Interwoven Guidance: A Triadic Approach to Adaptive Supervision in Higher Education

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ABSTRACT: *The present qualitative study delves into the trilateral relationship between supervisees, supervisors, and program coordinators in the context of EFL master dissertation writing in Algerian universities. Data comes from three sources: students, supervisors, and program coordinators through focus group discussions, questionnaires, and interviews respectively. The data was analysed using a grounded theory technique, following a bottom-up analysis to enable themes to emerge directly from the data. The findings are presented as an innovative triadic adaptive supervision framework that can be applied in Algerian settings and beyond. This framework provides valuable perspectives on enhancing supervision practices and fostering academic excellence in master dissertation writing across diverse educational settings.*

KEYWORDS: Adaptive Supervision; Collaboration; Communication; Supervisory Process, Tailored Support; Triadic Approach

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Introduction

In Algeria, as in many countries around the world, completing a master's thesis or dissertation is a critical step in advancing one's academic and professional career. To get a Master's degree (MA), students have to earn non-research-based credits in classical classes during the first semester and accomplish a relatively short research-based dissertation during the second semester. However, the process of completing a thesis or dissertation can be challenging, particularly in English as a Foreign Language (EFL) contexts, where students may struggle with language barriers, cultural differences, and unfamiliar academic conventions. Supervision is a crucial component of the process, providing students with guidance and feedback on their research and writing.

Traditional models of supervision often focus on a one-on-one relationship between a supervisor and a supervisee, overlooking institutional responsibility for ensuring the quality of supervision. Likewise, supervision should not be viewed merely as a univocal private relationship but as a shared responsibility within the university setting. The university is tasked with defining rights and responsibilities, establishing strategies, and monitoring the execution of supervision practices. Henceforth, it is crucial to recognize the Master program coordinator's pivotal role as the main conduit between institutional strategies and their practical implementation, highlighting the importance of aligning program objectives with effective supervision practices in master dissertation writing.

The tension between the high relevance and often poor implementation of supervision practices in master dissertation writing necessitates the intervention of the program coordinator to ensure that the dissertation-writing process goes uninterrupted and to guarantee a vigorous supervisor-supervisee partnership. This ternary trajectory between the key MA protagonists, namely supervisees, supervisors and coordinators, should stimulate research-informed dialogues on the advancement of supervision practices within Algerian higher education in general and EFL contexts in particular.

This study aims to address this gap by investigating the experiences of master's students, their supervisors and MA program coordinators in eight Algerian universities from the eastern region. It delves deep into the collaborative practices between these parties to enhance the dissertation writing process and recognizes the unique roles and perspectives that each stakeholder brings to the supervisory relationship to establish a supportive and dynamic environment for student learning. By doing so, this study aims to inform the development of more effective and efficient approaches to supervision in Algeria and other similar contexts, with the ultimate goal of improving students' academic success and professional development.

Literature Review

Writing Dissertations

Accomplishing a thesis/dissertation is a task that students should fulfil as part of their higher education; they tend to "identify significant problems, investigate them, analyse the findings, relate them to important concepts or issues, and convey conclusions and implications to others in clear, objective prose" (Mauch and Park, 2003 p. 04). The size, length and format of the dissertation vary from one university to another; they are commonly described in a guide (Biggam, 2008). This research is a threshold towards further future research, investigations and transfer of experiences in case of guiding future novice student researchers.

In EFL contexts, crafting a Master's dissertation can be an arduous undertaking. While students may have a general sense of the various components of their dissertation (introduction, literature review, methodology…) they often struggle to determine what to include in each section and where to begin (Biggam, 2008). Additionally, time constraints can lead to increased anxiety and a greater tendency for plagiarism. As such, having a supportive and proficient supervisor is crucial to successfully completing a master's thesis. Ultimately, the success of any research project is a shared responsibility between the supervisor and the student together with program coordinators.

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Supervisors have a variety of responsibilities, including administrative, teaching and researching duties. Primarily, they should implement the institution's policy, as they are responsible for delineating the limits of the research projects (Eley & Murray, 2009). Besides, the act of supervising combines the roles of teachers and researchers; thus, the supervisor has multiple roles that cannot be restricted to being a teacher, tutor, director, guide, adviser, critic, feedback provider…In EFL contexts, for instance, supervisors are expected to provide guidance and feedback on students' research and writing, while also helping them navigate the academic conventions and expectations of their discipline. Supervisors may also need to provide additional support to EFL students, such as language coaching or cultural orientation, to help them succeed in their programs. It is important to recognise that supervisors' conceptions of supervision will impact their approach to their responsibilities (Eley & Murray, 2009).

