

Responsible Factors for Problems in Academic Writing: An Investigation on English Major BA Honors First Year Undergraduates

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Abstract

Academic writing is the most practiced skill to assess students' performance at almost every level of education. And this skill is largely associated with students' linguistic proficiency, which poses a significant challenge for EFL learners. Despite the compulsory inclusion of English as a subject in the curriculum of primary and secondary education in Bangladesh, many undergraduates face difficulties in academic writing because of some influential factors. Moreover, writing in English is crucial for the academic success of English-major BA honors first-year undergraduates. This research specifically examines these problems in academic writing and the responsible factors. A mixed-method approach is used, which includes a survey questionnaire, written samples, and semi-structured interviews for data collection. The findings from data analysis inform pedagogical approaches and support mechanisms that can significantly enhance EFL learners' academic writing skills and contribute to their overall success in higher education.

Keywords: Problems in academic writing, Responsible factors, Writing skills, EFL learning, Pedagogy

1. Introduction

Proficient academic writing skills play a crucial part in the constantly changing landscape of higher education. In this particular context, it is noteworthy that first-year undergraduate students pursuing a Bachelor of Arts degree in English with honors possess distinctive academic demands. As students advance in their academic pursuits, they find themselves confronted with increasingly challenging writing tasks which require higher levels of precision. That is why the proficiency in written communication is an essential factor contributing to their academic achievements and career prospects in the future.

The study of English language and literature at the undergraduate level, particularly within the BA honors program, holds multidimensional significance. In addition to possessing linguistic proficiency, individuals pursuing a degree in English are expected to actively and thoughtfully engage with literary and academic texts. They are also expected to undertake the tasks of evaluating, interpreting, and effectively expressing their ideas through well-organized essays. The stated process, which plays a key part in facilitating intellectual development, frequently presents notable difficulties for first-year undergraduate students who are unfamiliar with the expectations and conventions of English academic writing at university level. And there are some influential factors which cause these difficulties in academic writing.

1.1 Background of the Study

First-year undergraduate students typically experience a shift from the guided educational setting of secondary and higher secondary education to the more autonomous and analytical approach required at the university level. This transition, in conjunction with the distinct linguistic and academic requirements of the field of English studies, poses a unique set of challenges. In addition, the cultural and educational contexts of Bangladesh introduce further layers of complexity. The proficiency of students writing may be impacted by linguistic difficulties arising from English not being their primary language of communication.

Furthermore, there is a notable lack of focused investigation into the problems faced by English major BA honors first-year students in the context of Bangladesh. The particulars of their struggles, the factors responsible for these challenges, and the potential impact on their academic performance remain largely unexplored.

This background highlights the critical need for a targeted investigation into the academic writing issues faced by English major BA honors first-year undergraduates and the responsible factors. By understanding these problems and their underlying causes, educators, curriculum developers, and institutions can make well-informed decisions to enhance the academic writing support provided to these students. This study bridges this gap in understanding and contributes valuable insights to the field of academic writing in the specific context of Bangladesh's English major BA honors program.

1.2 Objectives of the Study

1.2.1 General Objective

The general objective of this study is to comprehensively examine and understand the responsible factors for problems in academic writing faced by English major BA honors first-year undergraduates. By addressing the broader goal of understanding these factors, the study contributes to the improvement of academic writing support and pedagogical strategies designed to meet the specific needs of these students.

1.2.2 Specific Objectives

The specific objectives of this study include a number of essential issues relating to problems in English academic writing. Firstly, to identify the specific difficulties in academic writing faced by English major BA honors first-year undergraduate students. Secondly, to investigate the factors which are responsible for these problems in English academic writing. And lastly, to explore how do they deal with these responsible factors to overcome their problems in academic writing.

Through these specific objectives, the study provides a comprehensive understanding of the problems, factors, and impacts related to academic writing faced by English major BA honors first-year undergraduates. The findings of this study have the potential to inform important pedagogical approaches and support mechanisms. These can significantly improve students' academic writing proficiency. These can also contribute to their overall success in higher education.

1.3 Research Questions

RQ 1. What are the major problems in academic writing faced by English major BA honors first-year undergraduates?

RQ 2. Which factors are responsible for these problems in academic writing?

RQ 3. How do the students deal with these responsible factors to overcome their problems in academic writing?

