as one of the most important competencies. This is true especially in the situation of digital learning environments (Anthonysamy, 2019). For students in the 21st century, the capacity to proficiently utilize technology is not purely a beneficial skill; it is a basic need. As technology progressively influences the lifestyles, work, and educational practices, cultivating robust digital skills is vital for achieving academic success. In the world of academic writing including writing theses or dissertations, it has been changed dramatically thanks to digital literacy tools. These tools have shifted from being optional to essential for students who try to navigate the intricate world of advanced research and writing. To start, the way students conduct research has been completely transformed due to digital databases, online journals, and academic search engines. Now, they have access to an incredible amount of information that seems impossible in the past. Moreover, digital literacy helps students critically assess the vast amount of information that come across, ensuring that their sources are credible and reliable.

Additionally, the writing process itself has received a significant development. Due to word processing software, grammar checkers, and citation management tools, students can write efficiently and produce well-crafted academically sound papers. These resources do not only enhance the quality of their writing, but also save valuable time by allowing students to concentrate on the deep of their research. Additionally, collaborative platforms and cloud storage ease to organize and share research materials, promoting teamwork, and encouraging constructive feedback among peers.

Furthermore, digital literacy improves efficiency and productivity. Tools for time management, data analysis, and data visualization help students use their time wisely and present their research findings in a clear and engaging method. Beyond just practical uses, digital literacy fosters vital skills like critical thinking, information literacy, and ethical technology use, which are essential for success in both academic and professional environment.

Digital literacy tools are crucial for students who conduct dissertations since it enhances their research writing and overall productivity.

6. Digital literacy skills

Digital literacy is a crucial skill for learners. It allows them to read and write while effectively using and navigating various technological devices. In today's fast-paced digital age, it is more important than ever for students to develop these skills to support their goals and succeed in their academic pursuits.

ESchool News analyzes the following essential key digital literacy skills on which students focused (2024):

6.1. Basic computer skills

The fundamental computer skills include knowing how to manipulate tools, software, and different digital platforms. For instance, students should be able to exchange emails and link files to competence how to work with word processors, manage files, send messages, and navigate in the Internet.

6.2. Information literacy skills

Informational literacy skills enable learners to understand the difference between reliable and the unreliable sources. It is essential to access, analyze, and responsibly utilize digital information. It also includes and ameliorates various other skills like critical thinking, communication, computer technology, and research abilities through taking notes and problem solving.

6.3. Teamwork and Communication

Being skillful with digital communication tools is necessary for operative networking, collaboration, and interaction in both individual and educational areas. It involves having powerful written, optic, and verbal communication skills, In addition to good at active listening, giving feedback, and fostering inclusivity.

6.4. Critical thinking

Decision-making and Problem solving are strongly linked to critical thinking. This process commonly has a clear goal, which is using digital literacy tools to make either a choice or a solution detection. To illustrate, when students figure out the best approach to their group project in physics session, they tend to use critical thinking skill the most. They make decisions about who will carry out each task and the period to fulfill it .They also face challenges such as where and how they will work with cooperation after school.

6.5. Digital Citizenship

Comprehending how learners behave ethically in online space includes using technology responsibly, safeguarding privacy, and managing others with respect. As digital researchers and students should be able to measure, utilize, comprehend, and adopt with different shapes of media involving online communities. They should not only learn how to do this in responsible and efficient methods, but also apply critical thinking when interacting with media.

6.6. Flexibility with technology changes

Flexibility with technology changes involves keeping updated with the latest technological trends ensuring that students can adequately utilize and acclimate with new tools. Being flexible in technological environments is needed for scholars these days.

6.7. Creative thinking and innovation in the digital world

Creative thinking and innovation in digital area encourages a mindset that uses technology to come up with exceptional solutions by advancing the practice of electronic tools for genius, problem-solving, and creative ideas. For example, web spiders are the outstanding example of modern innovation that has become invaluable resources searching for information about technology and the internet.

7. Disadvantages of digital literacy

While digital literacy in the digital world integrates and influences the individuals 'daily life in all fields especially in their learning process. On one hand, it provides them vast array of educational tools and opportunities to develop their skills and ameliorate their level. On the other hand, it also follows a huge number of obstacles that can affect them negatively in the learning process.

Tiwari assumed that the most well known challenges of digital literacy for learners are as follows (2024):

7.1. Lack of concentration

There are several ways that lead students to reduce attention in learning process like video games, chatting with friends, social media... etc. these later make hard to concentrate on their tasks and researches.

7.2. Overreliance on technology

Students recently rely the most on technology in their learning experience that can affect them negatively since focusing too much on AI digital tools leads to forget the value of traditional methods of learning and develop critical thinking skills.

Finding information in the digital world is easy. However, it is suitable and relevant to the context. It is somehow difficult.

7.3. Isolation and Reduced social Interaction

Within the development of digital tools, learners are able to have individual digital devices such as smart phones, tablets, and laptops. Depending on these taters can decrease face-to-face social interaction with peers, teachers, and even parents. So, students become isolated.

7.4. Health concerns

Learners Who conduct their researches using technological tools a lot and concentrate on the screen of digital devices for hours may have some health problems such as headaches, eye fatigue, and stress.

7.5. Digital divided and inequality

Not all students have the same equal access to technology and the internet; That leads to a major obstacle in education recently. Students who have not enough money frequently struggle misconnecting with peers. Consequently, an educational inequality between them may be created.

The learners' effective use of digital literacy by can foster critical thinking and safety to prevent facing these disadvantages.

8. Competences of digital literacy

Digital competencies are a concept that can be comprehended in different ways that leads to wide definitions. This complexity is common with different ideas related to digital tools and processes. The principal aspect contributing to the following is the speed progress of technology, which continuously introduces new activities and objectives. Digital literacy combines attitudes, knowledge, and skills, which help students with the ability to use technology effectively and efficiently to find, asses, and manage digital information.

Additionally, digital competence emphasizes safety and problem solving. Students should know how to protect themselves and others online. This includes practicing good information security, respecting privacy, and ensuring their digital well-being. They also need to be able to identify and resolve technical problems and handle digital solutions to different problems.

Moreover, digital competence focuses on communication and teamwork. Students need to be skilled in using digital tools for effective communication and collaboration. This includes using different online platforms, engaging in online conversations, and working together on digital projects. Creating digital content is also a key part of this competence, requiring students to responsibly produce and edit various types of digital media including documents, presentations, and videos while understanding copyright and intellectual property rights as well.

Overall, digital competence helps students be responsible, effective, and innovative users of technology by setting them up for success in their studies and researchers (Kov, 2016).

Conclusion

Recently through the emergence of technology, digital literacy has become a vital tool for learners, especially for master's students writing their theses and dissertations. It equips them with tools and techniques to enhance their research efficiency, academic accuracy, and improve their writing quality. The availability of high-quality online information can give learners the ability to assess credible sources, navigate scholarly databases, and manage the research effectively, which is more important than ever. Saunders et al in 2019 claim that digital literacy can help learners to differentiate between credible sources and dubious content.

There are some great electronic writing tools like grammar checkers, style editors, and even AI-driven paraphrasing tools that help students refine their language and present their arguments more clearly. Additionally, Creswell and Creswell (2022) highlight that data analysis software such as SPSS for quantitative research or NVivo for qualitative studies allows students to tackle complex research with more accuracy. These tools do not only save time, but also boost the overall quality of the dissertation by reducing errors and improving analytical insights (Dawson, 2019). Furthermore, digital literacy platforms like academic research for example JSTOR, and Google Scholar. There are reference management programs as well like Zotero, and Mendeley. AI research assistant assist learners to organize their literature review process by allowing them to build their work originally, relevant and, credible sources (Brewer et al, 2021).

While technology has many advantages, it is crucial to balance its use with critical thinking and intellectual integrity. As Howard (2021) warns, relying too heavily on AI-generated content or automated research tools can lead to superficial analysis or even unintentional plagiarism. Master's students need to ensure their work presents original ideas and thorough scholarship. Good citation practices, ethical data handling, and careful source evaluation are essential for maintaining credibility (Weller, 2020). Research integrity systems as Steneck (2020) emphasizes on the importance of academic honesty in online research environments.

Digital platforms also enhance feedback and collaboration, making it easier for students to work with peers. According to Garrison et al. (2021), it is claimed that cloud-based writing apps like Google Docs and Overleaf facilitate real-time collaboration while academic networking sites like ResearchGate foster broader scholarly discussions. This kind of

engagement enriches the research process by bringing in diverse perspectives and constructive criticism, ultimately improving the final output (Lee & Beldarrain, 2022).

Overall, digital literacy encompasses a wide range of competencies that equip students to create high-quality, well-researched, and well-written dissertations by streamlining various stages of the writing process. When used wisely, technology can enhance productivity without adjusting academic quality (Selwyn, 2022). The trick is to use technology as an assistance tool rather than a substitute for personal critical thinking. By finding this balance, students can achieve academic excellence while developing skills that are increasingly important in digitally driving research landscape (Warschauer, 2021)

Section two: Dissertation Writing Experience

2.1. Dissertation writing

Dissertation writing could be defined as a final research, which has undertaken by scholars and researchers in order to investigate a problem or a phenomenon at the end of a degree. Usually, it appears to be logical, long, and well ordered.

Jack Caulfield claimed: "A dissertation is a large research project undertaken at the end of a degree. It involves in-depth consideration of a problem or question chosen by the student. It is usually the largest (and final) piece of written work produced during a degree". (Jack Caulfield, 2022). A dissertation is a comprehensive scholarly work that highlights the author's original research. It is usually submitted as the final requirement for obtaining a PhD degree. ("Dissertation", 2025)

A dissertation constitutes a substantial and original research project essential for the attainment of advanced degrees, typically at the master's or doctoral level. This form of writing necessitates extensive research focused on a specific subject. Through this scholarly undertaking, the writer's writing skills are thoroughly assessed. (Cathy A, 2025)

2.2. Dissertation writing process

Dissertation writing is an important process for conducting research. It involves key stages that scholars or researchers must follow carefully, without skipping or omitting any step. Here are the main steps in the dissertation writing process:

2.2.1. Choosing research topic

First, and for most it is essential to choose and formulated research topic. It should be related to the variables. Firstly, variables should be selected to suit the general idea of the

theses. One of its characteristics is relevance, which means being relevant to the field study, time and the resources available. It has to be also interesting in other words, the researcher must be interested in the chosen topic in order to be passionate and motivated to learn and explore more about it. (Kweyu Omullah, 2025)

How to Choose a Research Topic:

1. Identify Your Interests: Begin by listing areas within your field that genuinely interest you. This will keep you motivated throughout the research process.

2. Review Literature: Carry out an initial literature review to educate yourself on the current research landscape in your discipline.

This will enable you to recognize dominant gaps, current debates, and subjects that have not been researched largely.

3. Consider Relevance: Evaluate the applicability of your chosen topic to your course of study. Does it represent a present issue or fill a gap in the existing body of research? Choosing a topic that adds to the existing literature can make your work more effective and draw notice from readers and other researchers.

4. Discuss with Mentors: Talking to advisors or professors can help you refine your ideas and identify feasible topics.

5. Define the Scope: Ensure that the topic is neither too broad nor too narrow. A focused topic will help you conduct detailed research within a manageable timeframe. (Bouchrika, I.2025).

2.2.2. Conducting a literature review

According to Litmap (2025), this table outlines the five key research stages involved in conducting a literature review. Each stage addresses specific questions, functions, procedural differences, and potential sources of invalidity that can affect the conclusions of their view.

