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Evaluating Term Papers for Master Students in Linguistics During COVID 19 Period and Post COVID 19 : A comparative Study

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Keywords: Evaluation; Master Students, Term paper, COVID 19

Abstract:

The present study aims at evaluating term papers for master Students in Linguistics during COVID 19 Period and post COVID 19 and finding out the significant differences in term papers for master students in linguistics during COVID 19 period and post COVID19 .

To evaluate master students' term papers, a checklist that is divided into multiple categories and contains a number of items has been constructed. The reliability coefficient and face validity have been calculated. The checklist has been used on (48) linguistic term papers at the University of ThiQar's Department of English Language, College of Education for Human Sciences.

Final results reveal that the performance of students in writing term papers during the COVID 19 period is significantly improved. Master's students in linguistics perform better when writing term papers during the Covid-19 period and their witting Performance in the Post-COVID 19 Period was lower than during the Pandemic. Finally , suitable conclusions have been put forward.

تقويم الأوراق البحثية لطلبة الماجستير في اللسانيات خلال فترة جائحه كورونا ومابعدھا دراسة مقارنة

الأستاذ المساعد الدكتور حسن كاظم حسن

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الكلمات المفتاحية : تقويم ،أوراق بحثيه ، جائحه كورونا ،طلبة الماجستير

الخلاصه :

تهدف الدراسة الحالية إلى تقويم الأوراق البحثية لطلبة الماجستير في اللسانيات خلال فترة جائحه كورونا ومابعدھا وإيجاد الفروق ذات الدلالة الإحصائية بين الفترتين.

تم انشاء قائمه رصد والتي تألفت من عدة مجالات لتحقيق هدف الدراسة . استخرج صدق الأداة وثباتها . طبقت الأداة على(48) ورقه بحثيه لطلبة الماجستير في اللسانيات في قسم اللغة الإنكليزية ،كلية التربية للعلوم الإنسانية- جامعه ذي قار وحسبت النتائج باستخدام الوسط المرجح والوزن المنوي .أظهرت النتائج النهائية ان الاوراق البحثية لطلبة الماجستير كانت افضل في فتره جائحه كورونا من ما بعد الجائحه وهناك فروق ذات دلالة إحصائية بين الفترتين .

1.INTRODUCTION

At the end of each semester, Iraqi EFL postgraduate students at higher education institutions are required to turn in their term papers. In essence, these papers are extremely important for evaluating a student's proficiency in a certain area.

Term papers, according to Turner(2020,p.1) are serious research papers that students must submit at the end of a semester. In this case, instructors use these works to track and evaluate how well their students are conversant with the pertinent subject matter. In-depth research and logical writing skills are also required for the arrangement of a term paper. Good term papers tries to improve research abilities through the systematization and synthesis of theoretical knowledge. also contain analytical and ordered frameworks. They also have reliable evidence to support critical claims. According to the Methodological Guidelines for Writing term Papers(2016,p.2).

The term paper writing is meant to help students gain knowledge of the subject of their research, engage critically with it, and develop into well-educated, effective professionals who can approach a variety of empirical data with creativity and critical thinking, draw theoretical generalizations, and support conclusions and recommendations. Any teaching-learning scenario inevitably involves some form of evaluation. One plans to evaluate a procedure or a program to ascertain its efficacy and whether its objectives have been achieved. Evaluation in this context is defined by (Richards, 2014, p. 29) “as the judgment of how suitable something is for a particular purpose”.

Mertens (2005,p.47) defines evaluation as "the process of determining the merit, worth or value of something". Evaluation is the process of gathering information that would help in making decisions about accepting, modifying or even eliminating the curriculum in general or an educational textbook in particular. Evaluation is therefore a crucial step in the educational process. it is crucial to education because it can offer insightful data on the effectiveness of the teaching-learning process. Conducting an evaluative study of Iraqi EFL postgraduate term paper is required to identify their qualities and to highlight the weaknesses in designing them. The present study attempts to shed light on evaluating Iraqi Term Papers for Master Students in Linguistics During COVID 19 Period and Post COVID 19.

Aim: The present study aims at:

1. Evaluating Term Papers for Master Students in Linguistics During COVID 19 Period and Post COVID 19
2. Finding out the significant differences in term papers for master students in linguistics during COVID 19 period and post COVID19 .

2. LITERATURE REVIEW

2.1 Evaluation

Evaluation determines to what extent an educational programme or a curriculum is successful in achieving its goals (Tavakoli, 2012,p.202). Hutchinson and Waters (1987:110) define evaluation as the process of determining something's suitability for a particular

purpose. Additionally, according to Gronlund (1981,p.5), evaluation is a methodical procedure for assessing the degree to which students have learned their lesson objectives.

2. 2 Term Paper : Definition

A term paper is a lengthy research paper that is prepared over the course of a semester or academic term by a college or university student and makes up the majority of the course .Term papers often aim to describe an idea, make an argument, or both .The phrases "research paper" and "term paper" are very similar (Moulton, and Holmes, 2003,p.366). The goals of the term paper assignment are as follows: 1. Provide students with the opportunity to get in-depth knowledge about a particular area of solid management that interests them.

2. Allow for direct contact between the teacher and the learner.

3. Assist students in the planning and execution of a big project.

4. Allow learners to learn autonomously.

The format of a term paper fluctuates based on the subject that is being researched. Although term paper formats differ depending on the subject, the basic requirements remain the same: the paper must be organized into parts, every one of which has to include an independent collection of further information(Mack,2018 p.5).