2. Academic Writing in English

2.1 Academic Writing in English

Academic writing is the specialized and formal style of writing used in educational and scholarly contexts. And, academic writing in English specifically refers to the practice of producing scholarly written works in the English language.

It is a vital skill for students, researchers, and academics worldwide, as English is the dominant language of academic communication. It includes a wide range of genres, from research papers and essays to thesis and dissertations, all following the conventions of academic discourse.

2.2 Academic Writing Process

The academic writing process typically consists of several interconnected stages. While the process may vary slightly from one writer to another, the following stages provide a foundational framework for understanding how academic papers are composed.

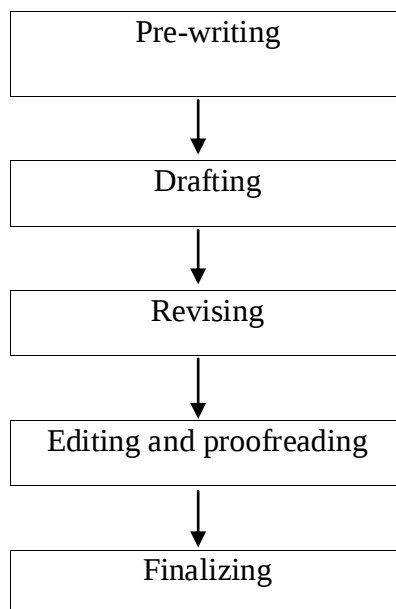


Figure 1: Stages of the Academic Writing Process

English major BA honors first-year undergraduate students often face specific challenges during different stages of the academic writing process.

2.3 Theoretical Framework

2.3.1 Academic Writing Theories

2.3.1.1 Cognitive Process Theory

According to the Cognitive Process Theory, proposed by Flower and Hayes (1998), the writing process begins with planning and goal setting. Writers establish their objectives and create a mental roadmap for their composition. Then, during the text-generation phase, writers translate their ideas into written language. This involves making choices regarding language, structure, and content. Again, revision is a fundamental part of the writing process. Writers revisit their text, reevaluate their goals, and make changes to enhance clarity, coherence, and effectiveness. According to this theory, writers continually monitor their writing and gather feedback, both from themselves and external sources. This process informs further revisions and refinements.

2.3.1.2 Social Cognitive Theory

The Social Cognitive Theory by Bandura (1986) states that, individuals can acquire new behaviors and skills by observing others. In the context of academic writing, students may learn writing techniques and conventions by observing proficient writers or receiving feedback from peers and instructors. Again, this theory emphasizes the role of self-regulation in learning. Students can actively monitor and control their writing processes, setting goals, and adjusting their strategies as required. Moreover, self-efficacy, or one's belief in their ability to perform a task, plays a vital role in academic writing. Students with higher self-efficacy are more likely to persist in the face of writing challenges and deliver the effort required for improvement.

By integrating these academic writing theories into the framework, it is analyzed how first-year English major BA honors students in Bangladesh engage with the writing process. It is explored whether their challenges are rooted in the planning and goal-setting phase, the text-generation process, or issues related to self-regulation and self-efficacy. Moreover, Social Cognitive Theory highlights the significance of the learning environment and peer interactions, focusing on potential sources of support and improvement.

2.3.2 Genre Theory and Genre Based Approach in Academic Writing

A genre-based approach to writing instruction, derived from genre theory by scholars like Swales (1990) and Miller (1984), focuses on teaching students to recognize and produce texts that follow specific genre conventions. By analyzing and understanding the structure, language, and communicative purpose of genres, students can improve their academic writing skills.

In the context of the study, genre theory is applied to understand whether the challenges faced by English major BA honors first-year undergraduate students are related to a lack of genre awareness or an inability to follow the academic writing conventions. This perspective guides pedagogical suggestions designed to enhance genre awareness among these students.