To ensure a successful learning experience, supervisees are expected to take an active role in seeking feedback and guidance from their supervisors while demonstrating independence and critical thinking skills and being honest in reporting data and their progress and reporting any encountered problems or difficulties (Eley & Jennings,2005; Finn, 2005). Despite language deficiencies, students also need to be able to express their ideas clearly and concisely in academic writing and hand the writing to their supervisors. Clear communication and defined roles and expectations are crucial for establishing a positive and productive relationship between supervisors and supervisees.

Institutions play a crucial role in students' dissertation completion by providing supervision, guidance, resources, facilities, ethical oversight, training, and support services. They also offer training and workshops to improve research abilities, provide regular feedback, and offer financial assistance in the form of scholarships, grants, or research assistantships. Administrative assistance is also provided to expedite logistical components of the dissertation process via assigning experienced faculty members to monitor research initiatives, provide resources and enforce ethical rules (Creswell, 2014; Murray, 2009; Phillips & Pugh, 2010; Wisker, 2012). These members known as program coordinators can ensure alignment with program goals, allocate resources, provide training, and resolve conflicts (Barnes & Austin, 2009; Lee, 2008). Although most research focuses on the supervisor-supervisee dyad, some studies highlighted the important role of program coordinators in overseeing the supervision process. However, their specific contributions require further investigation.

Henceforth, an effective supervision requires regular communication and timely feedback, supportive and encouraging relationship between supervisor and supervisee, in addition to clear guidance and monitoring of progress (Barnes & Austin, 2009; Grant, 2005; Lee, 2008). To ensure these, supervisors must be aware of the unique challenges of their context such as language barriers, cultural differences, unfamiliar academic conventions, and student-related issues like motivation, time management and self-efficacy.Other challenges including mismatched expectations between supervisors and supervisees, lack of clarity in roles and responsibilities, insufficient guidance and feedback, and supervisors' lack of training and experience (Ali & Kohun, 2007; Grant, 2005; Lee, 2008) necessitate the interference of the administration represented in program coordinators. Henceforth, it is important to establish effective communication patterns, appropriate feedback delivery systems and boundaries to avoid obstacles, misunderstandings and conflicts (Eley & Jennings, 2005; Eley & Murray, 2009).

Feedback Delivery Systems and Communication Patterns

Effective supervision is not achieved by a single method, but rather through supervisors providing timely advice, being readily available, and adapting to the specific needs of the students. Supervisory feedback provides individualized pedagogical assistance that has the potential to effectively guide and assist students in their learning process. For an effective feedback delivery,clarity together with specificity and constructive language should be offered. Feedback should be structured in a way that is understandable, actionable, and focused on improvement rather than criticism (Boud & Molley, 2013, Bastula & Hu, 2023).

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Feedback is a method of communication that incorporates emotional, behavioural, and cognitive aspects of students' involvement. Engaging in a conversation with the recipient of the feedback promotes a mutual understanding and fosters a collaborative learning environment (Boud & Molley, 2013). In addition to supervisors, current research advocates for a "multi-voiced approach" to feedback, which involves students receiving input from their colleagues and other faculty members as well (Bastula & Hu, 2023).Feedback can be delivered via different formats and channels such as written feedback, oral feedback, face-to-face discussions, and digital tools provided that selected communication patterns suit the specific context and the needs of the individuals involved (Boud & Molley, 2013).

To date, most of the research on Master supervision has been site-bound. For instance, Lee and Kamhi-Stein (2016) reported that on-site supervision affords students a forum for instant feedback and interaction, which can be particularly helpful for those having trouble with their research or writing. On-site supervision can; however, be time-consuming and subject to logistical constraints due to scheduling problems or geographic distance. Similarly, Ortiz-Catalan et al. (2019) found that thesis supervision encounters many challenges because of scanty supervision time and inadequate structural efficiency. Besides, supervisees may develop negative feelings and opinions of thesis supervision due to vague interventions and complete control by thesis supervisors (Agricola, et al., 2020).

While many studies have explored the advantages and shortcomings of face-to-face supervision in EFL contexts, fewer are those that focus on online supervision. Some of these studies suggested that e-supervision is equally effective as face-to-face supervision, especially in terms of giving feedback and imparting knowledge despite constraints of time, space, costs, etc. (Ghani, 2020; Kamhi-Stein & Lee, 2015), especially that digital platforms and tools offer proper venues for asynchronous reviewing and open up new opportunities for reflection (Miller, 2020). As such, e-supervision can be more flexible and suitable for students with vying demands on their time. Given the wide range of online interactions, online conversations that are intellectually stimulating and mutually helpful are feasible (Wisker et al., 2003). Hence, students' satisfaction with remote supervision may not be noticeably lower than that with face-to-face communication (Tarlow et al, 2020). E-supervision; though, is frequently hampered by technical restrictions or limited access to resources or support. Likewise, Almeatani et al. (2019) uncovered that the distance between supervisors and their supervisees affects the efficacy of interactions, which may decelerate the thesis writing process.