Table 1

The Five Key Research Stages

Adapted from (Litmap2025)

Stage	Key Questions Asked	Primary Function	Key Factors to Consider	Risks and Limitation
1. Define research	What evidence should be	Defining relevant vs.	- Differences in definitions.	- Narrow definitions may limit findings.

focus	included?	irrelevant studies.	2. Level of operational detail.	- Lack of detail may hide interacting variables.
2. Find and gather sources	What procedures should be used to find sources?	Determining where and how to search for studies.	Differences in the databases, journals, and sources examined.	Studies retrieved may not be representative of the full body of research.
3. Assess source quality	What retrieved evidence should be included?	Assessing study quality and filtering valid vs. invalid sources.	- Differences in quality criteria. - Influence of non-quality factors.	- Poor weighting of study importance. - Missing details in studies may affect conclusions.
4. Synthesize and draw conclusions	What procedures should be used to make conclusions?	Synthesizing valid studies into key findings.	Differences in analytical methods and inference rules.	Misinterpreting patterns or incorrectly assuming causality.
5. Write and present your review	What information should be included in the report?	Summarizing and presenting the findings.	Editorial differences in what is included/excluded in the final review.	Missing procedural details may reduce reproducibility and validity of findings.

2.2.3. Methodology section

The methodology section of a research or dissertation explains how the research was conducted. It includes details on how data was collected, analyzed, and interpreted. There are two types of research methods: qualitative research and quantitative research. (Kweyu Omullah 2025)

2.2.3.1. Qualitative research

Qualitative research as a paradigm encompasses a wide array of features and assumptions that set up a non-positivist approach. One of the most fundamental aspects of this paradigm is

that it denies the existence of a single true version of reality or knowledge. Instead, it says there may be multiple realities, even for the same individual, and that these realities are inextricably connected with their respective contexts. Most qualitative researchers contend that knowledge cannot and should not be divorced from the context of its production. This refers to both the immediate context of data collection, say, the venue of an interview, as well as the broader sociocultural and political contexts of the research. One example of this is found in the work of New Zealand psychologists Maree Burns and Nicola Gavey (2004), who studied meanings and discourses of body weight, size, and practices.

They included contextual analysis in their research design by examining the discourses of women with bulimia alongside public health promotion messages in favor of a 'healthy weight' as a reaction to the supposed 'obesity epidemic.' The result of their research illustrated a conceptual connection between the ideal of thinness and the notion of 'healthy weight.' This shared knowledge was being utilized by bulimic women to explain their purging and compensatory behaviors, such as vomiting and excessive exercise, as attempting to obtain a 'healthy' (i.e., thin) body. By situating the women's accounts alongside an analysis of public health messages, their research offered valuable insights into the manner in which a message that might be positive in one context—promoting 'healthy weight'—was received and taken up in a negative manner in another. In addition, qualitative research emphasizes the use of qualitative data and analysis of language that cannot be quantified. Qualitative research also favors data collection processes that more closely reflect naturalistic settings and thereby enhance the validity of the research process. (Clarke, V., & Braun, V.2013)

2.2.3.2. Quantitative research

Quantitative research is characterized by the measurement of variables and poses inquiries such as "how long," "how many," and "to what extent." Its primary objective is to quantify data and extrapolate findings from a diverse sample within a study. This approach necessitates the gathering, analysis, and interpretation of measurable data to validate the hypotheses formulated in a particular investigation. Grounded in logical methodologies, quantitative research emphasizes theory testing and is shaped by empiricist and positivist philosophies (Bryman, 2016). It delineates specific attributes and significant distinctions to draw conclusions in research, thereby fostering a deeper understanding of the issue at hand.

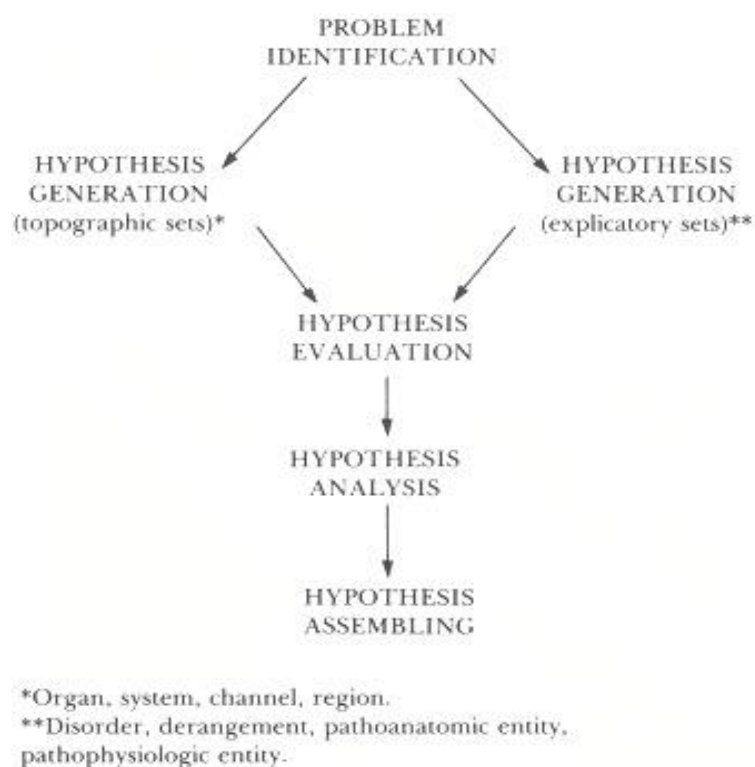
Quantitative research has several characteristics. First, it uses tools such as questionnaire to collect data, which helps ensure the accuracy of information. Furthermore, quantitative research aims to answer specific questions. Every step of the research is planned before data collection begins.(Ghanad,A.2023)

2.2.4. Collecting and analyzing data

Figure 2

Collecting and analyzing data

Adapted from (Feinstein, 1973; Nardone, 1990)



The above figure presents collecting and analyzing process .starting by identifying the problem, which means finding the discussed gap according to its sequence and predicted impact. The next step is generating the hypotheses according to topographic and explicatory sets. Moreover, evaluating and analyzing the hypotheses is the third step. Last but not least, hypotheses should be assembled by comparing if the results with the hypotheses set.

Data collection:

In the process of collecting information from different sources to answer questions and hypotheses, evaluate, and analyze the findings.

According to Kweyu Omullah(2025), there are several strategies and methods to collect data in dissertation writing process. They include Surveys and Questionnaires this method aims to collect data by asking questions and seeking answers with number of participants. It provides the best tools for a quantitative research. however, doing interviews and focus group leads to a deep understanding and insights of the research, which means that itis a great method for your qualitative research.

Observation is commonly used in social experiments in order to understand behaviors in their natural environment; the researcher observes the sample behaviors without interacting with them directly. In addition Archival research utilize Archives, database, and past studies can provide strength and deep research. Ethical considerations are important, including informed consent from participants regarding data usage and ensuring the confidentiality and security of collected data to protect against unauthorized access and securely stored.

Data analysis:

The number and words will be a meaning and indication to the qualitative data, which can be analyzed with different tools like NVivo or Atlas. For quantitative data, software includes SPSS and Python that are widely used for statistical analysis data. (Kweyu Omullah, 2025)

2.2.5. Writing dissertation

Writing the dissertation, the next phase involves the demanding yet fulfilling task of composing the dissertation. Typically, a dissertation is organized into several key sections.

First of all, introduction and literature review should be written. The introduction should present the research questions, objectives, and the importance of the study. However, in the literature review, researchers must provide an overview of the existing researches and information, in addition to highlighting any gaps.

Secondly, the next section is the methodology section. It describes the research design, the methods used, and the reasoning behind the selected choices. After that, results should be shown by offering the statistical or thematic analysis of the gathered data. Moreover, the research findings should be discussed. Students must analyze the findings and explore their Implications for the field. Last but not least, they should write a reliable conclusion to recapitulate the discussed findings and information .in addition to proposing the directions for future research.

Therefore, specific writing tips should be applied. Students must avoid using jargon and overly complicated sentences. They should also write in a clear and concise language.

The structure is as important as the writing tips too. Kweyu Omullah claimed that students must ensure a coherent flow between sections, and moving smoothly between the sections of each chapter (2025)

2.3. Types of dissertation writing

According to Online proofreaders (2024), there are seven types of dissertation we present them in this table with each one's characteristics

Table 2*Seven types of dissertation*

Adapted from (Online Proofreaders 2024)

Type of Dissertation	Key Features	Typical Disciplines	Primary Focus
Empirical	Data collection through experiments, surveys, observations	Sciences, Social Sciences	Gathering new data
Theoretical	Focuses on existing theories and literature	Philosophy, Literature, Sociology, Psychology	Developing or expanding theories
Case Study	In-depth study of a particular case	Business, Education, Psychology, Social Sciences	Detailed analysis of a specific instance
Comparative	Compares and contrasts two or more entities	Law, Education, Political Science, International Relations	Identifying patterns or discrepancies
Project-Based	Centers around a practical project	Engineering, Computer Science, Applied Arts	Application of theoretical knowledge to real-world problems
Narrative	Uses narrative techniques to convey research	Creative Arts, Literature, Education	Personal or creative exploration of topics
Systematic Review	Structure review of literature	Healthcare, Psychology, Social Sciences	Synthesizing existing research

2.3.1. Empirical dissertation

An empirical dissertation is centered on the collection and analysis of original data. Students engaged in scientific or social science disciplines typically employ this format. A variety of empirical research methodologies can be utilized to address research inquiries, including experiments, observations, surveys, and interviews.

In conducting empirical research, it is essential to take into account factors such as the variables under investigation, the reliability and validity of the measurements employed, and the sampling techniques utilized. The ultimate objective is to generate rigorous and reproducible scientific Knowledge. (Caulfield, 2022)

2.3.2. Non-Empirical dissertation

A non-empirical dissertation engages with pre-existing research and literature, offering original analysis, critique, and argumentation without the inclusion of new data. This methodology is commonly associated with disciplines within the arts and humanities. The initial stages of this dissertation format involve selecting a topic and gathering both primary and secondary sources. Primary sources serve as the foundational materials for your research, providing direct evidence related to your subject matter. Examples of primary sources encompass novels, artworks, and historical documents. Conversely, secondary sources contribute to your analytical framework by describing, interpreting, or evaluating the information derived from primary sources. For instance, you may examine prior analyses of the novel or author under consideration, or engage with theoretical texts that will inform your application of concepts to the primary sources. (Caulfield, 2022)

2.4. Structure of the research proposal

Each piece of writing is shaped by a specific structure. The researcher must follow this structure since it is as important as content and information included. As research, it is important to write a research proposal first. It shaped all the needed information questions, hypothesis, and purpose.... etc.

2.4.1. Introduction

The first part and section come after the table of contents. The introduction is what makes the reader interested in your thesis writing. It capacities the readers' attention and willingness to explore and acknowledge more about the topic discussed. It must be relevant to the topic. It should usually include the history and previous information. The hook is an important item

that should be mentioned. The researcher must know how to look the reader and make him/her interested in reading more details in the thesis. It should be written in a clear language avoiding fragments and incomplete sentences. It should be academic vague expression or unclear languages are not accepted. The interaction should introduce the main topic because the reader needs to know to understand it and differ between the specific aspects by the topic. In addition, it is essential to research relevantly to the topic, questions and objectives.

2.4.2. Statement of the problem

A statement of the problem typically denotes a challenge encountered by a researcher within either a theoretical or a practical framework, for which a resolution is sought. In articulating the problem statement, it is essential to initially present the issue in a broad and general manner, taking into account relevant practical concerns or scientific and intellectual interests. To effectively formulate this problem, the researcher must engage deeply with the subject matter related to the issue at hand. The broadly stated problem may encompass various ambiguities that require careful analysis and contemplation to clarify. Concurrently, the practicality of potential solutions must be evaluated and considered during the formulation of the problem statement. (Kothari, 2004, p. 27)

2.4.3. Aim of the study

Each study is conducted with the aim. Several questions should be asked, such as: why does the researcher conduct this study? What are the current objectives during the thesis? In other words, it is necessary to know why you select a specific topic and why you decide to conduct a long research about it.