2.3 The Term Paper's Standard Format

The following is a general term paper format or layout that one should follow in presenting any argument or a topic :

2.3.1 Title Page:

Four purposes make the title of a research paper one of its most crucial parts: It anticipates content first, It also grabs the reader's attention, Thirdly, it makes the manuscript's genre or style clear Fourth, it has access-friendly keywords that will make It simple to find (Hairston & Keene, 2003, p.73).

2.3.2Abstract: The abstract provides a synopsis of the paper's subject and the key research findings. Abstracts are typically the first place to learn about a paper and are frequently printed by abstracting services. Typically, they are between 100 and 150 words long, though this can vary depending on where the document is published.(Gass&Macky,2016,p.8).

2.3.3 Introduction

An introduction is the portion in which the researcher outlines the nature of study, according to Zohrabi & Farrokhi (2006,p.114) It includes the background information for the study's subject, its goal, the importance of the issue, and the questions that will be answered. In the introduction, Hubbuch (2005,p.138) notes that the researcher accomplishes two goals: first, he or she informs the reader of the theories that the paper is based on, and second, he or she explains to the reader how the paper fits into the larger context of the theories that are currently held and the body of work that has been produced.

2.3.4 Literature Review

A literature review is a compilation of works that are pertinent to the piece being prepared. Academics frequently use the phrase "the literature" to refer to anything that has been written on a subject, including journal articles, conference papers, reports, etc. A quality of accepted journal submissions is that they thoroughly review these pertinent publications (Derntl, 2003, p. 13).

The theoretical background section of the term paper provides an overview of the literature and terminology relevant for your research question. The main points from your research should be included in the body of your text Provide background information on the subject so that the reader can better understand what is being discussed.

2.3.5 Method:

The methodology part of a paper explains the research in enough detail so that readers can assess the study's value or, conceivably, reproduce it. There are also occasions when the terms "Materials and Methods," "experiment," and "Procedures" are utilized. (Katz, 2006).

2.3.6 Results :

. The findings are discussed verbally in this area of a term paper, together with the data, which is frequently shown in graphs, figures, or tables. The objective descriptions in the results sections are typically supplied without any interpretation (Mackey & Gass, 2016, p. 16). The results part of the study includes all pertinent data, including those that contradict the study's hypotheses, according to Best and Kahn (2008, p. 64). This section should solely focus on findings that are particularly relevant to the study or the issue at hand, rather than discussing their significance.

2.3.7 Discussion:

The discussion section is one of the final parts of a research paper, in which an author describes, analyzes, and interprets their findings. They explain the significance of those results and tie everything back to the research questions((Mackey&Gass,2016 ,p.16)

2.3.8 Conclusion:

Conclusion conveys a sense of completion. It's not necessary to reiterate the phrases from the introduction in order to remind the reader of the research. The greatest way to create a sense of closure is to go back to the initial motivation (Baily et al., 1981, p.71).

2.3.9 References:

In the second language research field, everything cited in the paper appears in the reference list, and all sources listed in the reference list are cited in the paper. There is no single style used by all journals in the field; different journals have different styles for references(Mackey&Gass,1999,p.18).

2.3.10 Appendix:

Examples of the actual materials used in the study as well as any other information that, while necessary for the interpretation of the study, would disrupt the flow of the paper if included in the main body of the term paper may be found in the appendices of the paper.

2.4 Master Students' program

A Bachelor's degree and successful completion of an advanced English course are requirements for admission to a master's degree program. Two years of full-time study are necessary for the master's degree, with the first year being devoted to course work and the second to thesis research.

(National Agency for Higher Education, 2003,p.18). To complete a master's program, 30-36 credits are required . 18-24 of which come from course work and 6-12 credits from the thesis . Graduate studies are strongly research – oriented and the student's thesis must be defended publicly (Education System in Iraq,2015,p.9) .

2.5 COVID 19 Outbreak and higher Education in Iraq

Most countries' educational systems were stunned by the COVID-19 pandemic, which limited educational possibilities for numerous pupils at all levels. Countries started to develop a variety of policy responses to stop the spread of the virus as soon as the General Director of the World Health Organization proclaimed the outbreak of COVID-19 a Public Health Emergency of International Concern on January 30, 2020 (World Health Organization, 2020). As soon as the COVID-19 epidemic was classified as a global pandemic on March 11, 2020 (WHO, 2020b), containment procedures were quickly adopted.

The social alienation policies, which made it harder for many people to work, shuttered businesses, and restricted people's capacity to gather and meet for various purposes, including teaching and learning, were at the forefront of these policy responses. Worldwide educational systems faced an unprecedented challenge as a result of the COVID-19 pandemic. Finding the time, the speed, and the attention to study became more difficult for students as a result of the pandemic's effects on the living conditions of students, health concerns, and the recession's effects on their families. Additionally, the use of social

When in-person instruction was interrupted, distancing measures and alternative methods of remote instruction decreased learning opportunities and led to many students struggling to learn what was required by the curriculum, losing previously acquired skills and knowledge, and losing interest in learning (WHO. 2021a).

Universities have been abruptly forced to move to distance learning as a result of this epidemic, and they are actively changing how they communicate and function to meet the changing needs of their staff and students (Yullia, 2020). The entire educational process has been moved online as a result of the COVID-19 epidemic. E-learning, which is still in its infancy in Iraq, has thus been formally adopted by our universities.