Nonetheless, prior research on the complexities and advantages of hybrid supervision is scarce in EFL higher education contexts. This mode of supervision is a combination of onsite and online patterns of communication. It is usually embraced to provide greater flexibility and support for students, as it can be physical and digital at the same time; meetings can be conducted over video and physically onsite. Based on a long personal experience in supervising magister and doctorate students, Hamada (2011) explained that hybrid supervision proved to be significant in saving time and energy for both supervisors and candidates.

Previous Research

In Algeria, several studies have investigated the challenges students face when completing their dissertations. For example, Bouzid and Belkhir (2019) conducted a study on master's students' experiences with thesis supervision. They found that students valued the personalized attention and feedback they received from their supervisors in face-to-face meetings. However, they also reported feeling overwhelmed by the amount of work required for their thesis and struggling to balance their thesis work with other responsibilities. The authors suggested that these findings highlight the need for more support and resources for master's students. Ghouar's (2019) study on Algerian Master's students' dissertation writing difficulties revealed challenges in research proposal, design, data collection, and analysis. She suggested cooperation between professors of written expression and research methodology, and viewed the supervisory process as dualistic. A similar research was conducted by Bakhou & Bouhania (2020) and revealed that master

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students face both linguistic and sociocultural challenges including the lack of supervisor and family support, lack of cooperation of the research sample, and insufficient academic preparation.

Almeatani et.al (2019) developed a conceptual model for a thesis supervision system (TSS) in response to the difficulties faced by students. They advocated the use of online communication tools, mainly mobile system. This automated system aims to facilitate effective communication between students and advisors, leading to improved quality of thesis outcomes and reduced delays in the thesis process. Hutson et.al. (2022) concluded that mentorship programs should involve various engagement stages including phases of interaction with the institution, and should cater to diverse student populations, not just non-traditional ones. They highlighted the need for the development of a multi-faceted approach. In a more recent study, Luo et al. (2023) have suggested a model for remote supervision using Virtual Reality (VR) technology. The research provided insights into the design considerations for VR applications tailored to specific use cases and offered a set of implementation details to guide the development of VR-based remote collaboration tools for thesis supervision meetings. However, the limitations of this model include the need for further improvements in VR technologies to facilitate supervisory tasks, challenges associated with resource transmission among computers and VR applications impacting efficiency, and the need for customised design solutions tailored to specific use scenarios.

Overall, the literature indicates that effective supervision in EFL contexts necessitates knowledge of both the discipline and the unique difficulties encountered by EFL students. To ensure that supervisees succeed in their programs and can negotiate the disciplinary norms and expectations of their field, supervisors need to provide personalized attention and feedback. On the other hand, supervisees must actively take part in their learning, seeking feedback and guidance from their supervisors while also exhibiting independence and critical thinking skills. The literature further suggests that different modes of supervision are now at the service of both supervisors and their students, which may facilitate their interactions, ease the supervision process and alleviate the supervisor/supervisee relationship. Yet, the role of institutions, represented in MA program coordinators, has been overlooked both in research focusing on dissertation writing and in the suggested models to improve the supervisory process.

As such, adaptive supervision frameworks that incorporate flexibility and responsiveness to meet the diverse needs of students and supervisors are not a luxury but a must. The present paper aims to address this gap through examining the triadic collaboration among supervisees, supervisors and program coordinators, and suggests a model to alleviate this collaboration to improve the dissertation writing journey.

Research Methodology

This investigation employs a qualitative research design to explore the ternary trajectories of the key MA EFL program protagonists, namely supervisees, supervisors and coordinators. This approach helps catch valuable insights into the effectiveness of various supervisory methods in this academic environment. The ultimate aim is to improve learning outcomes and research productivity by refining the supervisory process. Qualitative methods enable us to explore the intricate and multifaceted elements of our research topic, providing a comprehensive and detailed comprehension that quantitative methods alone cannot offer. Moreover, this inquiry endeavours to uncover subjective experiences, diverse viewpoints, and the social and cultural complexities associated with this subject matter.

