



جامعة
بنغازي الحديثة



**مجلة جامعة بنغازي الحديثة للعلوم
والدراسات الإنسانية
مجلة علمية إلكترونية محكمة**

العدد الثاني

لسنة 2018

حقوق الطبع محفوظة

شروط كتابة البحث العلمي في مجلة جامعة بنغازي الحديثة للعلوم والدراسات الإنسانية

- 1- الملخص باللغة العربية وباللغة الانجليزية (150 كلمة).
- 2- المقدمة، وتشمل التالي:
 - ❖ نبذة عن موضوع الدراسة (مدخل).
 - ❖ مشكلة الدراسة.
 - ❖ أهمية الدراسة.
 - ❖ أهداف الدراسة.
 - ❖ المنهج العلمي المتبع في الدراسة.
- 3- الخاتمة. (أهم نتائج البحث - التوصيات).
- 4- قائمة المصادر والمراجع.
- 5- عدد صفحات البحث لا تزيد عن (25) صفحة متضمنة الملاحق وقائمة المصادر والمراجع.

القواعد العامة لقبول النشر

1. تقبل المجلة نشر البحوث باللغتين العربية والانجليزية؛ والتي تتوفر فيها الشروط الآتية:
 - أن يكون البحث أصيلاً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها من حيث الإحاطة والاستقصاء والإضافة المعرفية (النتائج) والمنهجية والتوثيق وسلامة اللغة ودقة التعبير.
 - ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى أو مستل من رسالة أو اطروحة علمية.
 - أن يكون البحث مراعيًا لقواعد الضبط ودقة الرسوم والأشكال - إن وجدت - ومطبوعاً على ملف وورد، حجم الخط (14) وبخط (Arial 'Body') للغة العربية. وحجم الخط (12) بخط (Times New Roman) للغة الإنجليزية.
 - أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية.
 - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية (APA) وتثبيت هوامش البحث في نفس الصفحة والمصادر والمراجع في نهاية البحث على النحو الآتي:
 - أن تُثبت المراجع بذكر اسم المؤلف، ثم يوضع تاريخ نشره بين حاصرتين، يلي ذلك عنوان المصدر، متبوعاً باسم المحقق أو المترجم، ودار النشر، ومكان النشر، ورقم الجزء، ورقم الصفحة.
 - عند استخدام الدوريات (المجلات، المؤتمرات العلمية، الندوات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، ثم تاريخ النشر بين حاصرتين، ثم عنوان المقالة، ثم ذكر اسم المجلة، ثم رقم المجلد، ثم رقم العدد، ودار النشر، ومكان النشر، ورقم الصفحة.
2. يقدم الباحث ملخص باللغتين العربية والانجليزية في حدود (150 كلمة) بحيث يتضمن مشكلة الدراسة، والهدف الرئيسي للدراسة، ومنهجية الدراسة، ونتائج الدراسة. ووضع الكلمات الرئيسية في نهاية الملخص (خمس كلمات).

3. تحتفظ مجلة جامعة بنغازي الحديثة بحقها في أسلوب إخراج البحث النهائي عند النشر.

إجراءات النشر

ترسل جميع المواد عبر البريد الإلكتروني الخاص بالمجلة جامعة بنغازي الحديثة وهو كالتالي:

- ✓ يرسل البحث إلكترونياً (Word + Pdf) إلى عنوان المجلة info.jmbush@bmu.edu.ly او نسخة على CD بحيث يظهر في البحث اسم الباحث ولقبة العلمي، ومكان عمله، ومجاله.
- ✓ يرفق مع البحث نموذج تقديم ورقة بحثية للنشر (موجود على موقع المجلة) وكذلك ارفاق موجز للسيرة الذاتية للباحث إلكترونياً.
- ✓ لا يقبل استلام الورقة العلمية الا بشروط وفورمات مجلة جامعة بنغازي الحديثة.
- ✓ في حالة قبول البحث مبدئياً يتم عرضة على مُحكمين من ذوي الاختصاص في مجال البحث، ويتم اختيارهم بسرية تامة، ولا يُعرض عليهم اسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى أصالة البحث، وقيمتها العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، ويطلب من المحكم تحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
- ✓ يُخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال شهرين من تاريخ الاستلام للبحث، وبموعد النشر، ورقم العدد الذي سينشر فيه البحث.
- ✓ في حالة ورود ملاحظات من المحكمين، تُرسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها عشرة أيام.
- ✓ الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.
- ✓ الأفكار الواردة فيما ينشر من دراسات وبحوث وعروض تعبر عن آراء أصحابها.
- ✓ لا يجوز نشر إي من المواد المنشورة في المجلة مرة أخرى.
- ✓ يدفع الراغب في نشر بحثه مبلغ قدره (400 دل) دينار لبيي إذا كان الباحث من داخل ليبيا، و (200 \$) دولار أمريكي إذا كان الباحث من خارج ليبيا. علماً بأن حسابنا القابل للتحويل هو: (بنغازي - ليبيا - مصرف التجارة والتنمية، الفرع الرئيسي - بنغازي، رقم 001-225540-0011. الاسم (صلاح الأمين عبدالله محمد).
- ✓ جميع المواد المنشورة في المجلة تخضع لقانون حقوق الملكية الفكرية للمجلة.

info.jmbush@bmu.edu.ly

00218913262838

د. صلاح الأمين عبدالله
رئيس تحرير مجلة جامعة بنغازي الحديثة
Dr.salahshalufi@bmu.edu.ly

Examining and Assessing the Students' Academic writing: An Analysis of the Students' Research papers at English Department of Faculty of Arts & Science/ Alabyar Campus

Dr. Hidob I. G. Mohammed

B. A., MA (English language and translation). University lecturer

Abstract

Writing in general is a complex skill which students actually need in order to successfully go through college. Students whose major subject is English and study at final semester are believed to have challenges in producing academic research paper. This paper attempts to analyze and evaluate the academic writing problems and identify the students' capability of writing a research paper. Five research papers written by undergraduate students are examined and assessed on the basis of the academic writing characteristics. The researcher used descriptive analysis as the method of the study. The analysis of the students corpus showed that the students' writing included different types of errors. However, the lack of academic skills were the most serious and prominent ones. The most obvious weakness which was noticed in students' writing was the lack of cohesion and coherence. The research also confirms that poor writing correlate with deficiency in writing skills. Thus it seems that the students have low proficiency when they enrolled in English department. Therefore, it is recommended that pre-sessional courses should be provided for the new students who joined their study at English department. As well as, the study recommends to adopt a admission policy for enrollment at English department and increase language programmes in academic writing.

المخلص:

الكتابة بشكل عام مهارة مركبة والتي فعلا يحتاجها الطلاب لكي يستكملوا دراستهم بنجاح. لذلك يرى الباحث ان طلبة قسم اللغة الانجليزية بالفصل الدراسي النهائي قد تواجههم بعض الصعوبات عند كتابة بحوث التخرج حيث تحاول هذه الدراسة تحليل وتقييم اخطاء الكتاب الاكاديمية في بحوث طلبة التخرج بقسم اللغة الانجليزية. وقامت الدراسة بفحص ومراجعة عدد خمسة ورقات بحثية لمجموعة من طلبة الفصل الأخير باستخدام طريقة التحليل الوصفي. حيث بينت الدراسة بان الورقات البحثية ظهرت بهاء العديد من الاخطاء والتي من اهمها ضعف مهارة الكتابة الاكاديمية وعدم قدرة الطلبة على كتابة نصوص متماسكة ومتراطة. وفي النهاية اوصت الدراسة بضرورة اقامة البرامج والدورات في مادة مهارة الكتابة باللغة الاكاديمية و كذلك اجراء امتحانات قبول للطلبة الجدد.

1. Introduction

English language is the most commonly used language in the world and undoubtedly it is one of the most dominating language that has impact on every field of life. English plays a much greater role in the world as it has been the default language of both education and business fields. This global significance makes it is inevitable for decision makers in Arab education authorities to ignore it thus it receives a great attention from them. Accordingly, English has been given great importance in schools, colleges, universities and institutions and has been added to the syllabus to be taught as a core subject in both public and private sector schools. Moreover, education systems in many Arab countries have adopted several interest methods of teaching English and many schools at different educational levels have been established in order to help students to achieve the highest levels of competence.