Iraq is one of many nations that have utilized remote learning as a way to maintain educational continuity. Students are receiving their education to ensure their future in science, as plans have been put in place to maintain the continuity of the educational system process and lessen the impact of COVID 19 through the adaptation of the distance education system so that all students can complete their studies without being impacted by the pandemic's consequences, and through the adoption of a mechanism that guarantees students' rights and conditions of the challenging environment that Iraqi universities face.(Serin,2022)

3.METHODOLOGY

3.1 Participants

The research is conducted on a population of (48) Post graduate students during the academic years (2019-2020) ,(2021-2022) ,and (2022-2023). This is the actual number of Iraqi EFL master students in Linguistics Programme in the Department of English, ,College of Education for Human Sciences, University of ThiQar as shown in the table below:

University	Department	Academic Year	Number of MA Candidate
ThiQar		2019-2020	19
	English	2020-2021	15
		2022-2023	14
Total			48

3.2 Data Collection Tool

After analyzing the relevant literature, a checklist is utilized in this study as the most popular and suitable technique for this sort of research. The list was taken from Mack (2018), pp. 105–108. It consists of (50) items, and to ensure the precision of the phrasing and the clarity of the items, it is presented to a panel of professionals in the field of English language education. This confirms the validity of the test on its face. The items must receive 80% of the experts' approval in order for the acceptance to be approved.

Reliability refers to the stability and consistency of the measurement of the test scores (Hopkins 1989:80).The reliability coefficient has been computed by using the Alpha – Cronbach Formula. Data have been computed by using the above formula . The reliability coefficient has been found to be 0.73. It is considered acceptable according to Lehmmen and Mehrens (1991:255).

3.3 The instrument's final administration

The following are the questionnaire processes after determining the instrument's reliability coefficient and approving Face validity:

1. The researcher has a collection of term papers from MA students.
2. The researcher himself evaluated the term papers of the students by checking off the things that they had used from the checklist.
3. Data has been collected, tabulated, and then statistically processed using weighted means and weighted percentiles algorithms.

4.RESULTS AND CONCLUSIONS

4.1 RESULTS

First: To achieve the first aim , which states (evaluating term papers for master students in linguistics during COVID19 period and post COVID 19) , To find out the extent to which male and female students of linguistics during COVID 19 period and post COVID 19 for master students , the researcher calculated the frequencies of the availability of linguistics

skills according to the questionnaire that was prepared in the current research and according to all of its Tenth fields :

- To a Strongly Agree extent if the mean ranges between (4.001 - 5.000) with a weight percentile ranging between (81% - 100%) and the difference between the observed recurrence is greater than the expected recurrence and is statistically significant using the Fitness chi square test.
- To a Agree extent if the mean ranges between (3.001 - 4.000) with a weight percentile ranging between (61% - 80%) and the difference between the observed frequency is greater than the expected frequency and is statistically significant using the Fitness chi square test.
- To a Partially Agree extent if the mean ranges between (2.001 - 3.000) with a weight percentile ranging between (41% - 60%) and the difference between the observed recurrence is greater or smaller than the expected recurrence and is statistically significant using the Fitness chi square test.
- To a Disagree extent if the mean ranges between (1.001 - 2.000) with a weight percentile ranging between (21% - 40%) and the difference between the observed frequency is less than the expected frequency and is statistically significant using the Fitness chi square test.
- To a Strongly Disagree extent if the arithmetic mean ranges between (0.000 - 1.000) with a weight percentile ranging between (0% - 20%) and the difference between the observed frequency is less than the expected frequency and is statistically significant using the chi square test for fitness chi square, and the table (4-1) shows that .

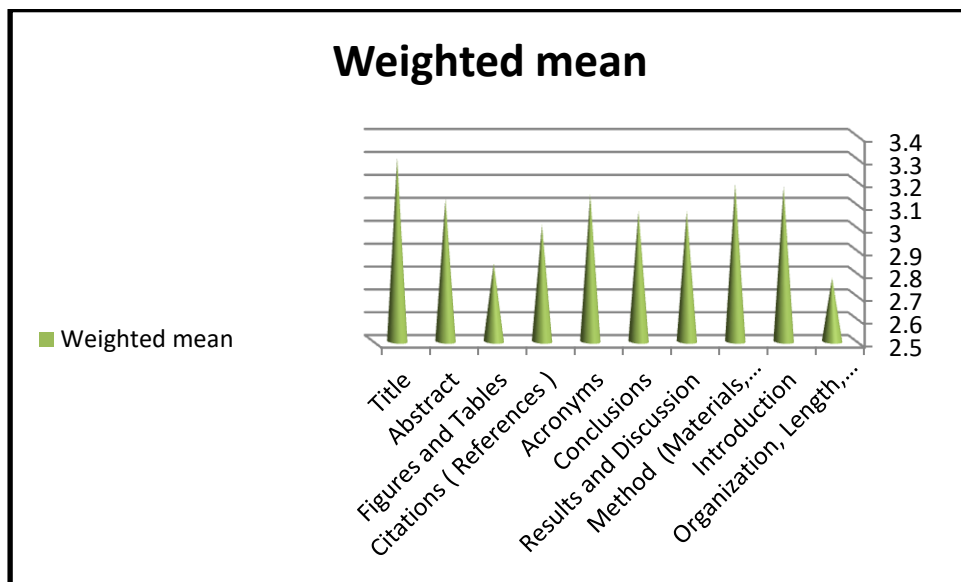
Table (4-1)

The results of the chi-square test for linguistics skills during COVID 19 period according to the Checklist

NO.	Domain	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Chi square		Availability level
									Comp	Tabu	
1	Organization, Length, and Clarity	6	8	7	11	9	2.780	56%	1.805	9.49	Partially Agree
2	Introduction	6	22	12	8	8	3.179	64%	9.714	9.49	Agree
3	Method (Materials, Theory, Design, Modeling, etc)	12	30	23	11	13	3.191	64%	15.663	9.49	Agree
4	Results and Discussion	8	23	16	12	11	3.071	61%	9.571	9.49	Agree
5	Conclusions	2	24	13	10	7	3.071	61%	24.179	9.49	Agree
6	Acronyms	2	22	2	12	4	3.143	63%	20.857	9.49	Agree
7	Citations (References)	6	39	5	18	16	3.012	60%	44.690	9.49	Agree
8	Figures and Tables	10	57	13	45	28	2.843	57%	53.765	9.49	Partially Agree
9	Abstract	5	25	3	18	5	3.125	63%	19.571	9.49	Agree
10	Title	6	25	9	12	4	3.303	66%	24.536	9.49	Agree

At the level of significance (0.05) and degree of freedom (4), the value of the chi-square tabular test is equal to (9.49).

