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**EXAMINING THE ACADEMIC WRITING CHALLENGES FACED BY
UNIVERSITY STUDENTS IN KFUEIT.**

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Abstract:

The present study seeks to identify Examining the Academic Writing Challenges Faced by University Students in KFUEIT. A qualitative descriptive analytic investigation was utilized to achieve this goal. Questionnaires for university students were designed to collect data. The sample includes 40 students in which 20 were male and 20 were female students. The key findings show that students have a number of challenges when it comes to academic writing, particularly in terms of word choice, vocabulary, and paraphrasing. The instructors' questionnaire gives same results in terms of problems, with critical writing and style being named as the most challenging. Teachers criticise these challenges on a lack of writing skills and practise, according to the research. In moreover, the majority of participants consider that the time allotted for undergraduate studies is insufficient. When making recommendations, students, teachers, and curriculum designers must examine the findings.

1. Introduction

Academic writing is commonly referred to as logical writing, which is defined as systematic study carried out and used by analysts at a higher level of education. By using a variety of phonetics and explanatory options to complete essential projects in a variety of circumstances, inexperienced writers can allow themselves to complete their writing tasks after a thorough analysis of the complicated material. (Johns, 2008).

Writing skills are an important and crucial part of communication for students throughout their academic careers because they allow them to clearly organize their thoughts and feelings while also passing on meaning through well-developed content.(Shahzad, Sarwat, & Kabir, 2021)

Academic writing appears to be one of the most important, but difficult, intellectual abilities for university students to master. This is especially true for learners who are learning a dialect for the first time. Students stood up to problems in a variety of areas, from correctly spelling words to developing an argument in an essay.

According to a substantial amount of research, writing in a moment dialect learning situation can be a challenging and demanding task. According to Alsamadani (2010), the “difficulty and complexity of academic writing arise from the fact that writing entails finding a proposal, developing a basis for it, arranging, updating, and finally revising it to ensure a viable, error-free document.”, error-free piece of writing.(Aitchinson, C., & Lee, A. 2006) who recently conducted a study to investigate the issues of Saudi college students, has stated that they face various difficulties in phoneme clusters, spellings, linguistic use, mistakes due to initial structure, doubling of subjects, dialect interference, doubling of a relational word, articles, tenses, fitting lexicon, and incorrect utilization of prefixes and suffixes surveyed some ideas in this regard and came to the conclusion that the difficulties faced by Arab students are caused by a lack of English dialect educational programmes offered by a few schools and universities, shocking teaching methods, issues with fitting dialect situations, and a lack of individual motivation on the part of the students (Annab, A. 2015)

Academic writing is clear, concise, focused, ordered, and backed up by evidence. Its purpose is to improve the reader's comprehension. It has a formal tone and style, but it isn't overly so, and it doesn't necessitate the use of long phrases or a large vocabulary. Writing is one of the aptitudes among speaking, reading, and tuning in aptitudes in English Writing is one of the English aptitudes, along with speaking, reading, and tuning in.(Banacha, W. 2013). Writing is a multiplex activity . Writing exercises should be undertaken among children beginning in elementary school so that they can produce excellent pieces of writing in the future. Despite the fact that elementary schools cover a wide range of disciplines, writing is known as one of the most crucial academic subjects for students (Bouhafs, S. 2018)

Because academic writing is a mental and cognitive activity, it is possible that it is a mental and cognitive activity. The image of a person working alone in a peaceful location has changed people's perceptions of writing as a mental and cognitive activity. In any case, as has been stated, "writing might catch on as if from the perspective of society rather than a single individual (Biskra, Algeria. Cai, L. J. 2013)." Academic writing is expected to address a mental community where understudies participate in active learning. A few basic guidelines or rules must be established. Learning how to use data to one's advantage could be a crucial element of the process. Students' ability to get to, assess, and synthesize words, concepts, and ideas at the

postgraduate level is critical to their success., and suppositions of others in arrange to create theirs possess academic voice. When displaying what they have learned, it is subsequently crucially critical that students can appear clearly what they have drawn from others and what is their possess (Coffin, C 2016) .Academic writing can be considered as a fundamental portion of learning English handle. By recognizing the learners' academic writing difficulties and needs, there will be a clear picture of the foremost viable and proficient course books to be adjusted in their program.