2.4.4. Literature review

A literature review is the process of reviewing studies and academic sources related to a particular topic. It aims to provide a comprehensive overview of current knowledge, helping you identify the theories and methods used, as well as gaps in previous research that you can leverage for your research or dissertation. (McCombes, 2023)

2.4.5. Questions and hypothesis

Typically, the term "hypothesis" refers to a basic assumption or supposition that requires validation or refutation. However, for researchers, a hypothesis represents a formal inquiry that they aim to address. Consequently, a hypothesis can be characterized as a proposition or a collection of propositions presented as an explanation for a specific set of phenomena. This may be posited either as a temporary conjecture to direct an investigation or regarded as

highly plausible based on existing evidence. Frequently, a research hypothesis is formulated as a predictive statement that can be empirically tested, establishing a relationship between an independent variable and a dependent variable. (Kothari, 2004, p. 184)

Questions are an essential element as well in the dissertation. They are asked in order to find answers to a phenomenon or a problem .they are formed to find the appropriate hypotheses and seeking answers. They could be closed and open ended Questions according to the research gap.

2.4.6. Significant of the study

One of the most essential elements in a dissertation is "significance of the study". It is necessary to include it in any dissertation. If it is omitted or escaped, the dissertation will be incomplete in addition to not knowing the study's impact or even the candidates or the way can benefit from the research findings. The significance of the study section is written at the end of the introduction. Significance of the study means the study's importance. Additionally, it also means how the current study can affect the field of research.

2.4.7. Methodology

Research methodology refers to a structured approach for addressing research problems. It can be conceptualized as the discipline that examines the scientific processes involved in conducting research. This field encompasses the various stages typically undertaken by researchers when investigating their research questions, along with the rationale for these stages. It is essential for researchers to possess knowledge not only of specific research methods and techniques but also of the overarching methodology. Researchers must be adept at developing indices or tests, calculating statistical measures such as the mean, mode, median, standard deviation, or chi-square, and applying specific research techniques. However, it is equally important for them to discern which methods or techniques are pertinent to their study, understand their implications, and justify their choices. Consequently, it can be asserted that research methodology encompasses multiple dimensions, with research methods being a subset of this broader framework. The scope of research methodology extends beyond that of research methods alone. Therefore, discussions of research methodology involve not only the methods employed but also the underlying logic that informs the selection of these methods within the context of the research study, thereby enabling the evaluation of research outcomes by the researcher or external parties. (Kothari, 2004, p.8)

2.4.8. Conclusion

The conclusion represents the final segment of your thesis or dissertation. It is essential that this section is both succinct and compelling, ensuring that the reader is left with a comprehensive grasp of your primary findings and the resolution to your research question. In this section, you should:

Explicitly articulate the response to your central research question, Provide a summary and reflection on your research methodology, Offer suggestions for future investigations related to your topic, Highlight the new insights you have contributed to your discipline, and Conclude your thesis or dissertation effectively. (George, T. & McCombes, 2022)

2.5. Structure of dissertation

Dissertation is an academic piece of writing that should follow specific writing rules. It should be academic in its form and vocabulary. It also should be coherent and meet specified standards. There are countable steps that should every researcher follow in the writing style and rules.

Scribbr stated that the dissertation has a specific structure, which is as follows:

2.5.1. The beginning or opening

2.5.1.1. The title page

2.5.1.2. Dedication: A dedication is an honorific statement from the author to a person or group to whom the author commends the effort and product of the dissertation.

2.5.1.3. Acknowledgments: The acknowledgements section is typically considered optional and provides an opportunity to express gratitude to those who assisted you in the process of writing your dissertation. This may encompass your supervisors, research participants, as well as friends and family who offered their support.

2.5.1.4. Abstract: The abstract is a brief overview of your thesis. It is writing after the dissertation completed.

2.5.1.5. Table of contents: In the table of contents, provide a comprehensive list of all chapters and subheadings along with their corresponding page numbers. This section offers readers a clear outline of your dissertation's structure.

2.5.1.6. List of figures & List of tables: It must include page numbers of all figures, charts or tables. The list should include a number and a short title for each figure, chart or table, which appear in the text.

2.5.1.7. List of abbreviations: A list of specialized symbols and/or abbreviations that have meanings outside of common knowledge should be included on a separate page with their definitions.

2.5.2. The body:

2.5.2.1. Introduction also known as general introduction: In the introductory section, you establish the subject, objectives, and significance of your dissertation, while also guiding the reader on what to anticipate in the subsequent chapters. It is essential that all elements within the introduction are articulated clearly, are engaging, and directly pertain to your research.

2. 5.2.2. Chapters including:

2.5.2.2.1. Literature review: to present a critical analysis of prior scholarship related to the central questions of the dissertation.

2.5.2.2.2. Research methodology: It must include a detailed explanation of the research design, subject population, research instruments, data collection procedures, etc.

2. 5.2.2.3. Results: Analysis, discussion and implications

2.5.2.2.4. Conclusion also known as general conclusion: It should summarize what has been presented in the dissertation. It restates the problem, the research questions and hypotheses, combines, and summarizes each of the previous chapters. It then states the results of the study with reference to the research questions or hypotheses: what were the main findings and how do they affect the researcher's current views?

2.5.3. The end

5.3.1. Bibliography or References (works cited): All references cited in the text must be listed in an alphabetical order.

2.5.3.2. Appendices: Appendices are used when the incorporation of material in the body of the work would make it poorly structured or too long and detailed. (n.d.)

2.6. Student's Digital literacy practices for dissertation writing experience

Technology tools become a necessity since connectivism era began. Student of all parts and establishments utilize digital literacy tools including primary, secondary, middle schools and EFL/ESL students. However, there might be a huge difference in the way of using them among variant levels. Since EFL/ESL learners have different educational orientations, they are capable to use digital literacy tools as an assistant that helps them to evaluate a specific skill of theirs. For example, the writing skill, they might ask chatGpt or Quillbot to provide them with the necessary feedback. In the other hand, secondary, middle or primary school students seem to rely on them the most because of their different orientations and skills.

It is obvious that digital literacy has a common relationship since both teachers need to utilize digital literacy tools more than others. They are responsible to conduct researches in different sciences. Zhang has investigated in his research the digital literacy and English teacher's correlation with genre, education level, and teaching experience, he believes that the

teacher's attitude toward technology, their skills to use it, and their access to technology can significantly affect teacher's digital literacy (2023). Most of teachers, as it was studies, rely on quantitative and they lack qualitative evidence (Al khateeb, 2017: Nguyen and Hab'ok (2023).

Moreover, digital literacy tools are also used by EFL students, especially and Master and PhD students, since they have to conduct researches. Write articles and essays, in addition to conducting and presenting the research proposals and dissertations, they tend to use different digital literacy tools such as; Google forms, Survey Hero, Grammarly, Plagiarism, etc.

Last but not least, digital literacy tools are essential in assessment. Teachers assess their students' progress using digital tools, in exams; they may create quizzes and multiple-choice questions that are delivered to the students.

Therefore, digital literacy tools have different dimensions and very according to the teachers or students use. Maria Hassani and Sarah Meharet argued."Regarding assessment, teachers reported a high level of digital literacy."(2024, p151)

2. 7. Challenges of writing dissertation

According to Edit911 (2021), that students face five challenges when writing their thesis include:

2.7.1. Creating a Thesis Statement

A thesis statement articulates the objective of your research and is a fundamental component of your dissertation, influencing the trajectory of your academic endeavor. When formulating a thesis statement, it is crucial to consider the following aspects: it should maintain a specific focus and be subject to debate rather than relying on widely accepted facts. Opting for a thesis statement that is overly broad may lead to a lack of direction and complicate the process of gathering supporting evidence. Conversely, a thesis statement with a more concentrated focus is generally easier to defend and facilitates the search for relevant data to substantiate your arguments. It is advisable to conduct an initial literature review and consult with your thesis advisor prior to finalizing your thesis statement, as this preparation will enhance your understanding of the topic and better equip you for the research process.

2.7.2. Planning and Time Management

Effectively managing your time to ensure the timely completion of your thesis is crucial. It is advisable to outline a plan for each chapter by determining the necessary tasks required for its completion. Additionally, estimating the time needed for each task can be beneficial. Utilizing online planners and journals to track your progress is recommended, allowing you to

record start dates, end dates, and milestones. While achieving precise estimates may prove challenging, and setbacks are likely, having a structured plan is preferable to having none.

Furthermore, it is advisable to review each chapter upon its completion. Should any revisions be necessary, addressing them before proceeding to the next chapter is optimal, as postponing revisions may lead to an overwhelming backlog.

2.7.3. Writing Your Thesis

One of the most challenging aspects of completing your dissertation is the actual writing process. Various factors such as procrastination, writer's block, and difficulties in locating adequate data and research materials can significantly hinder your progress.

To address these obstacles, it is advisable to establish deadlines in collaboration with your supervisor to maintain focus. Thoroughly explore the university library for relevant texts and utilize online platforms to gather research materials. Engaging with your peers for their insights on your research can also be beneficial. If you find yourself deviating from the intended path, it is crucial to make adjustments promptly. Additionally, connecting with individuals conducting similar research can provide valuable feedback and help you uncover new resources that may enhance your dissertation.

2.7.4. Staying Organized

Writing a dissertation can sometimes seem overwhelming, so organization is crucial. A helpful strategy is to create separate folders and files for each major section, such as the introduction, literature review, methodology, etc. This will save time and reduce stress when searching for specific content. Planning your day with some achievable tasks. To maintain balance, try dividing your week into three parts: research, writing, and revision. This way, you will make consistent progress across all aspects of your work.

2.7.5. Structuring Your Chapters

It is not always easy to ensure your chapters are clear and organized. A helpful tip from Mark Twain: Start by telling the reader what the chapter is about, then provide important details, and conclude with a quick summary.

2.8. Characteristics of writing good dissertation

A good dissertation example portrays completeness, originality, and diligence in research. The basic qualities that characterize a well-written dissertation are:

2.8.1. Originality

In originality your dissertation is required to should highlight original research and add new insights to your discipline. However, it should reflect independent thinking, critical evaluation, and a comprehensive grasp of the current literature. (Robertson Prime. 2024)

2.8.2. Relevance

Choosing a relevant topic for your thesis means choosing a topic that adds valuable insights to your field of specialization, whether through scientific discovery, social impact, or practical application. When beginning to formulate your thesis, be sure to choose a topic that not only interests you personally but also aligns with the goals and expectations of your academic discipline. If you are unsure where to begin, try formulating your research questions based on their relevance. (Sarah Vinz, 2022)

2.8.3. Research Goals

This requires the student to become an expert in goal setting, and planning so that he can accomplish all research objectives within the specified period.

2.8.4. Manageability of time

Students must know how to manage their time during the dissertation writing process. They should be expert in time management since a good researcher must have some important features as the following.

2.8.5. Clear description of the research problem

It is crucial to articulate a problem prior to embarking on a solution. This article proposes a straightforward framework for problem definition, which is structured around three key checkpoints.

2.8.5.1. Clarity: Initially, it is essential to formulate the problem statement in a manner that is simple, clear, and precise. The Clarity checkpoint advises addressing one problem at a time, avoiding the conflation of multiple issues.

2.8.5.2. Reality: The Reality checkpoint suggests that one should not solely depend on reports and trends to formulate the entire problem statement, but rather engage in independent primary market research.

2.8.5.3. Urgency: The critical aspect of the Urgency checkpoint is to determine whether resolving the problem is essential or merely advantageous. (Pakniker.2017)

2.9. Digital literacy and dissertation writing

Digital literacy tools are a part and source, which every researcher needs during the thesis writing process. They play a crucial rule in the process. Digital literacy is integral to the dissertation composition process, as it empowers students to conduct thorough research, systematically organize their work, articulate their ideas, and effectively present their

conclusions. This competency encompasses the utilization of various digital resources, including academic databases (such as Google Scholar and JSTOR), reference management tools (like Zotero and Mendeley), and word processing software (for instance, Microsoft Word and Latex). Furthermore, digital literacy is essential for critically assessing online materials, preventing plagiarism, and upholding academic integrity.

Furthermore, digital literacy has an impact as well on the writing skill of the researcher. The influence of digital literacy on dissertation development is profound, enhancing both the efficiency and caliber of scholarly output. Proficient digital skills enable students to tap into extensive information repositories, collaborate virtually with colleagues and advisors, and employ sophisticated software for data analysis (such as SPSS and NVivo). Students who possess advanced digital literacy are more likely to produce dissertations that are well organized, thoroughly researched, and accurately referenced. Additionally, digital literacy mitigates the difficulties associated with information overload by providing students with techniques to filter and integrate pertinent information.