2.4 Conceptual Framework of the Study

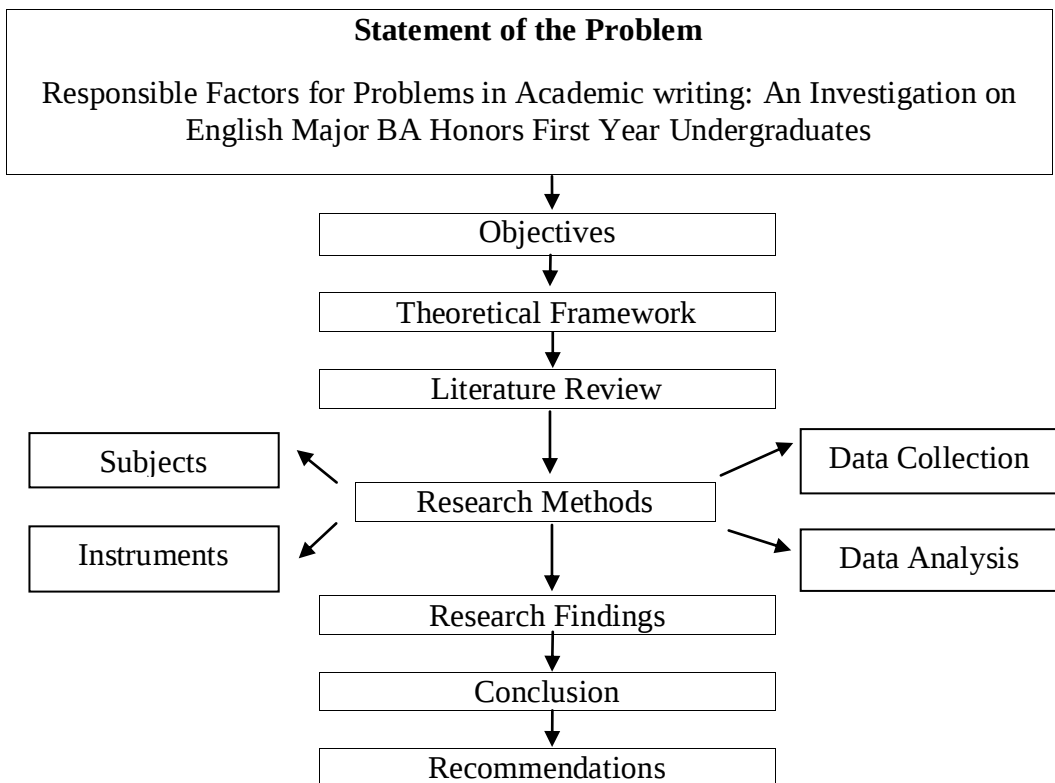


Figure 2: Conceptual Framework of the Study

3. Literature Review

3.1 Review of Previous Studies

According to Jin (2023), the most common challenges encountered by undergraduate students in a private institution in Malaysia in English academic writing were identified as logical organization and lexico-structural issues. This study identified five main reasons for the challenges encountered by the participants in their English academic writing efforts. These factors included a weak English language foundation, low proficiency in English, inadequate opportunities for English writing practice, the status of the English language within their respective home countries, and the impact of their native language.

Al-khasawneh and Maher's (2010) also found that participants with weak English foundations are affected by the status of the English language in their countries, as well as students' level of motivation towards English. The participants identified several factors leading to their problems in academic writing, including ELT techniques in their home countries, the medium of instruction, and a lack of opportunities for English writing practice.

As stated by Yuen and Mussa (2015), it can be concluded that the major factors contributing to challenges in academic writing include a lack of writing and reading practice as well as a shortage of comprehensive academic writing courses in their home nations. This implies a deficiency in their foundational knowledge of English writing.

Biswas (2021) noted that, students at the tertiary level encounter mostly mechanical grammatical issues as well as rhetorical grammatical challenges. However, in the context of Bangladesh, undergraduate students encounter multiple difficulties when it comes to adapting to a new academic setting. A significant proportion of undergraduate students originate from a Bengali medium educational background. So, it requires an immediate adjustment to acquiring proficiency in English writing upon admission to the university. At this academic level, students face considerable pressure to achieve fluency in the English language. Various socio-economic conditions, cultural backgrounds, diverse lifestyles, variations in education systems, and individual mindsets contribute to an increase in problems among students, which subsequently lead to difficulties in writing.

Afrin (2016) identified the major writing difficulties faced by undergraduate students who are not majoring in English at a private university situated in Bangladesh. The difficulty observed in non-English major students has been caused

by factors such as grammatical weaknesses, insufficient practice, lack of motivation, and educational background.