Skills that Academic Writing develops are Strong Communication Students who can write a convincing and well-structured essay can also speak ideas clearly. These people will not only be good authors, but they will also be good speakers and thinkers (Connolly,2013).

Writing is a complex process that requires a combination of skills. Academic writing skills often involves the development of students' language proficiency, which many English Second Language students may find to be a challenging task (Day, R. A2006). For most native English speakers, academic writing in English at advanced levels can be a real challenge. In any instance, it is particularly difficult for graduate students studying English as a second language (ESL) who come from non-Anglicized phonetic and social backgrounds, particularly Asian graduate students.

Statement of the Problem

In our scholastic world, the appraisal and assessment measure mostly rely upon the writing presentation of students. Practically all affirmations and tests granted are in writing structure. Thusly, regardless of how the student's acts in a specific subject, it is exceptionally normal, however on the off chance that he is anything but a sound author, his evaluations will be poor. Amusingly, the prospectus and the writing aptitudes in the educational plan are totally disregarded. Then again, this absence of writing capacity is perceived by students. They leave themselves to build up their writing aptitudes while accomplishing the necessary writing productivity, and their records have recorded unsalvageable misfortunes.

The fundamental reason for this exploration is to investigate the issues in scholastic writing ordinarily experienced by students contemplating English writing at the postgraduate degree of different state funded colleges Khwaja Fareed university of Engineering and information technology Rahim Yar khan.

Significance of Research

It is seen that a large portion of the students in these colleges originate from provincial territories and have gotten instruction in state funded schools and colleges. The informative capacity of these students, particularly composing capacity, is intensely behind. Hence, this contextual analysis plans to distinguish the variables that cause issues with scholarly writing abilities. This is a contextual analysis of public area universities, which consider most of the number of inhabitants in the region. The instructing/learning cycle and end results of these universities greater affect society. Graduates from these foundations later joined the positions of this nation, planning for the people to come. In such manner, the sole motivation behind this examination is to assess the whole cycle and results of these universities through a key scholastic aptitude called scholarly composition. This exploration is of extraordinary noteworthiness in light of the fact that its discoveries and ends will help distinguish issues, educating/learning difficulties and the components that cause such issues, just as the investigation of instructing techniques.

Research Questions

This research study will be guided by three research questions:

1. What are the ordinary cognitive, lexical, and grammar problems in the academic writings' difficulties of BS students at university level?
2. What aspects cause different problems to occur in the academic writings' difficulties of BS students at university level?
3. How effective are the applied teaching strategies of teachers in teaching learning academic writing skill?

Research Objectives

Following objectives will be explored to;

1. Identify various cognitive, lexical, psychological, grammar and other related errors and myths the common error in writing skills.
2. Probe in depth the causes behind the issues resulting in the form of various problems in writing
3. Identify the nature of problems in the perspective of individual strengths and weakness.

2.1 History of Call

Academic writing is generally described as logical writing, which is depicted as structured research practiced and utilized by analysts at a higher level of education. By applying diverse phonetics and explanatory alternatives to achieve critical assignments in diverse settings, novice writers may permit themselves to achieve their writing errands after careful examination of the complicated variable in composition writings.

Writing abilities are a basic portion of communication for the students all through their academic life since it grants them to organize their estimations and contemplations obviously and additionally to pass on significance through well-developed content. Academic writing shows up to be one of the most imperative, however a problematic scholarly ability for university students to learn. This can be overwhelmingly apparent with moment dialect learners . Students stood up to issues in different regions extending from spelling words accurately to how to develop an argument in one's essay.

A considerable number of investigate has prescribed that writing in a moment dialect learning context may be a difficult and requesting assignment. Alsamadani (2010) pointed out that the "difficulty and complexity of academic writing emerge from the reality that writing incorporates finding a proposal, creating back for it, organizing, changing, and at last altering it to guarantee a viable, error-free piece of writing.

Regarding the issues of academic writing, who as of late conducted a study to investigate the issues of Saudi college students, has said that they face various difficulties in phoneme clusters, spellings, linguistic use, mistakes due to to begin with structure, doubling of subjects, dialect interference, doubling of a relational word, articles, tenses, fitting lexicon, wrong utilize of prefixes, and suffixes. surveyed some ponders in this regard and concluded that Arab learners' difficulties are caused by the deficiency within the English dialect educational program realistic by a few schools and universities, shocking educating technique and the issues with fitting

dialect situations and the need of individual motivation on the portion of the students(Frith, U. 1980).