Moreover, it is obvious that digital literacy has a strong relationship with dissertation writing process. The relationship between them is arbitrary and confirmed.

The interconnection between digital literacy and dissertation composition is reciprocal. The dissertation writing process demands robust research and technical abilities, which are significantly enhanced by digital literacy. In turn, the act of writing a dissertation fosters the development of students' digital skills as they utilize digital tools for citation management, data gathering, and academic publishing. A student's proficiency in digital literacy directly correlates with their ability to navigate the research and writing phases effectively, ultimately resulting in a higher-quality dissertation.

Conclusion

In the light of what has been presented in this chapter, it is clear that writing a master's thesis is not an easy task. It requires critical thinking and a clear understanding of research methodology. Furthermore, numerous studies have been conducted on the thesis writing process, its types, and its structure with the aim of offering new insights and concepts about the entire process. The process begins with choosing an appropriate research topic, proceeds

to reviewing the literature, collecting, and analyzing data. Each step of this process plays a key role in formulating the final work.

In this regard, choosing or understanding the types of dissertation: empirical and non-empirical, helps students understand how to structure and prepare a well-organized thesis.

During this journey, students often encounter challenges or difficulties while writing their thesis. This is where digital literacy comes into practice. Using appropriate digital tools facilitates research and access to resources, reduces writing errors, and overcomes the challenges students face.

Ultimately, a good dissertation includes relevance, originality, and clear description of the research problem and with the support of digital literacy. Students can write a strong and academic dissertation.

Chapter Two: Practical part

Introduction

The last chapter of the dissertation serves as a bridge between the literature review and the data analysis and interpretation that represents the information gathered from participants to investigate the role of digital literacy in Enhancing Master Two Student's Dissertation Writing Experience: Perceptions and Practice, through a research tool, which is the Student's Questionnaire. This research also aims to provide a clear overview about the essential components related to information gathering.

Section One: Research Design

3.1. Research Methodology

This research aims to explore the experiences of students' dissertation writing, focusing on how their perceptions and practices of digital literacy play a significant role. To achieve this objective, the research applies both qualitative and quantitative description methods utilizing a questionnaire to collect data from master two students at various universities. This approach is designed to help answer the research questions effectively.

3.2. Aim of the questionnaire

The present questionnaire planned to examine second year student's perspectives about the powerful of digital literacy in the dissertation writing presses. Furthermore, the questionnaire aimed to investigating the notion of whether students are able to use digital literacy tools to ameliorate their writing proficiency, in addition to exploring whether or not they are aware of its significant contribution in enhancing their writing quality. Additionally, the questionnaire aimed furthermore to detect the specific type of feedback students prefer to receive. In this case, it was administered to discover if students face problems or difficulties in relying too much on Ai platforms. Finally, the ultimate purpose was to discover students' perspectives the role of digital literacy tools in enhancing their master dissertation wiring.

3.3. Sample

The questionnaire was organized to master two students of English language of the center university Abd El Hafid Boussouf at Mila to examine student's perception toward the role of digital literacy in enhancing their dissertation writing experience perception and practice. The sample under investigation includes 55 students totally.

3.4. Description of the Questionnaire

The questionnaire is composed of 19 questions that are divided into three sections, each one emphasizes on a specific aspects. It is used both of open-ended and closed-ended questions in this questionnaire.

To start with, the first section is concerned to personal information. It involves questions about the student's personal (Q1, Q2) and general information (Q3) that aim to describe the sample.

Furthermore, the second section contains nine questions from (Q4 to Q12) centered on the use of digital literacy by learners of the master two and its influence. It attempts to explore the student's level and the frequency of utilizing digital literacy (Q4, Q5) followed by a question about the different essential tools that used in the dissertation writing and the primary ones that they focused on (Q6, Q7). Then in the question (Q8), students were asked to give their opinion about the integration of digital literacy as a module in the curriculum of master two student's degree. After that, in the question (Q9) the students also questioned about the essential skills from the students perspective, and identified challenges they faced regarding digital literacy in the question (Q9). The open-ended questions (Q11, Q12) are designed to collect quantitative data about the possibility of over-reliance on digital literacy tools and the strategies used for treating references.

The combination of both quantitative and qualitative methods, we can balance between statistical analysis and a more restricted point of view.

Finally, the third and last section consists of seven questions (Q13 until Q19) that focus on the writing dissertation experience and its challenges. It covers self-examination for the students' writing skills (Q13), and their perspectives on essential steps of operating a research, the type of dissertation they were working on in the question (Q15), and their beliefs on what characteristics of high-quality writing (Q16). Additionally, it also examines the obstacles faced while they are writing their dissertations (Q17), and their understanding of how their peers utilize and practice digital tools for writing experiences (Q18), with some open-ended responses to explore context. The conducting question (Q19) invites the learners to reflect on digital literacy's role in their dissertation journey, synthesizing the main theme of the research. This section presents experiences, emphasizing their impact on the research process and the outcomes achieved.

Section Two: Analysis and Discussion

3.5. Analysis of Students' Questionnaire

Section one: Personal Information

In this section, Master Two Student's at universities answered the first three questions concerning their personal information such as their gender, their age and their studying experience.

Q 1: What is your gender?

In the following, table Students are asked to choose their gender, either male or female. The aim of this question is asked in order to know and analyze their academic achievement according to their gender. (85.5%) of the participants were females. However, (14, 5%) Of them were males.

Table 03

The gender of students

Options	Number	Percentage
Female	47	85.5%
Male	8	14.5%
Total	55	100%

Q 2: How old are you?

The second question results appear in the table (2). The question aimed to know the participant's age. Thirty-seven participants (7, 3%) said that their age is between 20 to 25 years old. Six participants (10, 9%) answered that their age is between 25 to 30 years old. Additionally, twelve students (21, 8%), mentioned that they are between 30 years old and above.

Table 04

The age of students

Options	Number	Percentage
20-25	37	67.3%
25-30	6	10.9%
30 and above	12	21.8%
Total	55	100%

Q 3: How long have you been studying?

This question aims to determine the period of time that students spent learning English. The table above shows that the fifteen students (27.27%) answered that it is five years. Moreover, it is indicated that (25.45%) of them have been studying English between 5 to 8 years. Additionally, Twenty-six students (47.3%) selected 8 years and above. this is because

students in this case studies English in the middle schools, secondary school, and 5 years in university.

Table 05

Period of Studying English

Options	Number	Percentage
5 years	15	27.27%
6 years to 8 years	14	25.45%
More than 8 years	26	47.3%
Total	55	100%

Section Two: Student's Digital Literacy Proficiency

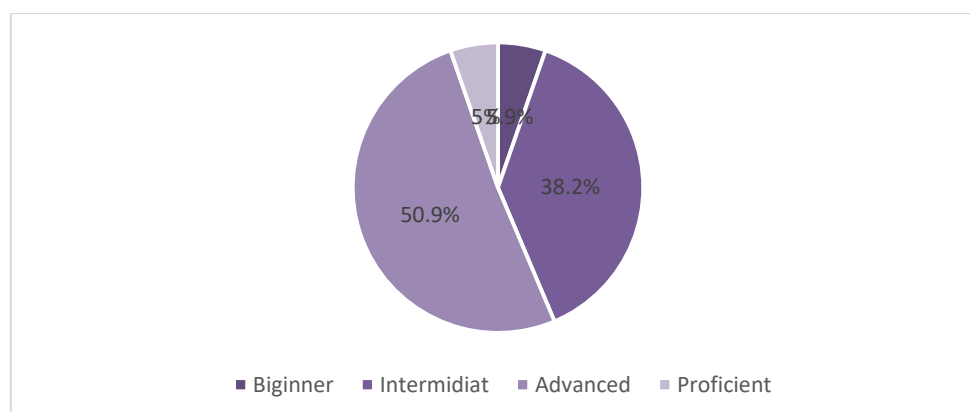
This section investigates the use of digital literacy tools for master's dissertation. It is designed to assess the student's digital skills, proficiency, and reliance that help them in their writing dissertations process.

Q 4: What is your current level of digital literacy?

This question assess the digital skills that student understands. Its purpose is to measure the student's proficiency in using digital tools. As it is shown in figure 4 that the majority of students 50.9% regarded their proficiency in digital tool as advanced, which shows that they are sure about their ability to navigate and benefit from digital literacy technology. Additionally, 38.2% of them identify that they are intermediate in digital literacy. It is observable to find that only a little percentage of participants of this sample viewed themselves as either beginner 5% or proficiency 5.9% in digital literacy.

Figure 3

Student's level in digital literacy

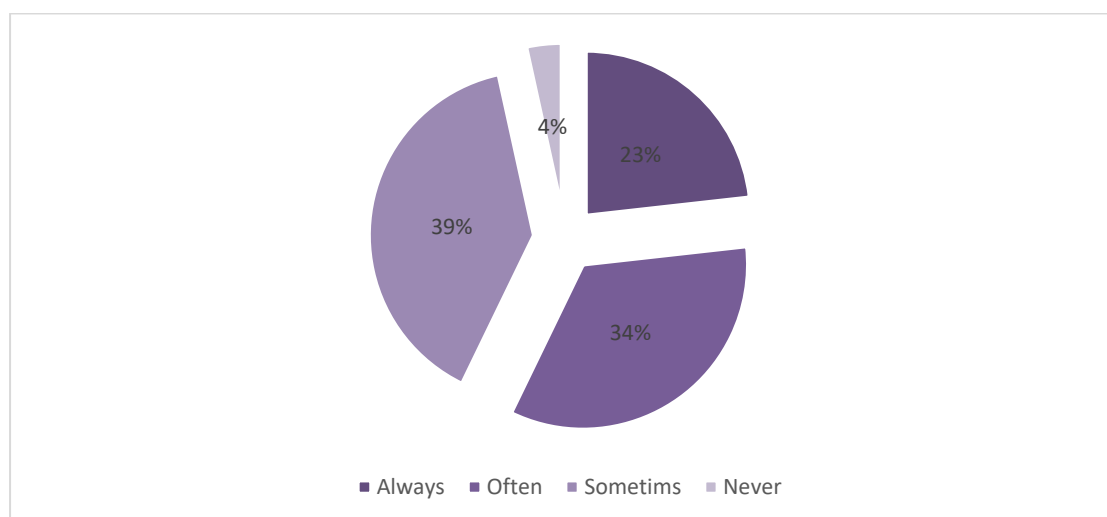


Q 5: Do you use digital literacy tools in your dissertation writing?

The purpose behind this question is to determine the prevalence of the use of digital tools, and it aims to determine the level of popularity and use of these digital tools among students in writing their theses. The results cover that a large portion of respondents 39% sometimes uses digital literacy tools while working on their dissertations. Commonly, 34% say they often use these tools. Interestingly, 23% indicates that they always rely on digital literacy throughout their dissertation process. Lastly, only 4% states that they never use these AI tools when writing their theses. This pattern suggests that the majority of respondents engage with digital literacy tools with a significant number utilizing them regularly or all the time. Whoever, only a few students are avoiding their use entirely.