Badi (2015) discussed several fundamental aspects that require careful attention when engaging in academic writing, particularly within an EFL setting. Sufficient familiarity with academic writing conventions, academic vocabulary and phrases, and proper grammar are crucial factors in producing a meaningful piece of writing (Abdulkareem, 2013). So, as stated by Tahaine (2010), academic writing should be regarded as a fundamental part of university programs, as students at this level require comprehensive writing skills to complete the assigned activities.

Al-Khasawneh (2010) explored the challenges encountered by Arab postgraduate students enrolled in the College of Business (COB) at the University Utara Malaysia (UUM) with regards to their academic writing abilities. The findings of the study revealed that the students identified their difficulties in English with factors such as weak foundations, environmental influences, and methods of ELT in their native countries. A weak foundation is related to the status of English, the motivation of the students to learn English, and the insufficient interest demonstrated by teachers. Environmental factors that influence this phenomenon include the use of the native language, limited opportunities to practice English, and an isolated culture. In contrast, the English teaching approach included the medium of instruction, use of the first language in English classes, low proficiency of teachers in English, and a lack of writing practice in educational contexts.

3.2 Research Gap

The reviewed studies primarily concentrate on challenges in academic writing without specifically focusing on English major BA honors first-year undergraduate students. Understanding the distinct challenges faced by English major BA honors first-year undergraduate students during their initial academic year is crucial, as they may encounter challenges specific to their transition into higher education. There is also a lack of research with a clear focus on the variety of influential factors that are responsible for these problems in academic writing faced by English major BA honors first-year undergraduate students. Moreover, existing studies do not effectively focus on the influence of cultural differences on academic writing challenges among students. Cultural differences and EFL backgrounds can significantly impact writing styles, expectations, and struggles. The previous studies tend to focus on specific writing challenges, such as grammar or citation. However, there is a gap in research that takes a more holistic approach to assess overall writing proficiency and its development over the course of the first year. The reviewed studies do not clearly highlight the perceptions of teachers regarding the academic

writing problems faced by students. Since teachers are directly involved in this process, their perspective matters significantly. Lastly, the majority of prior studies have focused on their own contexts. And as of now, there hasn't been any specific research on the problems in academic writing faced by English major BA honors first-year undergraduates in the context of Bangladesh.

4. Research Methodology

4.1 Setting and Subjects

The setting of the research is the department of English of two Bangladeshi universities namely, Jahangirnagar University, Savar, Dhaka which is public university and City University, Savar, Dhaka which is a private university. These two universities were chosen because the researcher was a student of the department of English at Jahangirnagar University and currently he is a lecturer of English at City University. Therefore, he had required access to these departments.

The subjects of the research are the English major BA honors first year undergraduates at Jahangirnagar University and City University which have English as the primary medium of instruction in the classes. A total of 132 students from Jahangirnagar University (62) and City University (70) voluntarily responded to the survey questionnaire with an understanding of the implication of the research questionnaire. These learners have already finished their secondary and higher secondary level education where English was a compulsory subject. Written samples of total 88 students were taken and semi-structured interviews were taken as well from 30 teachers who are currently teaching at the department of English, Jahangirnagar University or City University.

4.2 Instrumentation and Data Collection

4.2.1 Method and Strategy

The researcher collected the data under the mixed method of data collection under the deductive research approach for this project.

4.2.2 Written Samples

The researcher used written sample as a research instrument to collect data from the writing of the participants. A total of 88 written samples were collected and error analysis was done. In the topic, students were asked to write a descriptive composition about "My Reading Table" within 200 words and a narrative paragraph on "A spring fest that you have enjoyed" within 120 words.

4.2.3 Questionnaire

The researcher has chosen to use an online questionnaire method in this study to collect data from the participants. The online questionnaire was sent to the English major BA honors first year undergraduates at via their emails and their Messenger inboxes, which they also circulated to their batch groups. All the questions were taken from previous literature reviews. The questionnaire was prepared with the help of Google Forms with various types of questions including 5-point Likert scale questions, 2-point Yes/No questions for the collection of quantitative data.

4.2.4 Interview

Thirty (30) teachers who have offered courses to first year undergraduate students at the department of English of Jahangirnagar University or City University were interviewed to find out their perceptions of the English major BA honors first year undergraduate students' writing problems and responsible factors. Each interview lasted about seven to eight minutes. These interviews were semi structured.