Academic writing is obvious, brief, focussed, organized, and supported up by prove. Its reason is to aid the reader's understanding. It contains a formal tone and style, but it isn't complex and does not require the utilization of long sentences and a complicated lexicon (Graves, 1997).

Writing is one of the aptitudes among speaking, reading, and tuning in aptitudes in English. Writing may be a multiplex activity claimed by Ling (2016). Writing activities got to be conducted among students since basic school so that the students can create great pieces of writing within the future. Indeed even though there are numerous subjects in basic schools, writing is known as one of the most crucial academic subjects for students(Hammann, L. 2005)

Academic writing may be a mental and cognitive action, since it may be an item of the intellect. The picture of a person working alone in a calm environment has advanced the see of writing as a mental and cognitive action. In any case, as has been pointed out, "writing can be caught on as it were from the viewpoint of society instead of a single individual.

Academic writing is anticipated to address a mental community in which the understudies engage in dynamic learning. A few essentials or rules must be set up. Using data to one's advantage may be a key part of learning. Success at the postgraduate level depends on the students' ability to get to, assess, and synthesize the words, thoughts, and suppositions of others in arrange to create theirs possess academic voice (Hartwell, 1985). When displaying what they have learned, it is subsequently crucially critical that students can appear clearly what they have drawn from others and what is their possess.

Academic writing can be considered as a fundamental portion of learning English handle. By recognizing the learners' academic writing difficulties and needs, there will be a clear picture of the foremost viable and proficient course books to be adjusted in their program.

Skills that Academic Writing develops are Strong Communication Students who can write a convincing and well-structured essay can also speak ideas clearly. These people will not only be good authors, but they will also be good speakers and thinkers.

2.2 Critical thinking and reasoning skills

While it seems that move from one idea to the next and understanding the relation is easy, it is alarming how few people actually train this skill. Writing, on the other hand, teaches students how to reason. Reading, in other words, teaches students "structured thought." (Jordan, R. R. 1997)

Furthermore, writing teaches students how to analyze, or what experts call "critical thinking". Students learn to ask, "does what I am saying make sense?" and "is what I am reading true?" They learn to consider evidence, appreciate detail and nuance, and ultimately develop the capacity for making up their own minds about things. We think this is the entire purpose of education.

2.3 Understanding an Audience

When writing an essay, you must consider who will read it, what they need or want to know, and how to convey the knowledge in the most persuasive or approachable way possible. Students learn how to understand their audience and how to better approach them by practicing writing.

Language Skills. Academic writing is the consequence of all other linguistic skills. Strong grammar is needed. You'll need to brush up on your academic vocabulary. You must be able to listen to and understand suggestions, as well as speak up to ask questions and express your viewpoints. Most significantly, you must have read a great deal. If you want to improve your advanced English skills, studying academic writing is the best way to go.

2.4 Importance of Academic Writing

Instructors often ask, "Why is academic writing important?" because they may need to write academically at some point during their professional development. The value of academic writing for a college student, academician, or working professional cannot be underestimated, according to professors and faculty members. When people focus on their writing skills, they learn some advanced skills. Some of the specific skills and benefits include:

The improvement of research skills and the design of research questions enhanced written communication and traditional writing style language skills and a reasonable sense of the subject. Conducting independent analysis, internet quest, and surveying skills Critical assessment and creative abilities.

A writing assignment, coursework, office analysis, or product report may all involve academic writing. Many graduate students struggle with writing in college, so they must realize the importance of it in their studies. Away from the advantages mentioned above, there are several other direct and indirect benefits. Academic publications are written in a formal tone and often motivate learners to focus on the subject of their choice. While the bulk of the writing assignments are in English, you might be expected to translate or write in another language on occasion. Some of these are mentioned below and are beneficial to all.

Academic writing is an exceptional communication tool. It shows a person's level of knowledge of a specific issue or issue. Students always learn how to examine and communicate their comprehension of a theme in the style or technique that is anticipated of them. Even so, even among colleagues, some students find it difficult to talk publicly. Their next best option for communicating their suggestions is to write them away. When you have to express yourself visually, for example, as a student, you can have difficulty explaining your proposals or assembling coherent sentences. Even though you're often developing your writing skills, academic writing offers a foundation for communication.