Figure (4-1) shows the frequencies of linguistics skills during COVID 19 period according to the checklist.



The following can be seen from table (4-1):

1. Organization, Length, and Clarity: The weighted average for this domain was (2.780) with a weight percentile of (56%), At a significance level of (0.05) and a degree of freedom (4), the estimated value of the chi-square test for excellent fit was (1.805), which is higher than the tabular chi-square test value of (9.49) , which indicates that there is no difference between the observed frequency and the expected frequency, and the availability of Organization, Length, and Clarity according to the questionnaire to a partially agree extent.

2. Introduction : The weighted average for this domain was (3.179) with a weight percentile of (64%), When comparing them using the chi-square test for good fit, the calculated value was (9.714), which, at a significance level of (0.05) and a degree of freedom (4), is higher than the tabular chi-square test value of (9.49). , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Introduction according to the questionnaire to a agree extent.

3. Method (Materials, Theory, Design, Modeling, etc) : The weighted average for this domain was (3.191) with a weight percentile of (64%), When comparing them using the chi-square test for good fit, the calculated value was (15.663), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of planning and organizing skill according to the questionnaire to a agree extent.

4. Results and Discussion : The weighted average for this domain was (3.071) with a weight percentile of (61%), When comparing them using the chi-square test for good fit, the

calculated value was (9.571), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Results and Discussion according to the questionnaire to a agree extent.

5. Conclusions : The weighted average for this domain was (3.071) with a weight percentile of (61%), When comparing them using the chi-square test for good fit, the calculated value was (24.179), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of planning and organizing skill according to the questionnaire to a agree extent.

6. Acronyms : The weighted average for this domain was (3.143) with a weight percentile of (63%), When comparing them using the chi-square test for good fit, the calculated value was (20.857), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of planning and organizing skill according to the questionnaire to a agree extent.

7. Citations (References) : The weighted average for this domain was (3.012) with a weight percentile of (60%), When comparing them using the chi-square test for good fit, the calculated value was (44.690), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Citations (References) according to the questionnaire to a agree extent.

8. Figures and Tables : The weighted average for this skill was (2.843) with a weight percentile of (57%), When comparing them using the chi-square test for good fit, the calculated value was (53.765), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Citations (References)according to the questionnaire to a partially agree extent.

9. Abstract : The weighted average for this skill was (3.125) with a weight percentile of (63%), When comparing them using the chi-square test for good fit, the calculated value was (19.571), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Abstract according to the questionnaire to a agree extent.

10. Title : The weighted average for this skill was (3.303) with a weight percentile of (66%), When comparing them using the chi-square test for good fit, the calculated value was (24.536), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Title according to the questionnaire to a agree extent.

The researcher calculated the frequencies of the availability of linguistics skills in post COVID 19 period according to the checklist that was prepared in the current research and according to all of its Tenth fields , using the same method of linguistics skills during COVID 19 period , and the table (4-2) shows that .

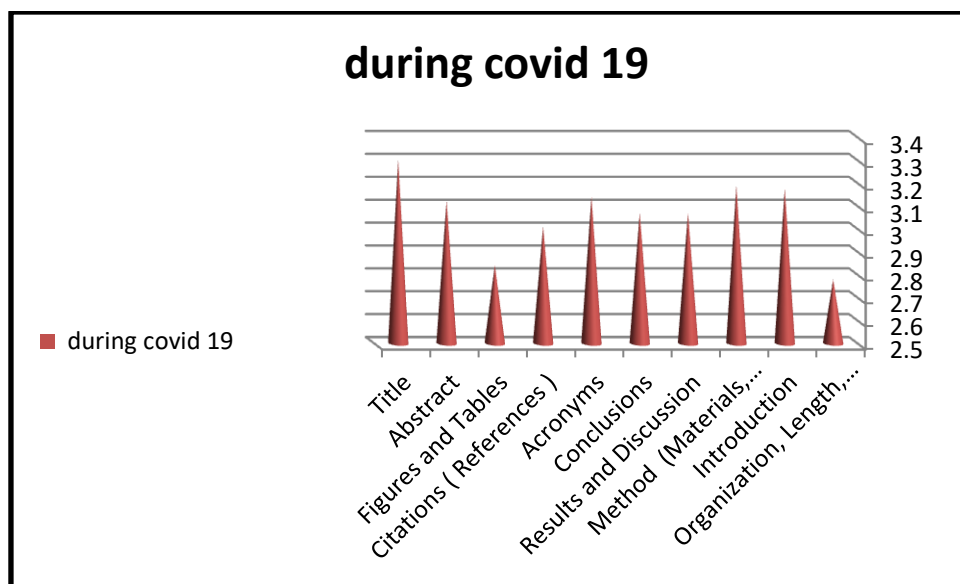
Table (4-2)