4.2.5 Reliability and Validity

Key (1997) described the validity of the research instrument as a test to determine whether the questionnaire measures what it is supposed to measure. Reliability is the accuracy and consistency of the measurement resulting from an assessment. Four methods can be used to assess the reliability of an instrument: and these are retest method, alternative form method, split-halves method and internal consistency method. The questions and statements used in the survey questionnaire and interview were collected and modified from the previous literature reviews and that is why reliability and validity of the research instrument is clearly maintained.

4.3 Data Analysis

Firstly, error analysis of 88 written samples of English major BA honors first year undergraduates was done. Bar charts are used to illustrate the results in percentage. Secondly, the information was gathered from 132 English major BA honors first year undergraduates at Jahangirnagar University and City University that were selected randomly. The frequency of their percentage is used to examine the data. Data is displayed using bar charts, tables and explanations. Google Spreadsheet is used to evaluate the data. The statistical tool that is used to analyze the data is comparison and contrast. A five-point Likert scale was used to assess the responses from the participants to state to what extent they agreed or disagreed with

the given statement. A two-point Scale was also incorporated in the assessment of the data procedure, referring to 'Yes' or 'No'. Then, open-ended questions were analyzed using descriptive analysis in relation to the responses. Finally, analysis of the teachers' interviews was done using descriptive analysis in relation to their responses of the questions.

5. Findings and Discussions

5.1 Analysis of Written Samples

A total of 88 written samples of a composition on, "My Reading Table" and a narrative paragraph on "A spring fest that you have enjoyed" were collected and error analysis was done. Assessing these samples, it can be stated that, English major BA honors first year undergraduates also face genre specific problems, since some of the students did not follow the convention of writing an academic composition. The percentage of errors is shown in the bar chart below:

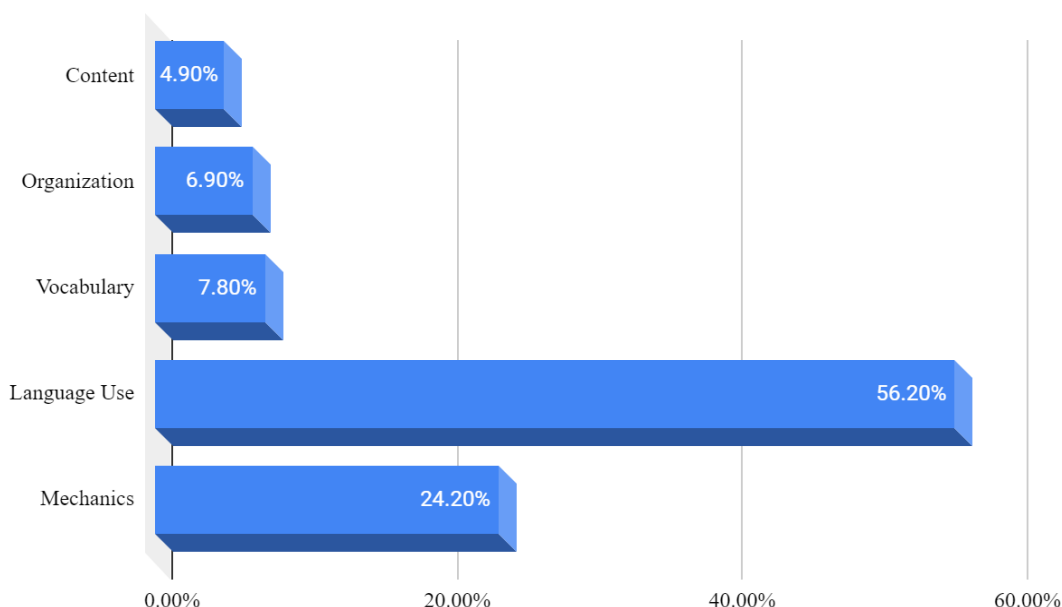


Figure 3: Error analysis of writing samples

A total of 694 errors were identified in the collected written samples. These errors are divided into five major categories and these are according to content, organization, vocabulary, language use and mechanics. These categories are made following the Jacob et al.'s (1981) scoring profile. Here, content indicates the

accuracy of given information, organization indicates the accuracy of given idea and form, vocabulary indicates the accuracy of choice of diction, language use indicates the accuracy of grammar and construction and mechanics indicates the accuracy of spelling, punctuation and convention. There is maximum 56.2% of error in regard of language use in these written samples.