The above case is the most significant education, where it is often difficult for students to articulate complicated subjects, forcing a lot of effort. They will learn phrases that make their sentences more meaningful and specifically focus on their reading audience through academic writing.

2.5 It Improves Critical Thinking Skills

When you're focusing on an academic article, a lot of ideas go through your head. You're looking for ways to do research and, perhaps, sync your chosen terms with the fuel source you're likely to use. This procedure includes a brainstorming session, which you can refer to as logical thinking.

You'll look at future scenarios, academic work, answers, and approaches from various perspectives in your quest to get things right. A successful educationally written paper requires a great deal of research. The nature and flow of your essay will be consistent with what is expected of you in any writing process if you devote enough time to organizing your material. Involving your reasoning faculties would also improve the language expression of your work.

2.6 It helps to analyze Different Works

Although some people are admittedly better at it than others, good academic writing is not an unconscious skill. It does, however, assist students in developing this skill over time by involving ongoing review of other people's works and ideas. Academic writing typically requires students to engage in critical thinking by asking them to develop an opinion on a particular concept, subject, or book. It could even be a piece of art. Students may be able to write scholarly content about some of Shakespeare's books or quotes, for example. This will almost certainly necessitate a significant amount of research by an essay writer, focusing on the author's writing style, diction, and other types.

Academic writing and the review that goes along with it help students in gaining a solid understanding of the profession. They read the topic of discussion and come up with different suggestions before focusing on what approach and design are ideal and permissible. Understanding and analyzing an informed person's work entails a serious analysis as well as a lot of thought. Understanding some work can also involve high-order thinking skills that an individual learns over time, focusing on the subject's complexity.

Of course, you've come to school to learn a lot about the courses you've selected. However, experience does not stop there. You may be tasked with creating high-quality scholarly content on a variety of topics. This invariably requires the improvement of your writing skills. As a result, students draw on their experience from various academic disciplines in the hopes of having a better life. Their perspective on life, as well as the knowledge they gather, enables them to solve problems positively. You may be assigned to write a paper on "why academic writing is important," for example. Because of the context, you're expected to provide, you'll experience a variety of viewpoints that you'll need to recognize

You will have the opportunity to be creative with your responses to questions. This is because scholarly writing on a variety of subjects can help you enhance your vocabulary and enhance your command of the language. You will have the opportunity to use academic writing as a social method based on your research and recognition.

2.7 Students' perception of Academic writing

Beauty B. Ntereke and by Boitumelo T. Ramoroka Several studies conducted around the world on first-year university students' impressions of academic writing reveal that they find it difficult and hard. Krause (2001) evaluated the perspectives of 46 school leavers and senior-age first-year students from an Australian university's Educational Psychology program on their first significant academic experience. The students highlighted some obstacles, which were divided into two categories: those linked to the writing process and those linked to the academic setting. Finding appropriate references via exploring library computer databases, picking the most relevant points for the essay, and integrating ideas from many sources were reported to be the most difficult aspects of the writing process.

Kuang ching Hei whose challenges Academic Writing. The ability to write well is valued, yet it is a skill that takes time to develop. Thinking, brainstorming, composing, writing, reading, editing, and designing are all aspects of the writing process. Many teachers who expect their students to write well may be unaware of academic writing's harmful consequences. (Hyland, K. (998)

Although a learner of any language, whether it is their first or second, is required to acquire the skills of speaking, reading, and writing at the same time to become proficient in that language's use, writing appears to be the most difficult (Ng, P. P. 2004). This is because writing, which is defined as the ability to write something that can be documented, involves the learner's capacity to use the language healthily. In other words, the learner-writer must be able to communicate what he or she wants to say to the audience/reader with clarity, coherence, logic, conciseness, and boldness rather than babbling. Students in an ESL (English as a Second Language) setting require this writing skill because they must write summaries, essays, research reports, article reviews, and theses and dissertations as part of their coursework. Today, society has placed a set of requirements on its members, with those who can write well having an advantage over those who can't (Young, 1978). Good writing abilities are vital to one's success, whether writing reports on reading or lab work, drafting research papers, or taking essay tests.