Data for this study come from three sources: supervisors, supervisees and master program coordinators. The randomly approached participants were nineteen (19) university educators with supervising experience ranging from three to twenty-one (21) years, thirty-three (33) M2 students and three Master program coordinators from eight universities in the eastern region of Algeria (namely, Mila, Constantine 1, ENS Constantine, Annaba, BBA, Jijel, Setif 2 & ENS Seftif). These supervisors, depending on their location and availability, utilize different modes of communication with their supervisees. This

includes on-site supervision where they physically meet with their students, online supervision where interactions occur virtually, and a hybrid approach that combines both on-site and online methods. The program coordinator's main role is to ensure that the dissertation-writing process goes uninterrupted and guarantees a vigorous supervisor-supervisee partnership.
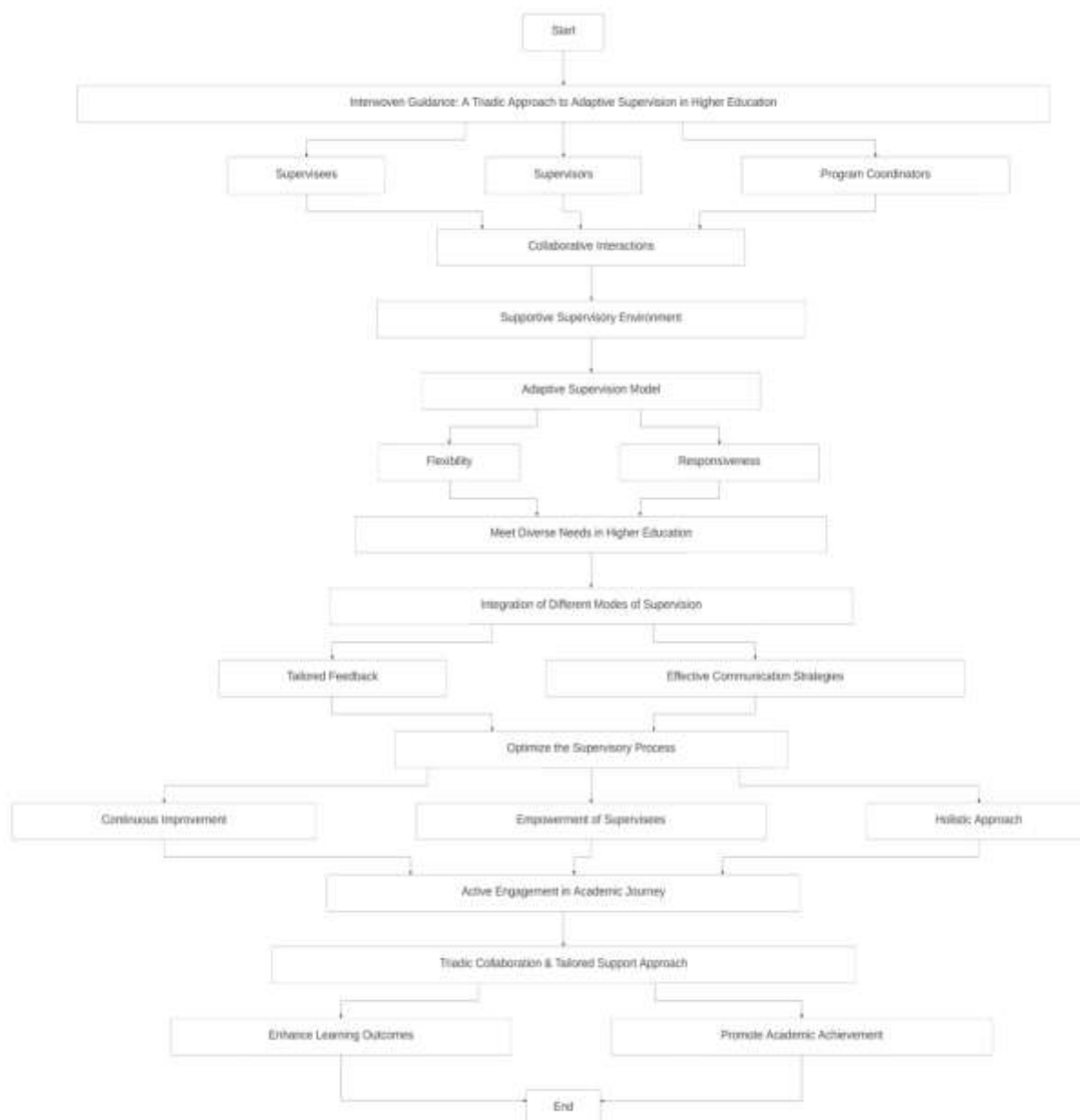
A triangulation approach was employed, involving focus group discussions with students, an online questionnaire administered to supervisors, and individual interviews with program coordinators. Initially, focus group discussions were conducted with M2 students upon submission of their graduation dissertations to reduce any inhibition and increase the potential for new or forgotten ideas to emerge. Prior to the commencement of recordings, the students diligently filled in a formal consent form by affixing their own signatures and the of their supervisors, and identifying the mode of the supervisory process throughout the dissertation writing endeavour. The interviewed students were selected based on their supervisors participation in the online survey. Focus groups were heterogeneous including students of varying supervision experiences; onsite, hybrid and online. This division was meant to stimulate sufficient discussions and trigger different points of view. The number of students within each group ranges from six to twelve, with discussions lasting for one hour on average. After listening to discussions of student members in four focus groups with a total of 33 students, researchers felt reaching the saturation point where no new information is engendered to enrich knowledge and understanding. Students' discussions were semi-structured; they were guided with several prompts to reduce irrelevant data appearance. The online questionnaire (see appendix 1) was completed by 19 university educators, be they supervisors, from different eastern Algerian universities. Lastly, program coordinators were engaged in individual semi-structured interviews. Prior to the interview session, coordinators provided informal verbal consent.