Again, the analysis of errors in syntactic morphological category was done according to the following subcategories (the examples are drawn from the participants' composition writing on "My Reading Table").

1. Errors in articles: I usually keep my important notes, geometry box, a alarm clock.
2. Errors in the use of number: I am a first year undergraduates.
3. Errors in parts of speech: My reading table in not very big and small.
4. Errors in tense: So, many of us have to shared one reading table.
5. Errors in sentence construction: In my reading table, it is my priority.
6. Errors in word choice: My reading table is very sample.
7. Errors in verbs: Besides, my reading table has an enough spaced drawer, where I stores.
8. Errors in the use of prepositions: I use it in the night when electricity is gone.
9. Errors in subject-verb agreement: A comfortable chair also have there.
10. Errors in spelling: My reading table stores all my necessary documents.
11. Errors in capitalization: I put on my Academic books on the first layer.
12. Errors in punctuation: My reading table is created of wood and has three drawers.

The percentage of errors is shown in the bar chart below:

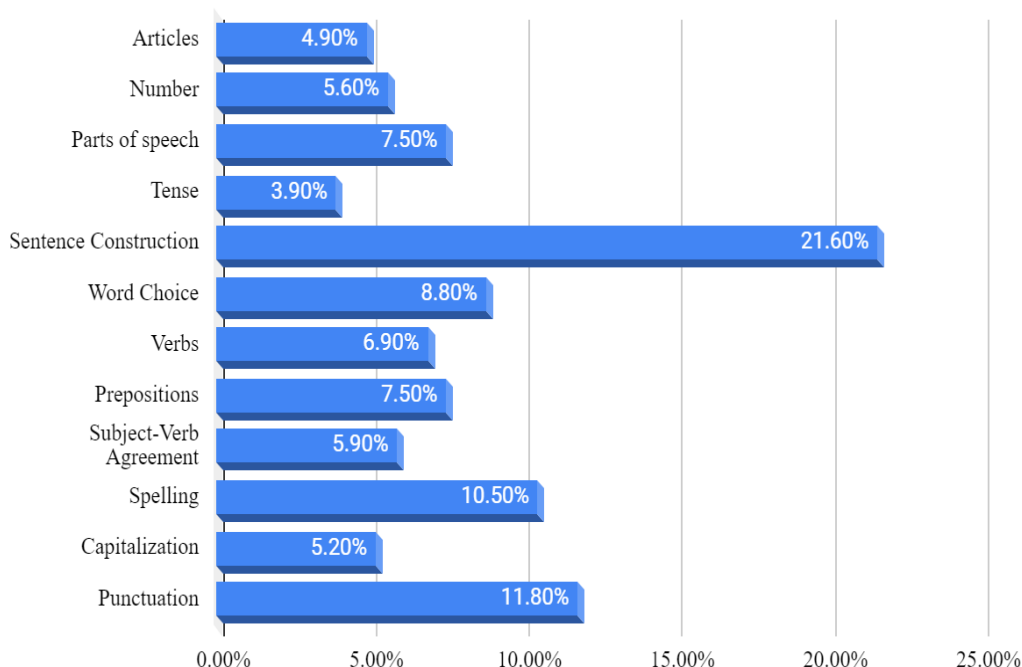


Figure 4: Errors in syntactic morphological category

In the collected written samples, a total of 612 errors were identified according to syntactic morphological category. And these errors are divided into different subcategories according to articles, number, parts of speech, tense, sentence construction, word choice, verbs, prepositions, subject-verb agreement, spelling, capitalization and punctuation. As the figure shows that, maximum 21.6% error was in the sentence construction.

5.2 Analysis of the Questionnaire

A total of 132 English major BA honors first-year undergraduate students responded about their problems in academic writing and the factors responsible for these problems through Google forms. Among these undergraduate students, 47.7% or 63 were male, and 52.3% or 69 were female.