The results of the chi-square test for linguistics skills of post COVID19 period according to the checklist

NO.	Domain	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Chi square		Availability level
									Comp	Tabu	
1	Organization, Length, and Clarity	6	8	7	11	9	2.780	56%	1.805	9.49	Partially Agree
2	Introduction	6	22	12	8	8	3.179	64%	9.714	9.49	Agree
3	Method (Materials, Theory, Design, Modeling, etc)	13	30	23	8	11	3.306	66%	19.882	9.49	Agree
4	Results and Discussion	8	23	16	12	14	2.932	58%	8.438	9.49	Partially Agree
5	Conclusions	2	24	13	10	7	2.263	45%	24.179	9.49	Partially Agree
6	Acronyms	2	22	2	12	4	3.143	63%	20.857	9.49	Agree
7	Citations (References)	6	39	5	18	16	3.048	61%	44.690	9.49	Agree
8	Figures and Tables	10	57	12	45	28	2.842	57%	55.303	9.49	Partially Agree
9	Abstract	5	25	3	18	5	3.125	63%	19.571	9.49	Agree
10	Title	6	25	9	12	4	3.304	66%	24.536	9.49	Agree

The value of the chi-square tabular test at the level of significance (0.05) and the degree of freedom (4) is equal to (9.49).

Figure (4-2) shows the frequencies of linguistics skills post COVID19 period according to the checklist.



The following can be seen from table (4-2):

1. Organization, Length, and Clarity: The weighted average for this domain was (2.780) with a weight percentile of (56%), When comparing them using the chi-square test for good fit, the calculated value was (1.805), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is no difference between the observed frequency and the expected frequency, and the availability of Organization, Length, and Clarity according to the questionnaire to a partially agree extent.

2. Introduction : The weighted average for this domain was (3.179) with a weight percentile of (64%), When comparing them using the chi-square test for good fit, the calculated value was (9.714), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Introduction according to the questionnaire to a agree extent.

3. Method (Materials, Theory, Design, Modeling, etc) : The weighted average for this domain was (3.306) with a weight percentile of (66%), When comparing them using the chi-square test for good fit, the calculated value was (19.882), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Method (Materials, Theory, Design, Modeling, etc) according to the questionnaire to a agree extent.

4. Results and Discussion : The weighted average for this domain was (2.932) with a weight percentile of (58%), When comparing them using the chi-square test for good fit, the calculated value was (8.438), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Results and Discussion according to the questionnaire to a partially agree extent.

5. Conclusions : The weighted average for this domain was (2.263) with a weight percentile of (45%), When comparing them using the chi-square test for good fit, the calculated value was (24.179), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of planning and organizing skill according to the questionnaire to a partially agree extent.

6. Acronyms : The weighted average for this domain was (3.143) with a weight percentile of (63%), When comparing them using the chi-square test for good fit, the calculated value was (20.857), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of planning and organizing skill according to the questionnaire to a agree extent.

7. Citations (References) : The weighted average for this domain was (3.048) with a weight percentile of (61%), When comparing them using the chi-square test for good fit, the calculated value was (44.690), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Citations (References) according to the questionnaire to a agree extent.

8. Figures and Tables : The weighted average for this skill was (2.842) with a weight percentile of (57%), When comparing them using the chi-square test for good fit, the calculated value was (55.303), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Citations (References)according to the questionnaire to a partially agree extent.

9. Abstract : The weighted average for this skill was (3.125) with a weight percentile of (63%), When comparing them using the chi-square test for good fit, the calculated value was (19.571), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Abstract according to the questionnaire to a agree extent.

10. Title : The weighted average for this skill was (3.304) with a weight percentile of (66%), When comparing them using the chi-square test for good fit, the calculated value was (24.536), which is greater than the tabular chi-square test value of (9.49) at a significance level of (0.05) and a degree of freedom (4) , which indicates that there is a difference between the observed frequency and the expected frequency, and the availability of Title according to the questionnaire to a agree extent.

Second : To achieve the second objective, which states (**Figuring out the significant differences in term papers for master students in linguistics during covid 19 period and post covid 19**) , To find out the extent to which students of the linguistics during covid 19 period and post covid 19 for master students , the researcher calculated the frequencies of the availability of linguistics skills according to the questionnaire that was prepared in the current research and according to all of its Tenth fields :

Table (4-3)

The results of the chi-square test for linguistics skills according to the cheklist during covid 19 period and post covid 19

NO.	Domain	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Chi square	
										Comp	Tabu
1	Organization, Length, and Clarity	during covid 19	6	8	7	11	9	2.780	56%	0.000	9.49
		post covid 19	6	8	7	11	9	2.780	56%		
2	Introduction	during covid 19	6	22	12	8	8	3.179	64%	0.000	9.49
		post covid 19	6	22	12	8	8	3.179	64%		
3	Method (Materials, Theory, Design, Modeling, etc)	during covid 19	12	30	23	11	13	3.191	64%	0.589	9.49
		post covid 19	13	30	23	8	11	3.306	66%		
4	Results and Discussion	during covid 19	8	23	16	12	11	3.071	61%	0.297	9.49
		post covid 19	8	23	16	12	14	2.932	58%		
5	Conclusions	during covid 19	2	24	13	10	7	3.071	61%	0.000	9.49
		post covid 19	2	24	13	10	7	2.263	45%		
6	Acronyms	during covid 19	2	22	2	12	4	3.143	63%	0.000	9.49
		post covid 19	2	22	2	12	4	3.143	63%		
7	Citations (References)	during covid 19	6	39	5	18	16	3.012	60%	0.000	9.49
		post covid 19	6	39	5	18	16	3.048	61%		
8	Figures and Tables	during covid 19	10	57	13	45	28	2.843	57%	0.000	9.49
		post covid 19	10	57	12	45	28	2.842	57%		
9	Abstract	during covid 19	5	25	3	18	5	3.125	63%	0.000	9.49
		post covid 19	5	25	3	18	5	3.125	63%		