Figure 4

The student's use of digital tools in writing process

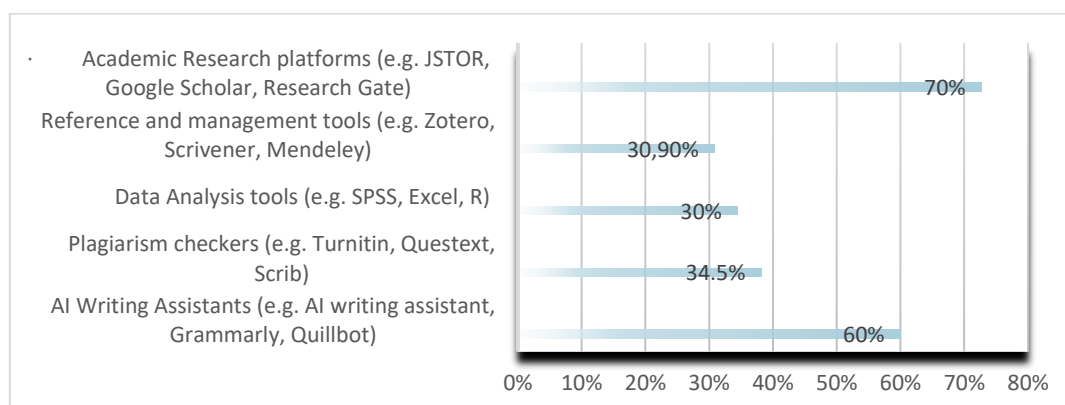


Q 6: Which digital tools do you utilize for your dissertation writing?

This question focuses on preferences rather than usage. It aims to comprehend which tools users find most effective and easy to use. The data reveal that digital tools, which are most frequently used by learners in their writing process, are academic research platforms that represent 70%. Near that, the respondents prefer to utilize AI writing assistants, perform 60%. However, plagiarism checker tools are used by 34.5% of participants. The least utilized among the list options are reference management tools that represent 30.9%. This result shows an over-reliance on the academic research databases and AI writing platforms by learners for their research, more than on the other tools.

Figure 5

The preference of tools that students focused on through writing



**Q 7: which digital literacy tools do you focused on through writing your research?
Please explain.**

The primary objective of the current question is to focus on preferences, rather than usage, and its goal is to understand which tools users find most effective and easy to use in their writing. The responses highlight a clear focus on digital tools that support the essential aspects of academic research and writing. Many students prefer academic research platforms and databases such as Google Scholar and ResearchGate, which shows their honesty in making their work reliable and relevant. Additionally, the frequent references to grammar checkers like Grammarly and Quillbot emphasize the necessity of creating clear and proper academic work. Quillbot paraphrasing feature is particularly appreciated, likely for its role in helping students combine sources effectively, legally, and ethically. The consistent mention of plagiarism checkers like Turnitin and GPT Zero indicates a strong awareness of academic integrity and the importance of originality. Furthermore, AI writing assistants like ChatGpt are also more popular, suggesting that students are open to exploring new technologies for brainstorming, enhancing their writing, and achieving a more scholarly tone. It is essential to balance this with critical thinking and original imputes. Lastly, while they may not be mentioned as often, tools for reference management are still crucial for organizing research.

Overall, the responses illustrate students who are actively utilizing a variety of digital tools to navigate the challenges of academic research and writing, with a strong emphasis on credibility, clarity, and integrity.

Q 8: Do you think that digital literacy practice should be required as a part of Master's program?

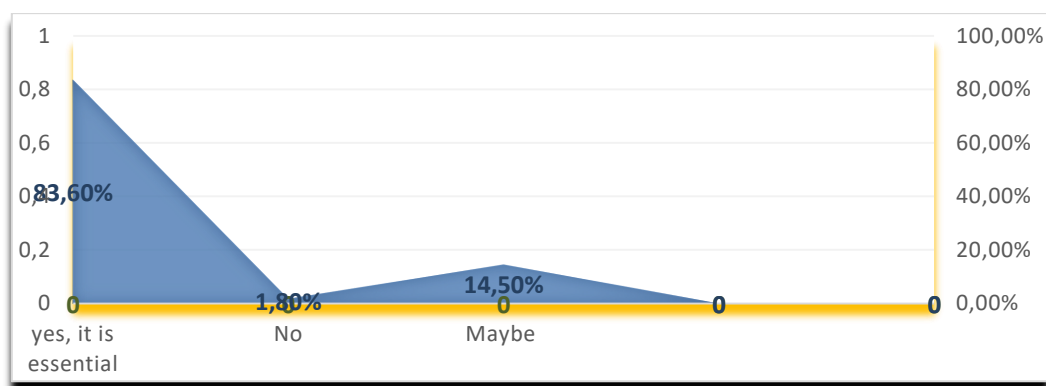
This question is directly related to gather participant's options on integrating digital literacy as a module into formal education, which help students learned how to write their dissertations. The result of this research interpret that the "yes" represent dominants with the majority 83.6% believe that it is essential and support the idea. Much smaller participants 14.5% responded with "maybe" suggesting a degree of hesitancy and uncertainty. Finally, a very small fraction, just 1.8% answered with "no", indicating a clear disagreement with the notion that it is essential. Overall, the data strongly suggests a widespread acceptance the subject of the question is considered essential by the majority of responds.

Please, justify

The responses clearly highlight just how vital digital literacy is in Master's programs. Almost everyone agrees, and the reasons they give revolve around a few key ideas. Firstly, digital literacy is essential for successful academic work, permitting students to concentrate well on research, analyze information effectively, communicate professionally, and create high-quality dissertations. Additionally, the responses frequently mention the significant role technology plays in our lives today, focusing on how digital literacy has become a vital skill for navigating academic challenges, advanced technology, and a more developed in interconnected world. Moreover, many respondents mention the importance of developing crucial skills like information literacy, maintaining academic integrity in digital spaces, and managing time effectively with digital tools. Several also emphasize how digital literacy prepares students for their future careers and helps bridge existing skill gaps. While the details may vary, the overall message is clear: digital literacy is a key part of modern Master's education, setting students up for academic achievement, career growth, and meaningful participation in our digital society.

Figure 6

The requirement of digital literacy practice on master's program

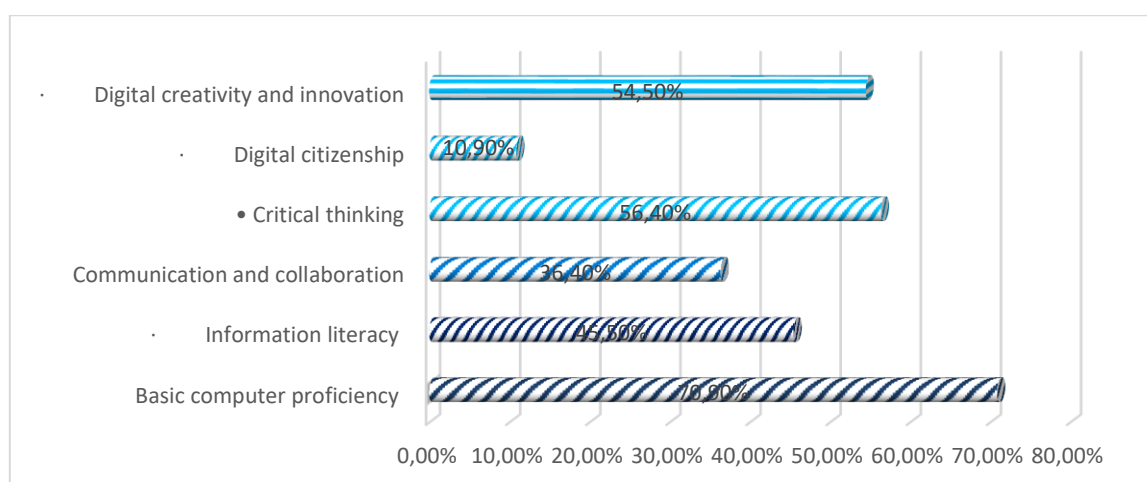


Q 9: What digital literacy skills are the most important to write a dissertation?

The purpose of setting this question was to identify the essential skills from the student's perspective, and to know which skills help students and are essential in writing a dissertation. As reported in the figure above, it is indicated based computer proficiency received the highest number of responses, 70.9%. Following that, the option of critical thinking was selected by 56.4% of participants, and nearly 54.5% of respondents selected digital creativity and innovation. Information literacy was chosen by 45.5% of the participants. While communication and collaboration skills received 36.4% responses. Lastly, digital citizenship had the lowest number of selections, with only 10.9% of respondents. In summary, the graph provides valuable insights into the current state of digital literacy skills and highlights improvement.

Figure 7

The essential digital literacy skills of learners in writing process

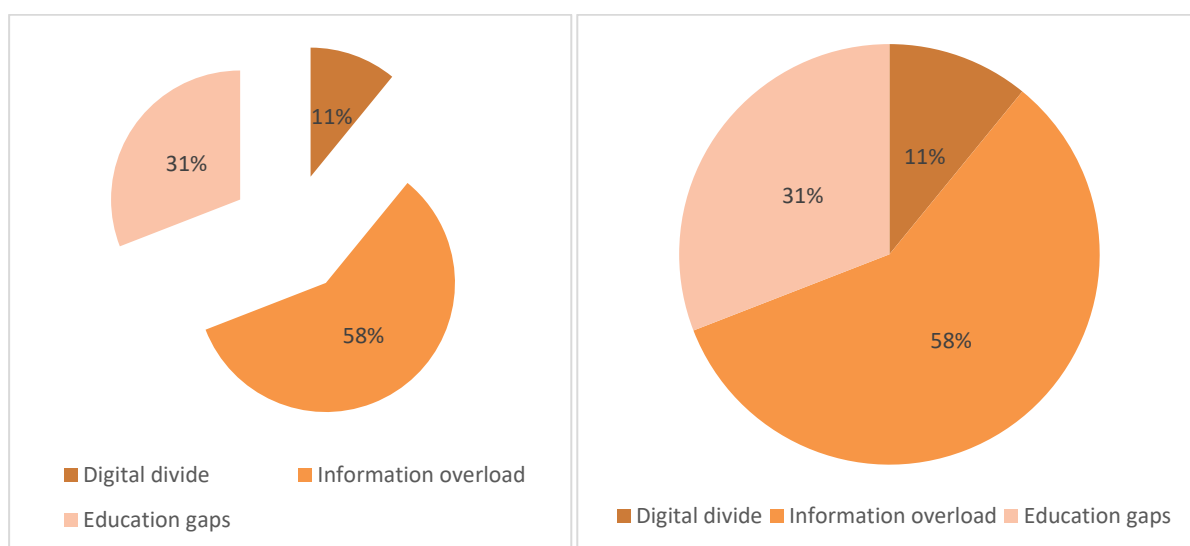


Q 10: What challenges do you face regarding digital literacy while writing your dissertation?

This question seeks to uncover the obstacles, and it aims to discover difficulties students' face, which will help in addressing them to write well. The result of this study demonstrates that the most significant portion, accounting for 58 %, confirms the problem of information overload. It indicates that many individuals find it challenging to navigate the extensive amount of information available online. This emphasizes the importance of possessing effective information filtering and critical thinking abilities in the contemporary technological context. Moreover, the second largest portion at 31% highlights the existing educational disparities, underscoring the necessity of digital literacy and access to high-quality education and training to fully utilize digital tools and resources. Lastly, the smallest portion, representing 11%, reflects the digital divide, drawing attention to the unequal access to technology and digital resources across different groups. Ultimately, this chart illustrates the multifaceted challenges individuals encounter in the digital era, stressing the need for comprehensive solutions that address information overload, bridge educational gaps, and promote equitable access to technology.