The first section of the questionnaire was about some basic ‘Yes/No’ questions as shown in the following table:

Questions	Yes		No	
Are you confident to write on any relevant topic in English easily?	Count: 95	Percentage: 72%	Count: 37	Percentage: 28%
Do you have sufficient command over the necessary sentence structures for academic writing in English?	Count: 93	Percentage: 70.5%	Count: 39	Percentage: 29.5%
Are you more concerned about grammar than the organizational pattern of your English academic writing?	Count: 83	Percentage: 62.9%	Count: 49	Percentage: 37.1%
Do you practice at home for English academic writing?	Count: 63	Percentage: 47.7%	Count: 69	Percentage: 52.3%
Do you believe your English academic writing now is better than it was at the higher secondary (HSC) level?	Count: 116	Percentage: 87.9%	Count: 16	Percentage: 12.1%

Table 1: Responses of ‘Yes/No’ Questions

The next section is about the specific academic writing problems faced by English major BA honors first-year undergraduates. The statements with count and percentage are shown in the table:

Statement	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I have faced some problems in English academic writing.	Count: 22 16.7%	Count: 91 68.9%	Count: 9 6.8%	Count: 10 7.6%	Count: 0 0%
When I write, I don't know how to express my own voice.	Count: 19 14.4%	Count: 62 47%	Count: 14 10.6%	Count: 32 24.2%	Count: 5 3.8%
Identifying the specific topic and generating ideas is a challenge for me.	Count: 19 14.4%	Count: 64 48.5%	Count: 14 10.6%	Count: 30 22.7%	Count: 5 3.8%
My problem in writing is bringing the ideas together in a coherent manner.	Count: 12 9.1%	Count: 77 58.3%	Count: 21 15.9%	Count: 19 14.4%	Count: 3 2.3%
Choosing the correct vocabulary, word form and sentence to express my ideas is challenging.	Count: 27 20.5%	Count: 72 54.5%	Count: 11 8.3%	Count: 16 12.1%	Count: 6 4.5%
Maintaining grammatical rules is a major problem for me.	Count: 15 11.4%	Count: 64 48.5%	Count: 15 11.4%	Count: 35 26.5%	Count: 3 2.3%
I make spelling mistakes in English academic writing.	Count: 17 12.9%	Count: 62 47%	Count: 11 8.3%	Count: 32 24.2%	Count: 10 7.6%
My problem in writing is not having enough knowledge about academic writing standards (rules, methods, style, and tone).	Count: 21 15.9%	Count: 63 47.7%	Count: 21 15.9%	Count: 25 18.9%	Count: 2 1.5%
Paraphrasing in writing is a struggle for me.	Count: 16 12.1%	Count: 68 51.5%	Count: 18 13.6%	Count: 24 18.2%	Count: 6 4.5%
Correct referencing and citation is a difficult task for me.	Count: 22 16.7%	Count: 67 50.8%	Count: 22 16.7%	Count: 18 13.6%	Count: 3 2.3%

Table 2: Problems in English academic writing

So, from the above discussions it can be said that, English major BA honors first year undergraduates face problems in regard of generating ideas, coherence, vocabulary, sentence construction, grammar, spelling, writing standards, paraphrasing and referencing in English academic writing.

The last section is about the factors which are responsible for the academic writing problems faced by English major BA honors first year undergraduates. The statements with count and percentage are shown in the table:

Statement	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Using L1 (Bangla language) in English classes is an influential factor in my academic writing problems.	Count: 27 20.5%	Count: 46 34.8%	Count: 32 24.2%	Count: 23 17.4%	Count: 4 3%
Weak foundation in English is responsible for my writing difficulties.	Count: 18 13.6%	Count: 69 52.3%	Count: 21 15.9%	Count: 20 15.2%	Count: 4 3%
Lack of motivation is a major factor for my academic writing challenges.	Count: 15 11.4%	Count: 60 45.5%	Count: 21 15.9%	Count: 28 21.2%	Count: 8 6.1%
Lack of clear guidance and instructions from teachers is responsible for my writing difficulties.	Count: 14 10.6%	Count: 58 43.9%	Count: 33 25%	Count: 20 15.2%	Count: 7 5.3%
Lack of academic writing practice is a major factor for me.	Count: 19 14.4%	Count: 82 62.1%	Count: 16 12.1%	Count: 12 9.1%	Count: 3 2.3%
Medium of instruction (MOI) at the higher secondary (HSC) level is a great concern in my case.	Count: 23 17.4%	Count: 60 45.5%	Count: 35 26.5%	Count: 12 9.1%	Count: 2 1.5%
Lack of academic writing courses in our educational institutions is an influential factor for me.	Count: 20 15.2%	Count: 66 50%	Count: 28 21.2%	Count: 18 13.6%	Count: 0 0%
Teachers' low proficiency in English is responsible for my academic writing challenges.	Count: 14 10.6%	Count: 46 34.8%	Count: 33 25%	Count: 28 21.2%	Count: 11 8.3%
Cultural differences play a significant role in my English academic writing problems.	Count: 12 9.1%	Count: 63 47.7%	Count: 28 21.2%	Count: 25 18.9%	Count: 4 3%
Tendency to memorize topics is causing my writing difficulties.	Count: 21 15.9%	Count: 66 50%	Count: 23 17.4%	Count: 16 12.1%	Count: 6 4.5%