10	Title	during covid 19	6	25	9	12	4	3.303	66%	0.000	9.49
		post covid 19	6	25	9	12	4	3.304	66%		

At the level of significance (0.05) and degree of freedom (four), the value of the chi-square tabular test is equal to (9.49). There are no statistically significant differences in any of the instrument's included domains, according to the calculated value of the chi-square test for independence, which was less than the tabular test's value of 9.49 at the level of significance (0.05) and degree of freedom (4).

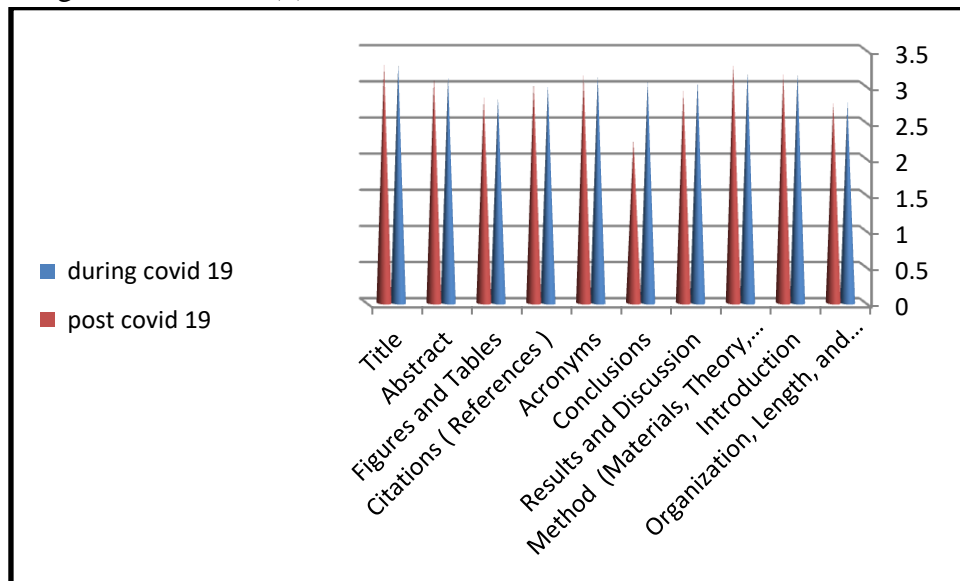


Figure (4-3) shows the frequencies of linguistics skills during COVID 19 period and post COVID 19 according to the instrument.

In order to complete the achievement of the second objective of the research, the weighted means and percentage weights were calculated for each of the paragraphs of the ten domains , the is no significant differences in term papers for master students in linguistics during COVID19 period and post COVID 19) , To find out the extent to which students of linguistics during COVID 19 period and post COVID 19 for master students , the researcher calculated the frequencies of the availability of linguistics skills according to the instrument that was prepared in the current research and according to all of its Tenth fields :

Table :(4-4)

1. Organization, Length, and Clarity

N O	Items	Period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
1	“The work is well-organized and structured so that conclusions logically follow from results that logically follow from the methods used. Conclusions	during covid 19	3	3	1	4	3	2.929	59%
		post covid 19	1	1	3	9	5	2.158	43%

	answer the research questions initially posed.”								
2	“The length of the manuscript is appropriate. The knowledge gained by the reader justifies the time spent reading”.	during covid 19	3	2	2	4	3	2.857	57%
		post covid 19	0	2	2	7	8	1.895	38%
3	“The thought process is clear. language used is clear” .	during covid 19	1	3	4	3	3	2.714	54%
		post covid 19	0	1	3	8	8	2.000	40%

2. Introduction

Items	Period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	
4	“Indicating the field of the work, why this field is important, and what has already been done with proper citations”.	during covid 19	2	5	3	3	1	3.286	66%
		post covid 19	0	2	3	8	6	2.053	41%
5	“Indicating a gap, raise a research question, or challenge prior work in this territory”.	during covid 19	1	5	4	2	2	3.071	61%
		post covid 19	0	1	2	10	5	1.944	39%
6	“Outlining the purpose and announce the present research, clearly indicating what is novel and why it is significant”.	during covid 19	1	7	2	2	2	3.214	64%
		post covid 19	0	0	4	10	4	2.000	40%
7	“Repetition of the abstract is avoided ,providing unnecessary background information exaggerating the importance of the work; claiming novelty without a proper literature search”.	during covid 19	2	5	3	1	3	3.143	63%
		post covid 19	0	1	2	10	6	1.895	38%

3. Method (Materials, Theory, Design, Modeling)

Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	
8	“Describing how the results were generated with sufficient detail so that an independent researcher can reproduce the results sufficiently to allow validation of the conclusions”.	during covid 19	2	6	3	2	2	3.267	65%
		post covid 19	0	0	4	9	6	1.895	38%
9	“The reader can assess internal validity conclusions are supported by the results presented”.	during covid 19	3	3	5	2	2	3.200	64%
		post covid 19	0	1	2	4	5	1.917	38%
10	“The reader assess external validity (conclusions are properly generalized beyond these specific results”.	during covid 19	1	6	4	1	3	3.067	61%
		post covid 19	1	1	2	4	5	2.154	43%
11	“The chosen method has been justified” .	during covid 19	3	4	4	3	1	3.333	67%
		post covid 19	0	1	3	9	6	1.947	39%
12	“Results in the Method section are avoided; including extraneous details (unnecessary to enable reproducibility or judge validity); treating the method as a chronological history of events; unneeded references to commercial products references to “proprietary” products or processes unavailable to the reader”..	during covid 19	3	5	3	2	2	3.333	67%
		post covid 19	0	1	2	10	5	1.944	39%
13	“Data analysis and statistical approaches are justified, with assumptions and biases considered”.	during covid 19	1	6	4	1	3	3.133	63%
		post covid 19	0	1	2	10	6	1.895	38%