The written text is the completion of the creation of an idea, the transition of that idea from the "raw stone" to the "polished diamond" until it arises as to the written output, which is described as a form of craft. Learning to write can be compared to the steps of producing a craft, in which the artist develops and turns raw material into something that is valued by others. It's also like an artist who uses only white paper, paint, and a brush to make a painting. Similarly, any piece of writing is the conclusion of an idea that has been conceived, discussed, drafted, and edited numerous times until it has become a masterpiece. Unlike sculptures and paintings, which are physical and physical representations, the written output is a masterpiece that has been transformed from abstract ideas to concrete forms, sewed together with carefully chosen words and patterns that are appreciated and significant. An essay, a paper, a proposal, a thesis, or a book could all be examples.

3.1 Research Methodology

The purpose of this study is to explore the academic writing difficulties of BS students. This research involves quantitative, random sampling technique will be used for research purpose. Utilize different factual instruments to look at and investigate information. For text examination, subjective corpus innovation is utilized.

This study utilized the spellbinding qualitative research plan as it focused in on identifying difficulties of Khwaja Fareed University of Engineering and Information Technology students in writing academic and determining the overall quality of the academic writing difficulties.

3.2 Research Design

The research design is the basic method you adopt to combine the various components of the study in a logical and cohesive manner, and in research design the student's difficulties will be collected through Questionnaire.

3.3 Population of Study

The purpose of this study will be to explore the academic writing difficulties of BS students at university level. All the students of University of Khwaja Fareed, campus will be the population of the research study.

3.4 Sample of the Study

In this present study the simple random sampling technique will be used for the research purpose. The students of Khawaja Fareed University of Engineering and Information Technology, will be the population of the research study.

3.5 Development of Research Tool

Two separate exploration devices are intended for students and instructors. Instructors use instruments in two sections: shut and open. The shut part remembers inquiries for the 5-point rating of the Likert scale. These ventures are planned based on writing audit and master feelings. From that point onward, things would be partitioned by factors. The poll is used adequately through factual strategies in the wake of deciding its unwavering quality. The second aspect of the poll contains five open inquiries identified with the exploration question. As indicated by the merged crossover technique, open-finished inquiries are added to locate and fortify the outcomes got from the survey.

3.6 Sample Size

50 students of Khawaja Fareed University of Engineering and information technology gave their feedback on questionnaire.

3.7 Data Collection

The whole information will be gathered by the scientists themselves. The scientists have given a valiant effort to present the reason and nature of the examination to the members. The poll and the motivation behind the exploration were disclosed to the members. They have sufficient opportunity to round out the poll. In the event that they would prefer not to take an interest in this exploration, they can avoid any task or even leave the venture.

3.8 Data Analyses

Collected data will be analysed with the help of SPSS and further relevant tests will be applied according to the nature of the research.

3.9 Research procedure

Questionnaire were given to students as explained to the students. The purpose of the questionnaire was to collect data from students about their academic writing difficulties.

4 Results and Discussion

The practical section of this chapter is concerned with the academic challenges faced by BS students at studies. To determine these common challenges and challenges, a questionnaire was given for students and teachers. The section also describes the research method, population and sample as well as data collection tools. Moreover, the main findings will be discussed. Finally, it will try to offer suggestions for further research.

Table 4.1 Demographics Characteristic of the Participants

Number of participants	50
Male	23
Female	27
Program of study	BS
Age –group	20-22
Mother language	Saraki, Urdu