The gathered data were analysed using a grounded theory approach with a bottom-up analysis allowing the themes to emerge directly from the data, rather than being imposed from a pre-determined theoretical framework. Verbatim transcriptions of the interviews and focus groups were analysed inductively, with initial codes generated and themes identified and refined through an iterative process of coding and categorization (see appendix 2 & 3). To ensure a comprehensive understanding of the data, perspectives from the three groups of participants were compared and contrasted in a triangulation of the data. This approach led to the development of the Tripodic Adaptive Supervision Framework, which integrates insights from the data collected from all the participants.

Data Analysis and Interpretation

Figure 1 below illustrates the Tripodic Adaptive Supervision Framework, a central result of this study aimed at enhancing supervision practices in master's dissertation writing. This framework represents a tripartite approach that highlights the collaborative roles of each partie in creating a flexible, responsive supervision process tailored to individual student needs. The framework consists of interconnected elements—each representing the unique contributions of the three parties—which collectively foster academic excellence in dissertation writing. It is worth noting that the figure was created using Lucid Art online program.

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Figure 01. The Tripodic Adaptive Supervision Framework

The Framework consists of interconnected elements that contributed to enhancing supervision practices and fostering academic excellence in master dissertation writing. The results revealed that effective communication, collaborative relationships, and tailored support mechanisms are essential aspects of the model. Supervisees benefited from clear guidance, constructive feedback, and mentorship provided by supervisors as represented within the framework. Program coordinators played a crucial role in ensuring alignment with institutional standards and facilitating a supportive environment for both the supervisees and supervisors. Furthermore, the results demonstrated that the triadic nature of the model promotes a holistic approach to supervision, emphasizing the importance of coordination and cooperation among all stakeholders. By triangulating the data from the three participant groups, the model offers a comprehensive perspective on the trilateral relationship dynamics and suggests practical strategies for improving supervision practices.

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Different Modes of Supervision

The participants adopted different modes of supervision, including onsite, online, and hybrid approaches. Each mode had benefits and drawbacks, but a hybrid approach combining face-to-face and online communication was viewed positively. For instance, Onsite supervision allowed "face-to-face discussions and immediate feedback" but was "time-consuming". Online supervision was "time and energy saving" but lacked personal interaction and increased technology-related concerns. A hybrid approach combined the benefits of both and was seen as responsive to students' needs. For example:"Face-to-face meetings allow for having discussions and accurate guidance from supervisors while online are used when they can't meet as the case of working students or distant supervisors".

The various benefits of the different modes of supervision adopted, as reported by the participants, include enhanced understanding, motivation, immediate instruction, problem-solving, time-saving, self-directed learning, instant feedback, complementary advantages, accountability, closer relationships, and fruitful discussions highlight the importance of utilizing diverse approaches to supervision to meet the needs and preferences of both supervisors and supervisees. Flexibility in communication patterns was seen as responsive to students' diverse needs and preferences by all the participants.However, limitations associated with the modes of supervision adopted, including technological challenges, communication barriers, time constraints, student engagement issues, occasional misunderstandings, and dependency on internet connectivity underscore the importance of considering these factors when implementing and adapting supervision methods to ensure effectiveness and efficiency.

Tailored Feedback and Communication

Tailored feedback and effective communication strategies were key elements of this approach. While supervisors focused on providing quick feedback and guidance, supervisees valued comprehensible and clarifying feedback. Program coordinators ensured quality and alignment through guidelines, templates and training.