Figure 8

Challenges of digital literacy

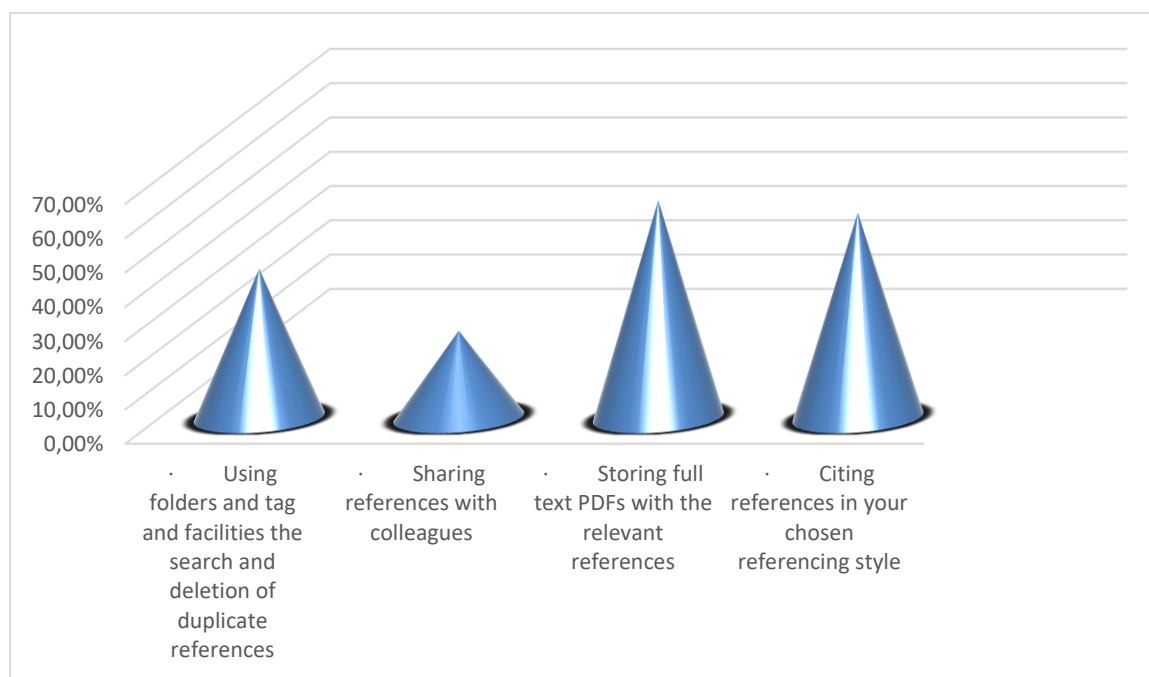


Q 11: What is your opinion on relying too much on digital literacy tools for dissertations?

The purpose of this question is to examine whether overreliance on digital literacy is a problem. This study examines the various opinions gathered. It is clear that while digital literacy tools can greatly benefit the dissertation writing process, overreliance on them can pose serious risks to a student's academic development. Most students (53%) agree that these tools help organize research, proofread, and quickly find information. However, there is significant concern that overreliance on them can undermine essential skills such as critical thinking, in-depth analysis, independent writing, and the ability to generate original ideas. Another (33%) of students indicate that overreliance on these tools can lead to laziness, stifle creativity, and result in a superficial engagement with the research material. A small group of students (14%) expressed the need to aim for a balanced and thoughtful use of digital tools, allowing them to support and enhance the essential intellectual work and personal effort necessary to design a meaningful and original dissertation.

Q 12: How do you usually manage your references? (Select all that apply)

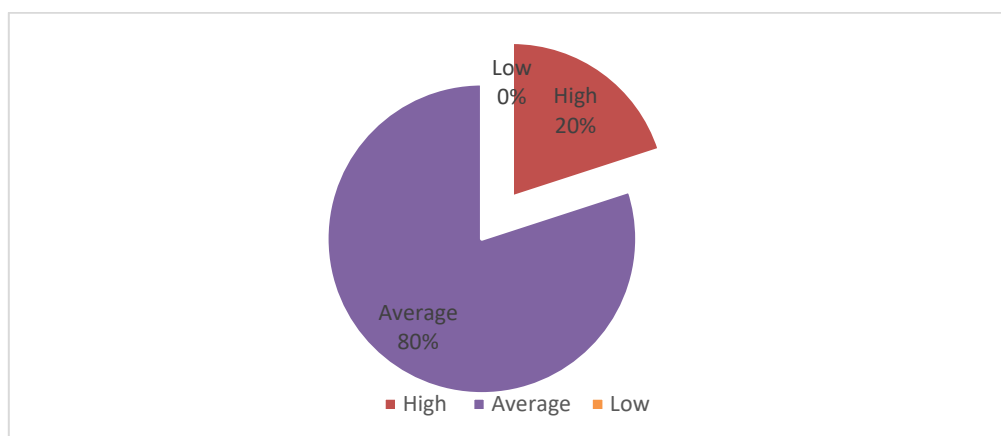
The aim behind this question is to know the methods or the use of software, which is important in managing references correctly when writing the dissertation. The findings show that the feature of storing full-text PDFs with the relevant references was the most popular, with 63.6% of participants using it. They cite references in their chosen referencing style, which 60% of respondents preferred. Furthermore, 43.6% of students mentioned that they used folders and tags to search and get rid of duplicate references. On the other hand, the least popular feature was sharing references with colleagues, with just 25.5% of respondents saying that they used it. Overall, the chart highlights a strong focus on personal organization and citation management among the participants, while collaborative sharing of references seems to take a backseat.

Figure 9*Managing references***Section three: Dissertation Writing Experience**

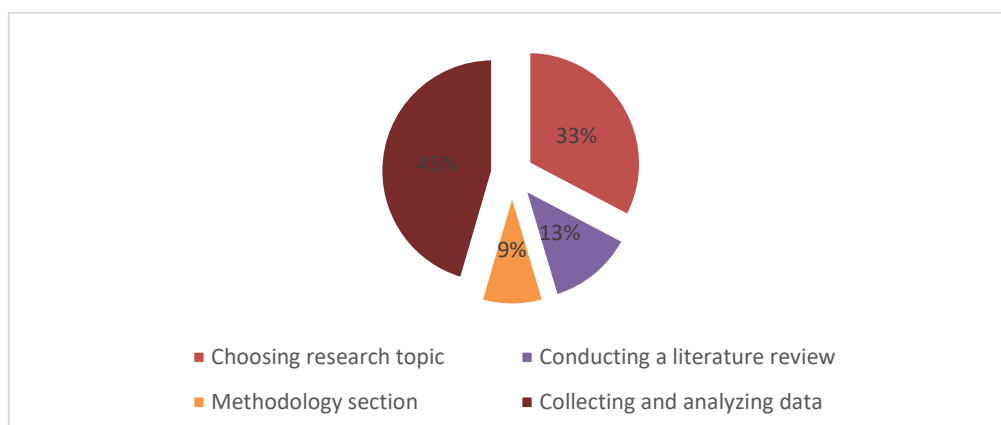
In the questionnaire, students writing experience was examined in the third Section. First, they were asked to evaluate their writing proficiency, the most important steps when conducting a research, the selected type of dissertation, characteristics of good research writing, in addition to the obstacles faced during conducting a research. In addition, they were asked to write about the role of digital literacy in dissertation writing.

Q 13: How would you assess your writing proficiency?

This question aims to assess the students' writing proficiency. In the chart above, it shows that the majority of forty-four students (80%) agree that their level is average. I think the students need to develop their writing style to reach a higher level. However, eleven students (20%) reported that their level is high. Based on the results, I believe the students have a high level of writing, indicating that they do not encounter any difficulties when writing. However, none of the participants (0%) responded that their level is low. This indicates the students' great confidence in their writing abilities. Ultimately, we conclude that the students do not face severe writing difficulties, but at the same time, most of them need to put in more effort to reach a higher level.

Figure 10*Students' writing Proficiency***Q 14: which step do you think is the most important when conducting a research?**

This question aims to know the most important step for students to complete the research. As shown in the pie chart (11), the majority, about 25 students (45, 5%) answered that the most essential step in conducting a research is collecting and analyzing data. This indicates students' awareness of the importance of handling and analyzing information to arrive at valid and accurate results. Eighteen of them (32, 7%) agreed that it is choosing research topic. Choosing a research topic is an important step, because the research begins with a clear topic in order to complete the research. Additionally, seven students (12.7%) said that it is conducting a literature review. This shows the students' interest in reviewing previous studies and conducting their research from existing references. Five of them (9, 1%) agreed that the methodology section is the most important. which shows their interest in both the qualitative and quantitative research.

Figure 11*The most important step in research*

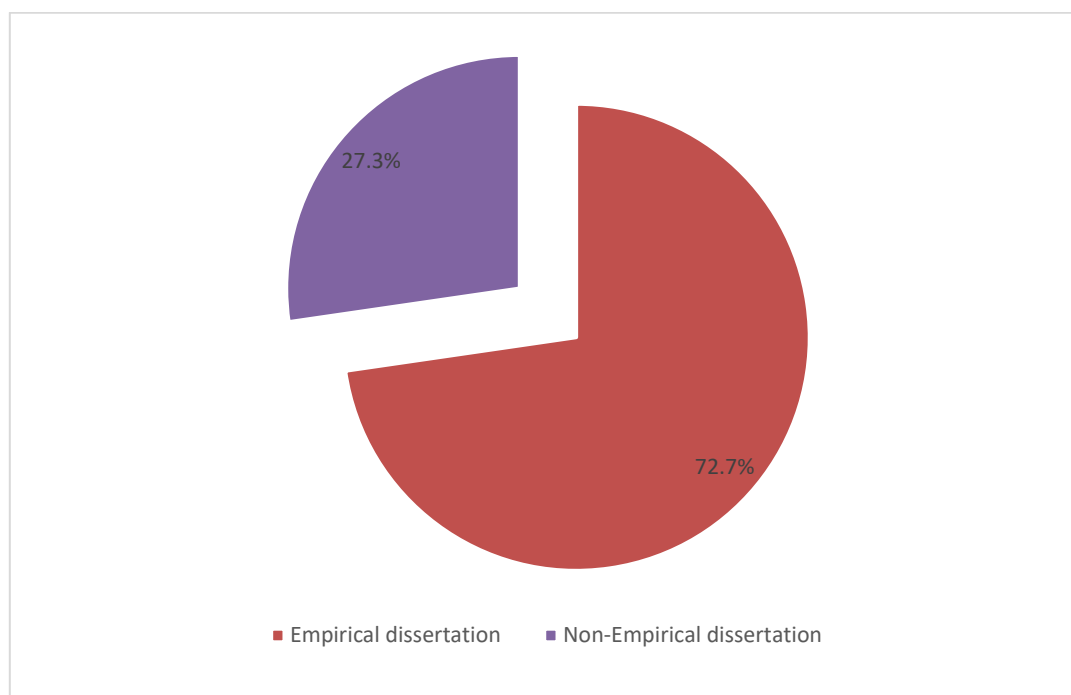
Q 15: what type of dissertation have you focused on?

This question aims to investigate which type of dissertation the students have used the most during their dissertation writing since they are about to graduate and present their thesis. The majority of them, 40 students (72.7%) said that they chose Empirical dissertation. In other hand, Fifteen of them (27, 3%) selected to focus on Non-Empirical dissertation.

Based on the results, the students used the empirical type, relying on experience and collecting and analyzing original data, more than the non-empirical type, which relies on existing references and research and their analysis. This indicates that the research included diverse topics in the graduation dissertation.

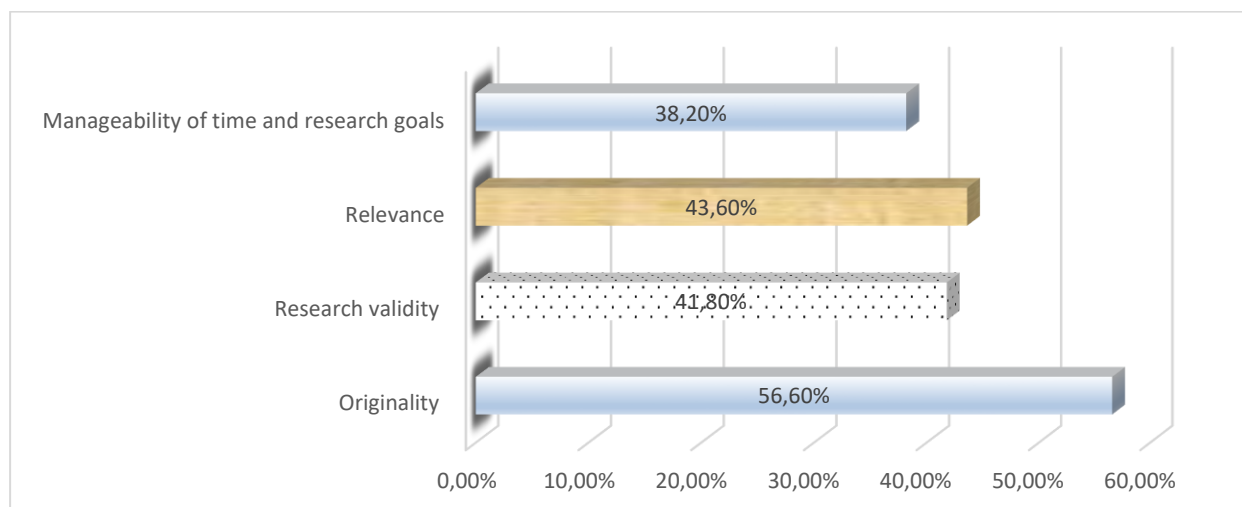
Figure 12

Type of dissertation



Q 16: What are the characteristics of good dissertation writing?