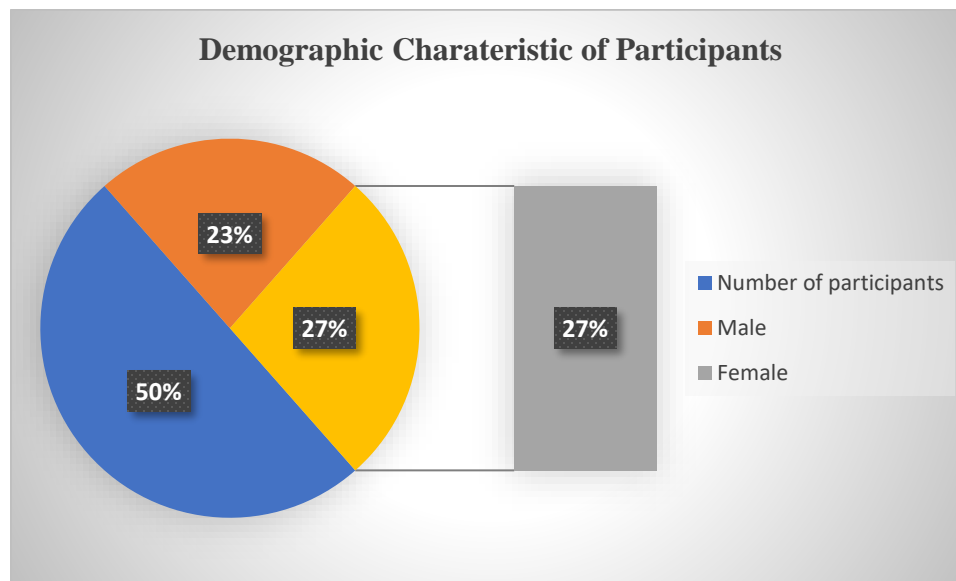


Figure 4.1 Demographic Characteristic of Participants

Results and Findings Data was analyzed sequentially, first quantitative followed by qualitative data to address both the research questions:

The responses of BS learners showed that they face five major academic writing challenges:

- (a) Grammar 36%,
- (b) Paragraph Assembling 22%
- (c) Teacher Role 18%
- (d) Language usage and Practice 14%
- (e) Others 10%

These challenges have been summarized in Figure 4.2 below and further elaborated in succeeding paragraphs

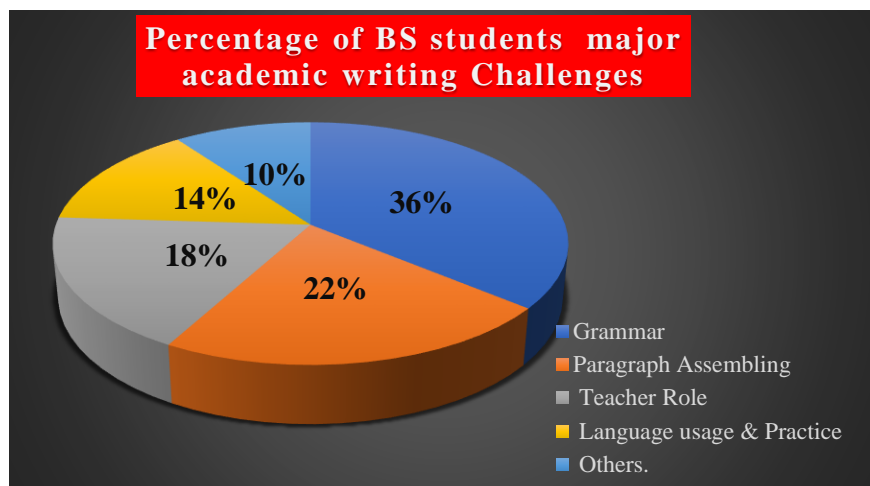


Figure 4.2 Major academic writing challenges of Bs learners

Table 4.2 Calculated Percentages of students response to academic writing challenges

1) You can write an excellent academic paragraph.	Agree Strongly Disagree Neutral Disagree Strongly Disagree	98% 02% 0 0 0
2) Do you know how to start an English essay well?	Agree Strongly Agree Neutral Disagree Strongly Disagree	30% 66% 4% 0 0
3) Can you become a good writer if you work under pressure?	Agree Strongly Agree Neutral Disagree Strongly Disagree	48% 32% 12% 6% 2%
4) When you write a paragraph, can you logically assemble your views?	Agree Strongly Agree Neutral Disagree Strongly Disagree	24% 66% 08% 02% 0
5) If you do additional study outside of class before writing, it can	Agree Strongly Agree Neutral	50% 28% 16%

overcome your writing difficulties.	Disagree Strongly Disagree	04% 02%
6) Can you find a new form in a previously arranged piece of writing?	Agree Strongly Agree Neutral Disagree Strongly Disagree	28% 60% 02% 06% 04%
7) Before writing, you efficiently think to generate ideas?	Agree Strongly Agree Neutral Disagree Strongly Disagree	40% 44% 10% 04% 02%
8) Before you start writing, can you go over your lecture notes and assignment?	Agree Strongly Agree Neutral Disagree Strongly Disagree	30% 60% 06% 02% 02%
9) Is it necessary to practice writing at home if you want to improve your academic writing difficulties?	Agree Strongly Agree Neutral Disagree Strongly Disagree	38% 44% 12% 04% 02%
10) The lack of activities and instructions is causing an increase in a variety of writing difficulties.	Agree Strongly Agree Neutral Disagree Strongly Disagree	30% 44% 22% 04% 0
11) To develop your writing skills, you must pay close attention to grammar.	Agree Strongly Agree Neutral Disagree Strongly Disagree	38% 58% 02% 0 02%
12) While you write a paragraph, you can prefer to change or clarify your thoughts	Agree Strongly Agree Neutral Disagree Strongly Disagree	46% 44% 04% 04% 02%
13) New and creative ways	Agree	34%