Table 3: Factors responsible for problems in English academic writing

So, from the above discussions it can be said that, there are various factors which are responsible for the academic writing problems faced by English major BA honors first year undergraduates such as; using Bangla language in English classes, weak foundation in, lack of motivation, lack of clear guidance and instructions, lack of academic writing practice, medium of instruction at the higher secondary level, lack of academic writing courses, teachers' low proficiency, cultural differences and students' tendency to memorize.

Among all of these, the concern of mother tongue interference is a very important one which is indicated in terms of using Bangla language in English classrooms, medium of instruction in higher secondary level, cultural differences etc. Learners make direct translations from their first language. This is probably due to the tendency of thinking in the first language before writing. This is what Selinker (1972) refers to when talking about language transfer.

Examples:

- a) After that I want to open my business.
- b) I closed my cell phone.

Correct sentences:

- a) After that I want to start my business.
- b) I switched off my cell phone.

Lastly, from the open ended questions it is found that, the students often get enrolled in writing courses and try to practice at home to deal with these responsible factors to overcome their academic writing problems.

5.3 Analysis of the Interview

Semi structured interviews of 30 teachers were conducted. Analyzing the thoughts from conversation with the teachers, it can be said that, academic writing in English requires a particular level of proficiency that English major BA honors first year undergraduates find challenging in some cases. Our higher secondary level education does not prepare students well enough for the academic writing expectations at the undergraduate level and factors like mother tongue interference is so crucial in this context. They also believe that, a lack of employment of the method in teaching English academic writing, inadequate feedback and assessment and sometimes lack of teachers' interest are also influential factors.

Teachers try their best to solve the academic writing problems of the English major BA honors first year undergraduates. They suggest that, the possible support for improving English academic writing can be providing proper feedback to the students and practicing more and more.

6. Conclusion and Recommendations

6.1 Conclusion

To sum up, there are various factors which are responsible for the problems in academic writing faced by English major BA honors first year undergraduates such as; using Bangla language in English classes, weak foundation in, lack of motivation, lack of clear guidance and instructions, lack of academic writing practice, medium of instruction at the higher secondary level, lack of academic writing courses, teachers' low proficiency, cultural differences and students' tendency to memorize. A lack of employment of the method in teaching English academic writing, inadequate feedback and assessment and sometimes lack of teachers' interest are also influential factors. Students often get enrolled in writing

courses and try to practice at home to deal with these responsible factors to overcome their academic writing problems.

6.2 Recommendations

Some recommendations are given for developing the proficiency of language learners in written English on the basis of the present study:

- Writing skills need to be practiced in the classrooms regularly and teachers should provide clear and constructive feedback to the students. This feedback loop is significant for students to understand and address their specific writing problems.
- There should be less interference of mother tongue (L1) in English classes. And emphasis can be given on enriching English vocabulary.
- Students need to practice creative and free-writing at home without the help of any guidebook. They should follow the instructions from the teachers and the textbooks.
- Writing workshops should be organized that specifically target content, organization, vocabulary, language use and mechanics can be instrumental.
- Technology is so crucial in the modern academia. So, the integration of various writing tools and software will be beneficial.

6.3 Suggestions for further study

There are several limitations of this research that the researcher could not overcome due to limited resources and time. To improve the findings further in a future research project, the research can be done in a much broader scope with the inclusion of several other universities from different geographic locations around Bangladesh and beyond. It is also recommended that research on the examination and evaluation of teaching strategies should be conducted in order to identify possible effective solutions that can be applied in the classroom by the teachers to avoid problems in English academic writing.

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