When invited to select the characteristics of a good dissertation writing. It aims to investigate and search for the needed elements and characteristics to conduct an effective thesis. The majority, Thirty-one students (56, 4%) agreed that its originality, Twenty-four students (43, 6%) chose Relevance. Additionally Twenty-three (41, 8%) selected the Research validity. The minority of them, Twenty-one students (38, 2%) assume that manageability of time and research goals.

Figure 13*Characteristics of a good dissertation writing***Q17: Have you faced any obstacles while writing your dissertation?**

The question number seventeen aims to investigate and acknowledge if master two students face any difficulties during thesis preparations .it also contains two parts.

In the first part as it is shown the pie chart (14) , most of the students , 30 students (54.5%) answered with "Yes" .In the other hand , twenty five students(45.5%) said that they don't face any obstacles or difficulties.

If yes, please specify:

The second part of the question, aims to mention these difficulties if they have already answered with the first option "Yes" .Despite the fact that twenty-five students selected "Yes", only twenty-four of them specified the difficulties they faced. It is found that the common obstacle between most of them is the lack and not finding the appropriate references and resources to their thesis. About 10 students have shared a common problem .five students claimed that the obstacle they found through the dissertation conducting process is that when they were searching for information and sources, they found much than they expected. So they got confused which information is appropriate and beneficial to them, and stressed to read them all. Moreover, one of the sample mentioned that they got tired in this period; they faced both mental and physical tiredness and anxiety. It is also shown by two participants they got a difficulty when they changed the sample, they were supposed to deal with a specify sample, but they had to change it at the last. As a result, their offered time became less.

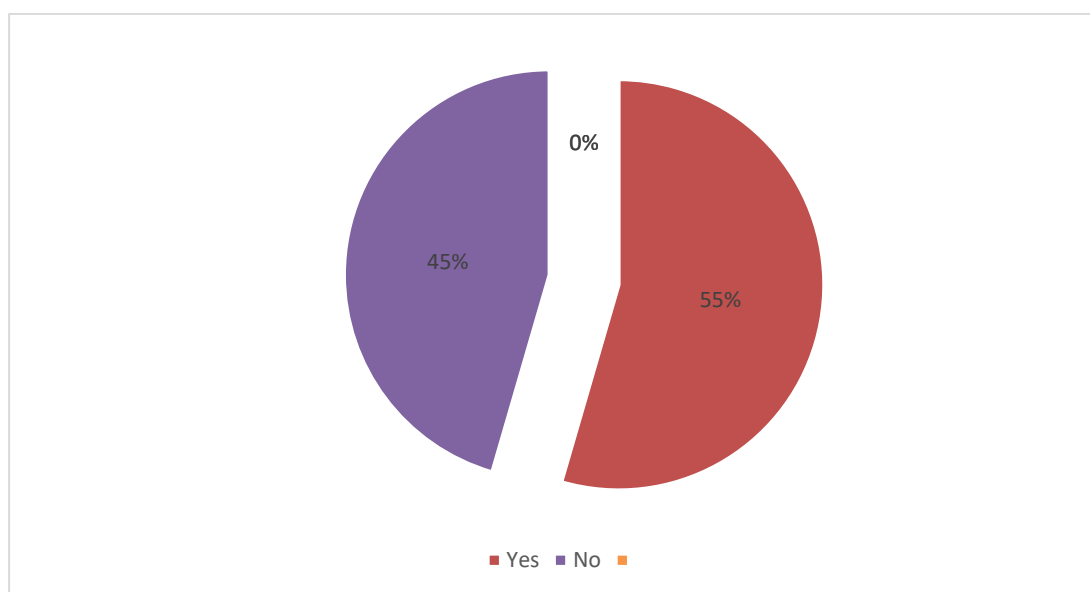
As unexpected answer, one of them said that their supervisor did not guide them correctly and see that his role was absent during their dissertation writing.

Three students shared the difficulty of the writing style and content organization. They claimed that they did not know how to write an academically.

Last but not least, one of the participants said that they did not get enough assistance from the sample they chose investigate with especially when it comes to voice recording while interviewing.

Figure 14

Students' facing obstacles while writing dissertation



Q 18: Are you aware of student's digital literacy practices for dissertation writing?

The eighteenth questions consists two parts as well. In the following question, students were asked if they were conscious of the students' digital literacy practices for dissertation writing. It aims to investigate whether they are aware enough of using these digital literacy tools in their dissertation writing. Most of them, 38 (69.1%), claimed that they are not aware and selected the option "No". In the other hand, seventeen students said that they are already aware and chose "Yes".

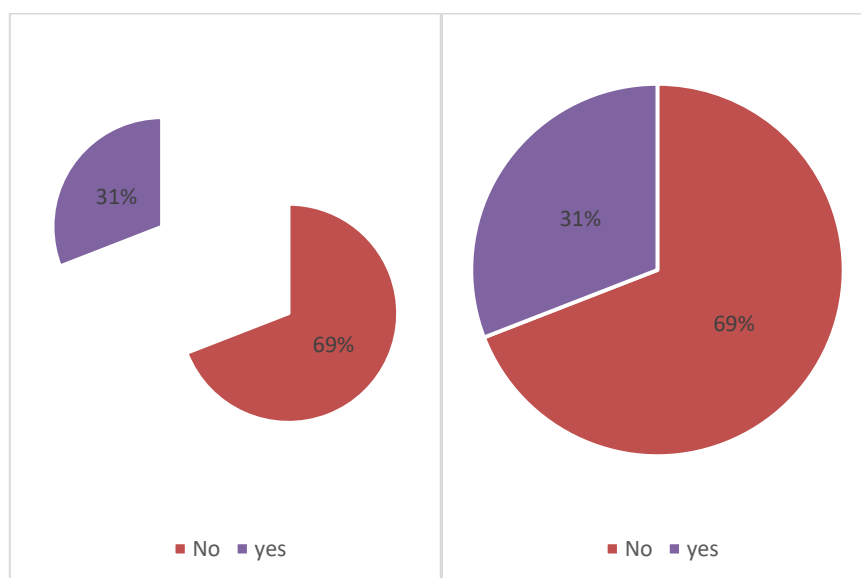
If yes, please explain:

The second part which the most essential, Students who chose the option "Yes" were asked to write them down. As it is shown, eighteen answers were mentioned. It is found that four of them have used the digital literacy tools to check grammatical and spelling mistakes, evaluate the writing proficiency and style, besides plagiarism checking. It is claimed too that they are used search for reliable references and sources such as articles in Google scholar and the use of software tools like excel and word.

One the participants said that digital literacy tools facilitate the thesis writing process. Moreover, two students agreed that they used to cite the references and help improve the quality and the organization of their research. It is written by three students that they used them to make their dissertation organized and efficient. In addition, two of the participants said that they used the digital literacy tools as an assistant in summarizing and presenting the research. Besides, two others claimed that the digital literacy tools might be mistaken, so it is important to utilize them according to the relevance, originality, and validity of the research. However, three students did not write any of these practices.

Figure 15

Student's Digital literacy Awareness



Q19: What is the role of digital literacy in the dissertation writing experience?

The last question in this section aims to explore the importance of using the digital literacy in the dissertation writing experience. They asserted that it is important and counted this importance in fifty-five recommendations and answers.

Six participants (10.9%) agreed that Digital literacy helps students write better dissertations. It makes it easier to find information, check grammar and plagiarism, manage references, and analyze data. It also saves time and helps students stay organized throughout their work. Moreover, seven students (12.7%) answered that digital literacy is important in making the dissertation writing faster and effective besides fostering autonomous learning and research confidence. Twelve students (21.8%) that it plays a crucial role in facilitating the dissertation writing process and helps to find reliable references, such as articles and books, also mention

it. In addition, the majority of them, thirteen students (23.63%), claimed that they utilize it to paraphrase and to collect data using google forms. Ten of them (18.2%) specified that it acts as a plagiarism checker. Finally, it shown that it is commonly useful by researchers to evaluate the writing skill, in addition to errors correcting by seven students (12.7%).

3.6. Discussion of the main result of the students' questionnaire

The student questionnaire aims to study the role of digital literacy in writing graduation theses among second-year master's students. This analysis takes a closer look at how theoretical frameworks align or clash with the real-world experiences of students writing dissertations. It dives into important elements like the essential skills needed, the use of digital tools, the variety of dissertation types out there, the common hurdles students encounter, and the role of collaboration and ethical practices. By contrasting theoretical suggestions with what students actually do, this overview sheds light on both the successes and the notable gaps in practice.

The first part of the questionnaire, "Personal Information," designed in order to reveal some personal information about the students. The results we can see the majority of students were female, while the male category was small, and their ages ranged between 20 and 30. Furthermore, the students had been studying English for a long time and had a good level of proficiency.

The second part, titled as "Digital Literacy," focused on the most important aspects related to the students' level of digital literacy, which ranged from intermediate to advance. Most of them used digital tools frequently while writing.

Concerning digital tools, as the earlier researchers like Red et al. (2024) and Nabhan (2021) emphasize that modern academic writing necessitates strong digital literacy, extending beyond mere technical skills to critically assess online information. This perspective aligns with Prensky's (2001) concept of "digital natives" who are expected to expertly navigate and utilize digital resources. Student preferences for these tools, as observed also in recent findings, largely focus on academic research platform sand AI writing assistants for core tasks like information retrieval and composition. While tools for academic integrity, such as plagiarism checkers, are also used, the comparatively lower preference for reference management tools suggests that while students are highly reliant on digital resources, their comprehensive approach to academic rigor might still be evolving.

Additionally, when it comes to digital literacy skills the previous of ESchool News (2024) outlines seven essential, ranging from foundational basic computer skills and information literacy to teamwork, critical thinking, digital citizenship, flexibility with technology, and creative thinking. However, when students themselves evaluate the importance of these skills for writing a dissertation, their priorities shift: basic computer proficiency, critical thinking, and digital creativity/innovation are deemed most crucial, while information literacy, communication/collaboration, and digital citizenship receive comparatively lower emphasis, highlighting a practical focus on skills directly facilitating the mechanics and intellectual rigor of academic writing.

Regarding the integration of digital literacy into master's programs, most participants agreed, citing its importance in writing and success. The results also revealed students' use of reference management, such as citing references, storing full text pdfs with the relevance references.

In the part entitled "writing dissertation". Most students rate their writing skills as average to high, and this assessment is intended to measure students' writing skills.

In relation to determining the important step of research, these results contradict the findings of Kweyu Omullah (2025) most of the participants emphasized the importance of selecting a research topic, besides collecting and analyzing data. Unlikely, a few of them selected the methodology section as the most important. Certainly, when asked about the type of dissertation. The majority of the students preferred the empirical dissertation. In the other hand, a few of them said it the non-empirical dissertation. These results showed that they are consistent with the previous study by Jack Caulfield (2022), that students used the type that depending on the diversity of their dissertation. Regarding the characteristics of a good writing, most participants emphasized the need to combine originality with relevance. However, some of them disagreed and believed that it is the Manageability of time and research goals within a specific timeframe. Additionally, the results revealed that most students faced difficulties while writing, including a lack of appropriate references and resources for their dissertations, as well as difficulties organizing content and writing style. These results showed agreement with the previous study in the theoretical part, which mentioned five challenges that students face in writing, including difficulty accessing reliable sources, and lack of organization of ideas. The last question was asked to clarify the aim of

our study. Students offer suggestions on the role and the importance of digital literacy in writing dissertations.