by teachers can improve your English writing difficulties	Strongly Agree Neutral Disagree Strongly Disagree	42% 22% 0 02%
14) Academic writing is a difficult task.	Agree Strongly Agree Neutral Disagree Strongly Disagree	20% 56% 06% 10% 08%
15) Is academic writing being necessary for university students to participate in the debate?	Agree Strongly Agree Neutral Disagree Strongly Disagree	68% 22% 04% 04% 02%
16) Do you have a writing style that makes it is easy to write and comprehend your work?	Agree Strongly Agree Neutral Disagree Strongly Disagree	30% 64% 04% 02% 0
17) You can quickly write down your thoughts and opinion if you have strong writing skills.	Agree Strongly Agree Neutral Disagree Strongly Disagree	52% 42% 06% 0 0
18) You can quickly write the answers to exams if you have strong writing skills.	Agree Strongly Agree Neutral Disagree Strongly Disagree	24% 64% 04% 06% 02%
19) Does your teacher appreciate the times when you work hard to solve the difficulties of academic writing skills?	Agree Strongly Agree Neutral Disagree Strongly Disagree	34% 54% 12% 0 0
20) It should be necessary for your teacher to help you with the improvement of your writing skills.	Agree Strongly Agree Neutral Disagree Strongly Disagree	36% 50% 10% 04% 0

Item 1: You can write an excellent academic paragraph.

Table 4.3 Frequency of student’s response to write academic paragraph

Agree	98%
Strongly Agree	02%
Neutral	0
Disagree	0
Strongly Disagree	0

This question is designed to identify students with self-ratings who write skills. The majority of students (98%) rate their skills in writing on well that they can write well. Others (2%) claim that they have good writing skills, while others believe that their writing skills are low.

Item 2: Do you know how to start an English essay well?

Table 4.4 Frequency of student’s response to start English essay well

Agree	30%
Strongly Agree	66%
Neutral	04%
Disagree	0
Strongly Disagree	0

This question is about how often students start an English essay well. The results showed that most students strongly agreed that (66%) that they can start an essay well. While 30% agree to write well. Further only (04%) claim that they rarely write well.

Item 3: Can you become a good writer if you work under pressure?

The following table results revealed that (48%) of students reported agree that they can write well under pressure while (32%) strongly agree with the statement that they be a good writer under pressure while (12%) feedback was neutral on the writing under pressure. Some students with 6% claims that they disagree with the statement on their writing under pressure. The remaining feedback (02%) occurs consistently strongly disagree.

Table 4.5 Frequency of student’s response to write under pressure

Agree	48%
Strongly Agree	32%
Neutral	12%
Disagree	06%
Strongly Disagree	02%

Item 4: When you write a paragraph, can you logically assemble your views?

Table 4.6 Frequency of student’s response to assemble paragraph

Agree	24%
Strongly Agree	66%
Neutral	08%
Disagree	02%
Strongly Disagree	0%

The following table results revealed that (24%) of students reported agree that they can write well logical paragraph while (66%) strongly agree with the statement that they be a good writer or paragraph with logical skills while (08%) feedback was neutral on the writing well logical paragraph. Some students with 02% claims that they disagree with the statement on their writing well and assemble the paragraph. The remaining feedback (0%) occurs consistently strongly disagree

Item 5: If you do additional study outside of class before writing, it can overcome your writing difficulties.

Table4.7 Frequency of student’s response do additional study outside class room

Agree	50%
Strongly Agree	28%
Neutral	16%
Disagree	04%
Strongly Disagree	02%

When inquired about additional study outside the class room and how often they write outside the classroom, more than half of the respondents (50%) reveal that they agree with statement additional study overcome the problem of academic writing. While 28% strongly agree with the statement. Further 16% remained neutral. A smaller portion of the respondents (04%) expressed that they disagree with statement and remaining 02% strongly disagree

Item 6: Can you find a new form in a previously arranged piece of writing?