4. Results and Discussion

Items	period	Strongly Agree	Agree	Partially	Disagree	Strongly	Weighted	Weighted
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					Agree		Disagree	mean	Percentile
14	“Presenting the results of the paper, in logical order, using tables and graphs as necessary”.	during covid 19	2	5	2	2	3	3.071	61%
		post covid 19	0	1	4	8	6	2.000	40%
15	“Explaining the results and show how they help to answer the research questions posed in the Introduction. Evidence does not explain itself; the results must be presented and then explained”.	during covid 19	1	4	4	2	3	3.143	63%
		post covid 19	0	0	4	8	5	1.941	39%
16	“Providing typical stages in the discussion: summarizing the results, discussing whether results are expected or unexpected, comparing these results to previous work, interpreting and explaining the results, and hypothesizing about their generality”	during covid 19	2	3	4	3	2	3.000	60%
		post covid 19	1	0	2	10	6	1.947	39%
17	“Discussing possible alternate explanations for the results”.	during covid 19	2	5	3	2	2	3.214	64%
		post covid 19	0	0	3	10	5	1.889	38%
18	“Discussing any problems or shortcomings encountered during the course of the work”.	during covid 19	1	6	3	3	1	3.214	64%
		post covid 19	0	0	2	10	6	1.778	36%

5. Conclusions

	Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
19	“Providing a very brief summary of the Results and Discussion”..	during covid 19	0	8	2	2	2	3.143	63%
		post covid 19	0	1	4	8	6	2.111	42%
20	“Emphasizing the implications of the findings, explaining how the work is significant and providing the key message(s) the author wishes to convey”.	during covid 19	0	6	4	2	2	3.000	60%
		post covid 19	0	1	2	10	6	1.895	38%

21	“Providing the most general claims that can be supported by the evidence”.	during covid 19	1	5	4	3	1	3.143	63%
		post covid 19	1	0	2	10	6	1.947	39%
22	“Providing a future perspective on the work”.	during covid 19	1	5	3	3	2	3.000	60%
		post covid 19	1	0	3	7	6	2.000	40%

6. Acronyms

	Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
23	“Acronyms is not used in the title unless (a) the subject is almost exclusively known by its acronym or is widely known and used in that form, and (b) the acronym does not commonly have more than one expansion”.	during covid 19	1	4	6	5	0	3.063	61%
		post covid 19	1	1	3	8	5	2.167	43%
24	“Spelling out the acronym the first time it is used in the body of the paper”.	during covid 19	1	7	1	5	0	3.286	66%
		post covid 19	0	1	3	8	5	2.000	40%
25	“Avoiding acronyms in the abstract unless the acronym is commonly understood and used multiple times in the abstract. If an acronym is used in the abstract, it must be spelled out (defined) in the abstract, and then spelled out again the first time it is used in the body of the paper”.	during covid 19	0	8	0	2	4	3.143	63%
		post covid 19	0	1	3	8	1	2.308	46%

7. Citations (References)

	Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
26	“Including citations that provide sufficient context to allow for critical analysis of this work by others”.	during covid 19	2	6	0	2	4	3.000	60%
		post covid 19	0	0	4	8	7	1.842	37%

27	“Including citations that give the reader sources of background and related material so that the current work can be understood by the target audience.”.	during covid 19	2	6	0	3	3	3.071	61%
		post covid 19	0	0	4	10	5	1.947	39%
28	“Including citations that provide examples of alternate ideas, data, or conclusions to compare and contrast with this work, if they exist. Do not exclude contrary evidence”.	during covid 19	2	6	0	3	3	3.071	61%
		post covid 19	0	1	2	10	6	1.895	38%
29	“Including citations that acknowledge and give credit to sources relied upon for this work”.	during covid 19	0	7	2	4	1	3.071	61%
		post covid 19	0	1	3	8	7	1.737	35%
30	“the citations are up to date, referencing that latest work on this topic”	during covid 19	0	7	2	2	3	2.929	59%
		post covid 19	0	1	3	8	7	1.895	38%
31	It is the job of the authors to verify the accuracy of the references..	during covid 19	0	7	1	4	2	2.929	59%
		post covid 19	0	1	2	8	8	1.789	36%

8. Figures and Tables

	Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
32	“Making sure that the figures accurately and carefully document the data and their context”..	during covid 19	2	6	0	5	1	3.214	64%
		post covid 19	0	0	2	9	8	1.984	34%
33	“Making sure that the figures allow for comparisons and inferences of cause and effect avoiding spurious readings”.	during covid 19	1	6	1	5	1	3.071	61%
		post covid 19	0	1	2	9	7	1.842	37%
34	“Figures should have captions and legends to allow them to be understood independent of the text”..	during covid 19	1	5	1	4	3	2.786	56%
		post covid 19	0	1	2	9	7	1.842	37%