Supervisors reported individualized guidance and support based on the strengths, weaknesses, and learning styles of each supervisee. Considering the challenges their MA students face such as deficiency in research knowledge and skills, language and technology proficiency, time and relations management and personal engagements, they implemented various feedback forms to address these challenges such as such as offering guidance and suggesting solutions, together with utilizing applications for error correction. Detailed written and oral corrective feedback is provided alongside the application of discipline, timely work plans, etc.Naming a co-supervisor is another beneficial strategy that aided students, mainly those working online. These strategies were regularly adapted to accommodate different research topics, methodologies, and student backgrounds. Program coordinators placed more emphasis on quality assurance through "guidelines, manuals for unified and organized dissertations...evaluation checklist... [and] a unified dissertation template following IMRAD guidelines". Another equally important source of feedback, as reported by the students, which often heightened their motivation and invigorated their enthusiasm is their fellow peers. This holds particularly true when they endure "humiliating experiences" from their mentors or when feedback is delayed.

The participants further reported using different ICT tools to ease their communication and eventually the dissertation writing process based on their literacy, needs and preferences. These included: phone conversations, emails, Google Docs, and online conferencing applications such as Google Meet, Zoom, Whatsapp, Viber, etc. The level of satisfaction expressedby the participants regardingthese tools was contingent upon their level of familiarity and proficiency with the employed technology.

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Effective communication and feedback were perceived as the foundation of a strong communicative and collaborative supervisor-supervisee relationship. Supervisors and supervisees reported improved communication channels, and timely and constructive feedback, leading to building strong personal connections, promoting mutual respect and responsibility, defining clear roles from the outset, cultivating a supportive and comfortable atmosphere for collaboration, encouraging independent reading and research for self-discovery, ensuring continuous availability for guidance, and emphasizing adherence to instructions while maintaining a relaxed atmosphere during discussions.These practices collectively contributed to a conducive and productive supervisory environment, facilitating learning, collaboration, and progress.

The triadic nature of the supervisory process, involving supervisors, supervisees, and program coordinators, facilitated open dialogue and fostered a sense of shared responsibility for the success of the dissertation writing process.The program coordinator was instrumental in creating opportunities for supervisors and supervisees to come together to discuss the supervision process openly and honestly, organizing academic events and workshops to facilitate relationship building, ensuring role clarity to minimise conflicts and resolving them when necessary,allocating resources and providing support, and monitoring progress and quality. When reflecting on their role, one of the coordinators explained "implementing checks and balances to ensure the dissertation process meets standards of academic rigour and integrity".

Continuous Improvement Culture

Workshops, progress monitoring, and collaborative problem-solving reflected a culture of:
- Ongoing professional development for supervisors and skill-building for supervisees.
- Active oversight and adjustments based on emerging requirements.

The coordinators, for instance, clarified that tracking students' progress helped identify and address any delays or difficulties early on, especially that supervisors were required to "regularly provide reports about their supervisee's progress". Supervisors were also asked to submit "final reports...and in case of any kind of problems, [write] reports on the spot to allow instant solutions". As such, timely feedback facilitated continuous adjustments, while progress monitoring was seen as key to quality assurance and improvement. Further, multiple avenues for feedback nourished a culture of reflection and enhancement, as Program coordinators gathered perspectives from "both supervisors and supervisees in navigating challenges"; supervisees provided input on "the effectiveness of the used channels of communication", while supervisors evaluated "the feedback mechanisms employed." By implementing regular training, monitoring progress, establishing quality standards, soliciting feedback, and adapting to needs, an ongoing cycle of assessment, refinement and growth was cultivated. This helped optimize supervision approaches and outcomes over time in a spirit of continuous learning and collaboration across roles.

Enhancing Learning Outcomes

The trilateral collaboration - with supervisees taking responsibility, supervisors providing tailored support and coordinators ensuring quality and oversight - helped optimize the supervisory process and promoted success by:
- Customizing support through triadic cooperation and flexible supervision arrangements.
- Fostering an enabling environment conducive to learning and achievement.

This holistic approach provided tailored supervision modes that allowed for effective communication methods and just-in-time feedback to support comprehension, as seen in examples where face-to-face meetings joint with online options enabled swift feedback exchange and guidance even when in-person discussion was not possible. This tailored feedback approach was reflected in students valuing feedback that addressed their specific difficulties and aided their learning progression.