Conclusion

The findings of the study, this research was conducting, by giving questionnaire to master two students to investigate the role of digital literacy in enhancing Master two Student's in dissertation writing. Student's responses were divided into to their sections related to each other.

The first section is finding give us some personal information of students including Age, gender, and studying English period. The majority of were females aged between Twenty and Twenty-five (20-25) years old. Students answered that they have been most of studying English for five years. Moreover, results showed that students to prepare their thesis commonly use digital literacy tools. They explained that they faced some difficulties in using them since they did not know the best positive way. It is found that only some of them tend to use digital literacy as an assistant. Therefore, it is necessary to teach students how to seek their needs using these technological tools.

In the last section, they were asked to suggest and confirm what the role of digital literacy is. They agreed that it is essential since it assists the students with skills evaluation, Paraphrasing tools and checker such as grammar checker and reference organization tool.

General Conclusion

In the recent years, the widespread of digital literacy in all fields of our life leads to integration in the field of education; it can also engage students to make their work relevant by allowing them to conduct it in real life context. The current research aims to explore the perceptions and practices of the students towards the role of digital literacy in enhancing Master Two students' dissertation writing. In addition, it also aims to investigate how digital literacy tools and technologies impact on student's writing skills. It consists of two chapters, the theoretical and the practical part.

In order to have an inclusive view of the field interest, the first chapter is devoted to theoretical part ideas influential researchers. There is a collective agreement on the significance of digital literacy and its role to develop the learner's skills. Therefore, digital literacy and writing dissertation is significant as well. However, digital literacy presented to students should be collected and used according to well-defined criteria.

Essentially Digital literacy stands out as a key element in the dissertation journey for Master's students, fundamentally changing how they approach research, writing, and overall academic involvement. To start, it significantly boosts their research skills, giving them the tools to navigate the vast sea of digital information easily. With strong digital skills, students can effectively use search engines and academic databases, applying advanced techniques to find relevant scholarly materials. Additionally, digital literacy develops their ability to critically evaluate sources, helping them determine which online information is credible and reliable part of building a solid research base. Beyond just accessing information, it also streamlines how they manage it, thanks to digital tools like reference managers and note-taking apps, making it easier to organize and synthesize a wealth of knowledge.

On another note, digital literacy has a significant influence on the writing and presentation stages of the dissertation. Students who are skilled in using digital tools can take advantage of word processing software for efficient formatting and citation management, ensuring their work is clear and meets academic standards. Furthermore, the ability to analyze and visualize data with specialized software and spreadsheet programs is crucial for effectively presenting research findings. Digital literacy also enhances communication, allowing for smooth interactions with supervisors and peers through various online platforms, as well as the creation of engaging presentations using digital tools.

Digital literacy is vital for navigating the wider digital academic landscape. It helps students grasp the importance of academic integrity in the online world, which includes understanding how to cite sources correctly and use plagiarism detection tools responsibly. Being comfortable with online learning platforms and the digital resources offered by educational institutions is key to accessing materials and engaging with course content effectively. While it may not seem directly related to writing, digital literacy plays a significant role in a student's professional growth by allowing them to create an online presence and connect with others in their academic community. Given the widespread impact of digital tools and resources, it is clear that having strong digital literacy skills is no longer just a nice-to-have; it is an essential requirement for a successful and fulfilling Master's dissertation journey.

In an attempt to strengthen our background thoughts of the research, an empirical survey is conducted and a research instrument is used. The student's questionnaire is held to seek the role of digital literacy in student's dissertation writing experience and practice. After discussing the main obtained finding, our assumptions are strongly confirmed. Thus, we conclude that digital literacy encounters major elements that can help master two students to enhance their dissertation writing skill.

To sum up, digital literacy plays a crucial role in experience and practice of the dissertation writing, yet if it is well- collected and used to meet the student's needs

3.7. Limitations

In the course of carrying out the present study, several difficulties are confronted. The most prominent of these is the problem of collection data process, which we need in the practical part of our research. Most of the students were not available as a result; we did not reach the needed number of participants. So we are obliged to contact them their social media account. In addition, one of the major limitations of the current study is lack of time. Besides, since, our topic is common and most of the researchers conduct researchers in the topic, as we are in the connectivism era. We find a lot of information. Consequently, we did not know which source is suitable and reliable than the other.

3.8. Suggestions and recommendations

Based on our study's findings, we offer several recommendations to improve the integration of digital literacy in the dissertation writing process. Firstly, universities should proactively support students by incorporating specialized digital skills modules into both undergraduate and master's level curricula. This foundational approach will equip students with essential competencies from the outset of their academic journeys.

Secondly, it is crucial to provide students with targeted training on utilizing research tools effectively, with a particular emphasis on platforms like Google Scholar. Equipping students with the skills to navigate these resources will empower them to access reliable and relevant references for their dissertation research. Additionally, students should be encouraged to adopt word processing programs such as Google Docs and Microsoft Word as essential tools for drafting and refining their dissertations.

Additionally, motivating students to learn and utilize tools like Zotero is highly recommended. These tools significantly help to organize and correct formatting of sources, thus enhancing the efficiency and accuracy of the dissertation writing process. It is equally important to ensure that students develop a strong understanding of how to critically evaluate online sources and recognize the potential effects of source quality on their research.

Furthermore, to foster a collaborative learning environment, students should be actively encouraged to share their digital literacy skills and experiences through various channels such as workshops, study groups, or online forums. This peer-to-peer exchange can be invaluable for skill development and knowledge sharing. Moreover, universities should prioritize the creation of accessible online guides and tutorials that provide comprehensive support

materials on relevant digital tools and effective strategies specifically tailored for dissertation writing.

Finally, it is essential to raise overall awareness among students regarding the fundamental importance of digital literacy for successful dissertation writing. Alongside this awareness campaign, universities should actively provide broad opportunities for students to develop and apply these essential digital skills within practical academic contexts.

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Appendices

Student's questionnaire

Dear students,

You are kindly invited to participate in this questionnaire, which is part of research which aiming to explore the role of Digital Literacy in enhancing Master Tow student's dissertation writing experience and practice. Specifically, it investigates how digital tools and technologies affect student's writing skills and overall academic performance.

Your responses will be kept strictly confidential, and your participation is entirely anonymous. Please answer the following questions by either ticking the most appropriate option or by providing written responses where required. Your input is invaluable for the validity of this research.

Thank you very much for your time and cooperation.

Section 1: Personal Information

1. What is your gender?

- Female
- Male

2. How old are you?

- 20-25
- 25-30
- 30 and above

3. How long have you been studying the English language?

.....

Section 2: Digital Literacy

4. What is your current level of digital literacy?

- Beginner
- Intermediate
- Advanced
- Proficient

5. Do you use digital literacy tools in your dissertation writing?

- Always

- Often
- Sometimes
- Never

6. Which digital tools do you utilize for your dissertation writing? (Select all that apply)

- AI Writing Assistants (e.g. AI writing assistant, Grammarly, Quillbot)
- Plagiarism checkers (e.g. Turnitin, Questext, Scrib)
- Data Analysis tools (e.g. SPSS, Excel, R)
- Reference and management tools (e.g. Zotero, Scrivener, Mendeley)
- Academic Research platforms (e.g. JSTOR, Google Scholar, Research Gate)

7. Which digital literacy tools do you focus on through writing your research?

.....

- **Please, explain:**

.....

8. Do you think that digital literacy practice should be required as a part of Master's program?

- Yes, it is essential
- No
- Maybe

- **Please, justify:**

.....

.....

9. What digital literacy skills are the most important to write a dissertation? (Select up to 3)

- Basic computer proficiency
- Information literacy
- Communication and collaboration
- Critical thinking
- Digital citizenship
- Digital creativity and innovation

10. What challenges do you face regarding digital literacy while writing your dissertation?

- Digital divide
- Information overload
- Education gaps

- **If there are others, please specify:**

.....
11. What is your opinion on relying too much on digital literacy tools for dissertations?
.....
.....

12. How do you usually manage your references? (Select all that apply)

- Using folders and tag and facilities the search and deletion of duplicate references
- Sharing references with colleagues
- Storing full text PDFs with the relevant references
- Citing references in your chosen referencing style

Section 3: Dissertation Writing Experience

13. How would you assess your writing proficiency?

- High
- Average
- Low

14. Which step do you think is the most important when conducting a research?

- Choosing research topic
- Conducting a literature review
- Methodology section
- Collecting and analyzing data

15. What type of dissertation have you focused on?

- Empirical dissertation
- Non-Empirical dissertation

16. What are the characteristics of a good dissertation writing?

- Originality
- Relevance
- Manageability of time and research goals
- Research validity

17. Have you faced any obstacles while writing your dissertation?

- Yes
- No

- **If yes, please specify:**

.....
.....
18. Are you aware of student's digital literacy practices for dissertation writing?

- Yes
- No

- **If yes, please explain:**

.....
.....
19. What is the role of digital literacy in the dissertation writing experience?

.....

Thank You

Résumé

Intégrer la littératie numérique dans tous les domaines de notre vie, en particulier dans l'éducation, nécessite d'améliorer la compétence des apprenants dans la rédaction de leurs mémoires et thèses, ainsi que de garantir un processus d'écriture clair et intelligible. En raison de ce rôle essentiel, la littératie numérique a été intégrée dans tous les programmes éducatifs. Cette recherche vise à explorer les rôles multi facettes de la littératie numérique dans l'amélioration de l'expérience et des pratiques de rédaction des mémoires chez les étudiants de Master deux. Cette étude utilisera une approche méthodologique mixte, combinant des questionnaires quantitatifs et qualitatifs pour recueillir des données complètes. La recherche se concentrera sur l'impact des outils numériques et des technologies sur les compétences rédactionnelles des étudiants et leur performance académique globale. Les résultats devraient révéler comment les compétences en littératie numérique influencent l'efficacité des étudiants, la qualité de leurs recherches et leur satisfaction globale durant le processus de rédaction. De plus, l'étude examinera les défis et les opportunités liés à l'utilisation des ressources et pratiques numériques, offrant ainsi des insights précieux pour les enseignants et les institutions cherchant à promouvoir une recherche numérique avancée et à améliorer les résultats des travaux de recherche en cycle supérieure

Mots-clés : outils d'IA, littératie numérique, rédaction de mémoire, expérience, pratique.

ملخص

إدماج المحو الرقمي في جميع مجالات حياتنا، خاصة في التعليم، يتطلب تعزيز كفاءة المتعلمين في كتابة أطروحاتهم ورسائلهم العلمية، بالإضافة إلى تطوير عملية كتابة مفهومة بمستوى عالٍ. نظرًا لهذا الدور الحيوي، تم إدراج المحو الرقمي في جميع المناهج التعليمية. يهدف هذا البحث إلى استكشاف الأدوار متعددة الأوجه للمحو الرقمي في تحسين تجربة وممارسة طلاب الماجستير (المستوى الثاني) في كتابة أطروحاتهم. ستستخدم هذه الدراسة منهجية مختلطة تجمع بين الاستبيان الكمي والنوعي لجمع بيانات شاملة. سيركز البحث على كيفية تأثير الأدوات الرقمية والتكنولوجيا على مهارات الكتابة لدى الطلاب وأدائهم الأكاديمي العام. من المتوقع أن تُبيّن النتائج كيف تؤثر مهارات المحو الرقمي على كفاءة الطلاب، وجودة أبحاثهم، ورضاهم العام عن رحلة كتابة الأطروحة. بالإضافة إلى ذلك، ستتناول الدراسة التحديات والفرص المصاحبة لاستخدام الموارد والممارسات الرقمية، مقدمةً رؤية قيمة للمعلمين والمؤسسات التي تهدف إلى تعزيز المنح الدراسية الرقمية المتقدمة وتحسين نتائج البحث لطلاب الدراسات العليا.

الكلمات الرئيسية: أدوات الذكاء الاصطناعي؛ محو الأمية الرقمية؛ كتابة الأطروحات؛ الخبرة؛ الممارسة.