35	“Ideally, a figure caption is describing everything in the graph, draw attention to its important features, and (when practical) describe the main conclusions to be drawn from it.”.	during covid 19	1	4	2	4	3	2.714	54%
		post covid 19	0	1	2	9	7	1.842	37%
36	, “All figures are referred to in the text, with first references in numerical order”.	during covid 19	0	5	3	3	3	2.714	54%
		post covid 19	0	1	1	10	6	1.833	37%
37	“Error bars are present; explain clearly what they represent. If any data points have been removed, explain why”.	during covid 19	0	5	3	3	3		
		post covid 19	0	1	0	9	8	1.667	33%
38	“Using color when it can enhance the graphic (most articles are now read online), but make sure that no information is lost when printed in black and white.”	during covid 19	2	4	1	4	3	2.857	57%
		post covid 19	0	0	3	9	6	1.833	37%
39	“Tables are best for looking up specific information or exact values, and graphs excel at displaying trends and making comparisons”..	during covid 19	0	5	2	4	3	2.643	53%
		post covid 19	0	0	3	8	8	1.737	35%
40	“When the number of data points is small, a table could work better than a graph”.	during covid 19	0	6	1	3	4	2.643	53%
		post covid 19	0	0	4	8	7	1.842	37%
41	“Using log-scales to reveal trends in the data, not hide them. Log-scales emphasize relative changes, whereas linear scales are best at showing absolute changes.”	during covid 19	1	6	0	5	2	2.929	59%
		post covid 19	0	0	3	10	5	1.889	38%
42	“Choosing plot scales (x- and y-axis start and stop values, for example) to avoid white space: try to use at least 80% of each scale to display data”.	during covid 19	2	5	0	5	2	3.000	60%
		post covid 19	0	2	1	10	6	1.947	39%

9. Abstract

	Items	Period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
47	“The title is clear and informative, and reflects	during covid 19	2	6	2	3	1	3.357	67%

	Items	period	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile
43	“The abstract is a concise (200 words or less), standalone summary of the paper”.	during covid 19	2	6	0	5	4	2.824	56%
		post covid 19	0	1	2	10	6	1.895	38%
44	“The abstract is written for the audience not assuming too much or too little background with the topic”.	during covid 19	2	6	0	4	2	3.143	63%
		post covid 19	0	1	2	7	9	1.737	35%
45	“Making sure that all of the information found in the abstract also can be found in the body of the paper”..	during covid 19	1	6	1	5	1	3.071	61%
		post covid 19	0	1	2	6	10	1.684	34%
46	“Making sure that the important information of the paper is found in the abstract”..	during covid 19	0	7	2	4	1	3.071	61%
		post covid 19	0	1	3	8	7	1.895	38%

	the aim and approach of the work”.	post covid 19	0	1	2	8	8	1.789	36%
48	“The title is specific as much as possible”.	during covid 19	0	7	3	3	1	3.143	63%
		post covid 19	0	2	1	7	9	1.789	36%
49	“Mentioning results or conclusions in the title is avoided” .	during covid 19	2	5	3	3	1	3.286	66%
		post covid 19	0	1	2	9	7	1..842	37%
50	“Titles that are too short to be descriptive or too long to be read; jargon, acronyms, or trademarked terms is avoided”.	during covid 19	2	7	1	3	1	2.526	51%
		post covid 19	0	0	3	10	6	1.842	37%

10 . Title

It is clear from the table (4-4) that the values of the weighted averages and percentage weights for each item of the all domains during COVID 19 were higher than the values of the weighted averages and percentile weights after COVID 19, which indicates that students' skills during COVID19 are higher than those post COVID 19.

4.2 Conclusion

Based on the results of the present study , the following conclusions can be drawn:

1. The performance of students in writing term papers during the COVID 19 period is significantly improved.
2. The pandemic has a significant impact on students' writing abilities.
3. Master's students in linguistics perform better when writing term papers during the Covid-19 period. This may be explained by the fact that education at the time was electronic, there were no physical boundaries, students were more engaged and free to study wherever they felt most comfortable, allowing for more time for communication with their supervisors. It also allowed lecturers to read students' writing and give direct feedback to students.
4. During the pandemic, the majority of students favored open and distance learning because it promotes self-learning, offers opportunity to study from a variety of resources, and allows for learning that is tailored to each student's needs.
5. Master students' Writing Performance in the Post-COVID 19 Period Was Lower Than During the Pandemic. During instruction, students are unable to comprehend the methodology course they are taking (Post COVID 19), thus they write without the guidelines specified in the course. They find it difficult to compose the introduction, problem description, defining questions, study objectives, and connections to earlier studies. They are often weak people. The primary causes were primarily linked to linguistic challenges and a lack of proficiency in academic writing.
6. In Post COVID 19, a variety of additional challenges can be identified, ranging from instructional and pedagogical deficiencies to time management, resource constraints, and lack

of enthusiasm. Insufficient training and hefty teaching loads were the main difficulties that Master students faced.

7. A shortage of good library resources and free online resources. This presented a challenge for them as they attempted to write their term papers quickly.
8. In other instances, a lack of resources had a detrimental impact on students' motivation, causing them to spend more of their valuable time pursuing for high-quality supplies.
9. Despite the fact that their supervisors are helping them, students still struggle because of a variety of reasons, such as their lack of knowledge about writing term papers and their inability to come up with ideas quickly enough.

10. Language competency is essential to academic writing, but for postgraduate students, the actual issue is not that they make linguistic mistakes, but rather that they fail to write in the target language in a way that satisfies academic readers.

To sum up, despite the COVID outbreak, there has been a real and discernible improvement in master students' term paper writing. Higher scores are anticipated and are closely tied to an actual improvement in term paper writing by students.