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Further learning gains were achieved through training and workshops that equipped students with skills, as well as regular monitoring and reporting to resolve issues promptly. Quality assurance processes embedded in guidelines and templates guaranteed cohesion with academic standards and program objectives. Complementing these learning-centred components, resource allocation facilitated access to relevant support information.

Optimizing the supervision process, through this adaptive collaborative triadic approach responsive to individual student circumstances and preferences, helped build an environment that is highly conducive to enhancing learning outcomes as demonstrated through improved understanding, development of competencies, timely progress, and fulfilment of learning goals.

Discussion of Results

Overall, trilateral collaborative interactions among supervisees, supervisors, and program coordinators created a supportive supervisory environment characterised by flexibility and responsiveness to meet the diverse needs in this EFL context. By integrating different modes of supervision, tailored feedback, and effective communication strategies, the approach described by the participants aimed to optimize the supervisory process. It encourages a culture of continuous improvement, empowers supervisees to actively engage in their academic journey, and takes a holistic approach to support their overall growth and success. Through triadic collaboration of all stakeholders and a tailored support approach, the participants sought to enhance learning outcomes and promote academic achievement in higher education settings.

Taken jointly, these results engendered a Tripodic Adaptive Supervision Model that has the potential to guide effective supervision practices not only in EFL contexts and Algerian universities but also in diverse educational disciplines and settings. This model, as embodied in the framework, provides a structured approach to supervision that can be adapted and implemented to enhance the quality of master dissertation writing and promote academic excellence across different contexts.

The said framework is characterised by an adaptive model that confers a reasonable degree of flexibility and responsiveness to meet diverse needs. This resonates well with the non-linear nature of research and, at the same time, acknowledges individual differences among students, supervisors and institutions. The adaptability of communication patterns, feedback mechanisms and quality assurance processes are crucial ingredients that enhance the generalizability of the model in question.

The collaboration between all stakeholders optimizes support and addresses challenges from various perspectives. This holistic approach considers the roles and needs of all parties involved, promoting shared responsibility for student success. Such collaboration could translate effectively to other educational settings. In the same vein, fostering a culture of continuous improvement through monitoring, reporting, training and guidelines ensures supervision remains responsive to emerging needs. This ongoing refinement enhances sustainability and generalizability over time as educational contexts change. The emphasis on student empowerment and holistic growth also strengthens transferability. The variety of used ICT tools, communication modes, feedback strategies and quality standards accommodate differences in resources, preferences and institutional characteristics, which enhances the model's applicability across diverse higher education systems with varying constraints.

Conclusion

This study explored the trilateral relationship between supervisees, supervisors, and program coordinators in the context of EFL master dissertation writing in Algerian eastern universities. The findings generated the triadic adaptive supervision framework that fosters collaborative interactions and flexible, tailored approaches to optimize the supervisory process and support diverse student needs. Key elements of the framework like different modes of supervision, tailored feedback mechanisms, and effective communication strategies were found to align stakeholder perspectives and enhance the supervisor-supervisee relationship. Continuous quality monitoring and a culture of improvement further strengthened outcomes. The adaptive nature of the model also allowed responsiveness to individual factors.Overall, this

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novel approach promotes a supportive environment conducive to student success and achievement of learning goals. By endorsing a holistic and collaborative stance, it can empower students and facilitate their academic journey.

It is worth noting that the participants are a convenience sample and may not be representative of all EFL teachers in higher education. However, the themes around flexibility, tailoring, quality assurance and triadic cooperation may be transferable to other settings. Future research could explore framework implementation across diverse disciplines, programs and institutions on a larger scale.

To this end, this study offers preliminary evidence that a triadic adaptive supervision approach integrating collaborative and adaptive principles can optimize supervision and support student progress in higher education. With continuous feedback-based refinements, such a model shows promise for enhancing learning outcomes through a responsive, partnership-based approach tailored to students' varied needs.

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Appendices:

Appendix 1.
Questionnaire:
https://docs.google.com/forms/d/e/1FAIpQLSfzqrjCVdkeCqtswpyA4kr0XZxN6V4hVCPMjEFpmrWyMPFvcA/viewform?usp=sf_link