Table4.8 Frequency of student’s response to arrange piece of writing

Agree	28%
Strongly Agree	60%
Neutral	02%
Disagree	06%
Strongly Disagree	04%

When inquired from students how can they find a new form previously arranged piece of writing more than half of the respondents (28%) reveal that they agree with statement. While 60% strongly agree with the statement. Further (2%) remained neutral. A smaller portion of the respondents (06%) expressed that they disagree with statement and remaining (04) % strongly disagree.

Item 7: Before writing, you efficiently think to generate ideas?

Table 4.9 Frequency of student's response to generate ideas

Agree	40%
Strongly Agree	44%
Neutral	10%
Disagree	04%
Strongly Disagree	02%

The following table results revealed that (40%) of students reported agree that they can generate ideas before writing well logical paragraph while (44%) strongly agree with the statement that they be a good writer or paragraph with logical skills while (10%) feedback was neutral on the writing well logical paragraph. Some students with (02%) claims that they disagree with the statement on their writing well and assemble the paragraph. The remaining feedback (0%) occurs consistently strongly disagree.

Item 8: Before you start writing, can you go over your lecture notes and assignment?

Table 4.10 Frequency of student's response to use lecture notes before writing

Agree	30%
Strongly Agree	60%
Neutral	06%
Disagree	02%
Strongly Disagree	02%

This question is about how students use lecture notes and assignments before writing because English writing can be improved by following lecture notes and assignments. The results showed that most students strongly agreed that (60%) that they go over lecture notes and assignments before start writing can start an essay well. While (30%) agree to go over lecture notes. Further only (06%) remained neutral to this question. Only 2% claim that they rarely go over lecture notes and strongly disagree students were only (2%) which indicates that these students not go over lecture notes and assignments before start of writing.

Item 9: Is it necessary to practice writing at home if you want to improve your academic writing difficulties?

Table 4.11 Frequency of student's response

Agree	38%
Strongly Agree	44%
Neutral	12%
Disagree	04%
Strongly Disagree	02%

The following table results revealed that practice writing at home improves academic writing. The response was very interesting (38%) of students reported agree that they practice at home to improve the academic writing because practice can generate ideas before writing well logical paragraph while (44%) strongly agree with the statement that they be a good writer or paragraph

with logical skills due to practice at home while (12%) feedback was neutral on the writing well logical paragraph on practice at home. Some students with (04%) claims that they disagree with the statement on their writing well and assemble the academic writing. The remaining feedback (2%) occurs consistently strongly disagree with practice at home to improve academic writing .

5 Conclusion

For BS Students the complicated nature of written skills poses serious challenges. In higher training, students are witnessing a shift in roles from being knowledge recipients to building such knowledge. This change includes students who prepare a thesis at the end of their academic career. While many elements such as research and computer skills are involved in the writing of dissertation work, the writing process remains a difficult task.

The focus of this study is to identify the academic writing challenges of students and the common areas of difficulty in writing theses. In doing so, students and teachers at the University level were questionnaires. The results of the study showed that most of the students face a number of common challenges, mainly with respect to word choice, grammar, punctuation, paraphrasing and quoting. Some recommendations should be considered on the basis of the findings. Students should write more outside the class and seek feedback in the classroom actively because it is important to develop their writing skills. Reading is also crucial in increasing writing knowledge because it enhances students' vocabulary throughout their structures and uses of written English. Therefore, students should read academic materials concerning their study field and interest. It is very advisable.

Syllabus designers and academic writing teachers should consider incorporating and assigning academic papers during license levels in this academic writing module, because they familiarize students with the university writing concepts and conventions

5.1 Recommendations

The following recommendations can be derived on the basis of the results:

- 1) Syllabus designers need to consider integrating academic writing module during licencing, as this will give more time for students to become familiar with the concept and conventions of academic writing.
- 2) In order to enrich their lexicon with academic vocabular and familiarise with the structure and styles of English as an academic, students can be exposed and encouraged to read academic material such as research articles, books on their study fields. A profound investigation into the difficulties of academic writing in a larger population is advised for future researchers.

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