Appendix 2.
Students Focus Group Results

Themes	Analysis		Token
Communication patterns	Onsite	Benefits	-useful - meeting supervisors face-to-face extends the time of discussions, asking questions and seeking clarifications. -students feel more secure and self-confident due to face-to-face meetings with supervisors. - Efficient and constructive feedback.
		Constraints	time and effort consuming especially for students with disabilities.
	Hybrid	Benefits	-Face-to-face meetings allow for having discussions and accurate guidance from supervisors while online are used when they can't meet. - Efficient and constructive feedback. - supervisors are always reachable and available.
	Online	Benefits	-Save time and energy for both teachers and students. - Efficient and constructive feedback. - Quick replies and responses from supervisors
		Constraints	Exposure to ICTs for a long time causes some illnesses. - Fewer levels of security and self-confidence. - Internet connection flow and speed are weak. - Interaction is regularly interrupted.
Supervision Challenges	Student-related		- Students with disabilities have problems and difficulties. - Lack of interaction - Students' work and other social duties and responsibilities.
	Subject-specific		- little knowledge about the subject -misunderstanding the topic
	Data-gathering		Data collection procedures Time-constraints
	Supervisor-related		Supervisors' personality, styles and preferences, and the type of feedback provided.
Motivation	Sources of motivation		- Self-motivation - Peer Motivation - Supervisor motivation
	Negative impacts on motivation		- supervisors' attitudes and behaviour decrease students' motivation indirectly due to not responding, delayed feedback, and humiliation...
ICTs In Supervision	ICT Tools		- Emails (without any interaction) Phone calls- Google Docs emails - Zoom Whatsup emails Viber
	Utility		Students' satisfaction with the ICTs used varied depending on the students' characters, personality and preferences, and ICT literacy.

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Appendix 3.
Results from Supervisors & Program Coordinators

Themes	Analysis	Token

Supervisor-supervisee Relationship	Communication patterns	-supervisors used different patterns of communication including face-to-face meetings, online and a combination of both.
		*The effectiveness of the used channels of communication was perceived differently:
		   ➢ Very effective and helpful;
		- accessibility and availability of the supervisor.
		- maintaining regular contact with supervisees.
		- quickness and efficiency
		- Ease of communication
		- exchange of feedback rapidly
		-Time and energy-saving.
		- awareness of student difficulties.
		   ➢ Partially effective and Complementary to face-to-face meetings;
		--the need for oral explanation
		- accountability and follow-up

	Feedback mechanisms	-Varied feedback mechanisms: Google Docs, Word Comments, emails... besides online or onsite interactions. -the mechanisms vary depending on students' levels of technological literacy, language proficiency, topic comprehensibility, and methodological skills
	Support and guidance	-written feedback is delivered in written forms using different mechanisms; followed by discussions and clarifications in either onsite or online meetings to clarify Misunderstandings and misinterpretations of instructions. -Encouraging Group work dynamics and equity issues - scheduling agendas for feedback correction and implementation.
The Role of Program Coordinators	Coordination and oversight	-coordinating supervision activities; ensuring each student has a reachable supervisor - ensuring alignment with program objectives - providing oversight to maintain quality standards; sharing a yearly calendar that schedules the different steps of dissertation writing and vivas.
	Support and guidance	- program coordinators support both supervisors and supervisees in navigating challenges, fostering a collaborative and supportive environment for successful dissertation writing. For instance: -changing the supervisor in cases of illness. - reducing the load for some supervisors looking for new ones from other universities - appointing co-supervisors when necessary
	Conflict resolution	- solving students' conflicts since most of them work in pairs. By either separating them by providing new topics of research and supervisor to one of them, or forcing them to finish the work via fair divisions. (student-student) -contacting distant supervisors to understand reasons for non-responding to provide appropriate alternatives. (supervisor-student)
Ensuring the success of the dissertation writing process	Quality Assurance	Coordinators ensure the quality and integrity of the dissertation writing process, including adherence to academic standards and guidelines: - provide guidance manuals for unified and organized dissertations. The manual describes all details that students and supervisors need including the structure of the dissertation, margins, type and size of writing… -the evaluation checklist aims to generate fair evaluations for all dissertations away from subjectivity and conflicts. -Provide a unified dissertation template following IMRAD guidelines.
	Resource Allocation	-Necessary and helpful documents such as the descriptive manual and others are shared with teachers and students via emails or the official Facebook page of the department.

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	-Regular training workshops are organised in favour of the supervisees to enable them to get insights from different supervisors. -The workshops provide an appropriate atmosphere to help students sit and write. - Workshops also encourage teachers to enrich their supervision experience and exchange knowledge. - the institute library is well-equipped with computers and an internet connection besides the good organisation to help students work peacefully.
Monitoring Progress	-Supervisors are regularly asked to provide reports about their supervisee's progress (officially or non-officially). - final reports should be submitted at the end to ensure readiness for dissertation defence. - in case of any kind of problems, supervisors are asked to write reports on the spot to allow instant solutions. -On the day of the viva, program coordinators make sure all members of the jury are present; they provide the necessary documents and appropriate atmosphere.