Teaching and learning English speaking skills at the university level has always been an exacting task for both teachers and Arab EFL learners. However, from my own experience as an EFL teacher, Arab students still encounter several challenges in learning some English tasks, particularly academic writing. This is because writing in academic context is not an easy task even in the first language, let alone writing in the second language. Many researchers have found that EFL students suffer from problems in writing skills which may hinder their academic progress (Tahaineh, 2010; Rababh, 2003; Bach, 2002; Kharm & Hajjaj, 1997).

Writing is defined as "... the logical organization and arrangements of the written sentences within a paragraph and paragraphs within the units of discourse...and the expression of the ideas" (Abu - Ghararah, 1998, p87). Therefore, Writing involves more than constructing sentences. To be able to write a piece of prose, for example, a student must be able to write a connected series of sentences which are linked coherently and cohesively. In other words, they are grammatically and logically connected. It is necessary for student to consider the purpose of writing and the reader in mind (White, 1980). It is said that students may not be aware of academic writing features which connect language use with academic contexts (ibid, 1989). These features of academic can be grouped into three areas:

Firstly, High lexical density. A proportion of lexical words in relation to grammatical words such as prepositions, articles and pronouns which makes academic writing more tightly packed with information. For example as Halliday (1989:61) compares a written sentence of three grammatical words with a conversational version of thirteen grammatical words:

- (a) Investment in a rail facility implies a long - term commitment.
- (b) If you invest in a rail facility this implies that you are going to be committed for a long term.

Secondly, Nominal style which means verbs are replaced by nouns to form a single unit of a clause, such as 'The train leaves at 5.00 p.m.' can be rewritten as 'The train's 5.00 p.m. departure'. Turning processes into objects in this way expresses scientific perspectives that seek to show relationships between entities (ibid).

Thirdly, Impersonal constructions. Students are often advised to keep their academic prose as impersonal as possible, avoiding the use of 'I' and expressions of feeling. Raising students' awareness of such features helps them to see how academic fields are broadly linked and how language is constructed according to these features

(ibid). Krashen and Brown (2007) propose two types of academic language proficiency: the first type is the academic language which includes complex syntax, academic vocabulary, and complex discourse style. the second type is the Academic content where the content of subjects such as history, algebra, literature are involved in the process. Each component has specific techniques that can help learners to understand new ideas or facts. However, in academic writing, it is necessary for the writer to express the ideas clearly and accurately, as well as to write grammatically correct sentences. When talking about writing in the EFL context, students are required to demonstrate their understanding of very complex ideas. it is essential for them to use cautious or hedging style and provide evidence to explain any ideas or claims. for this reason, academic writing is always a complex task especially for the university students whose major subject is English as they have to write at advanced levels. In this respect, Swales and Feak (1994: 7) explain some key features of academic writing. They state that “academic writing is a product of many considerations: audience, purpose, organisation, style, flow and presentation”. These elements must be essentially connected to each other if written work is to be produced in an effective way.

Students are believed to have weaknesses in their academic writing performance because of language difficulties and awareness of the academic writing skills. Therefore, the main aim of the study is to examine and assess the students' research papers and explore the problems of academic writing that the students of English department encounter.

2. Background of the Study

“Writing is fundamental to modern societies and of overarching significance in all our lives: central to our personal experiences, life chances and social identities. Its complex, multifaceted nature, however, is difficult to pin down and as a result, many research approaches have emerged to help clarify both how writing works and the purposes it is employed to achieve (Hyland, 2010: 191).”

Many of the studies which have been conducted in various EFL contexts strongly suggest that students face several problems in writing skills (e.g. Keong, Y & Mussa, I. 2015, Tahaineh, 2010; Rababh, 2003; Bach, 2002; Kharm & Hajjaj, 1997).

One of the recent studies which was carried out by Javid and Umer (2014) to explore Saudi EFL learners’ writing problems has investigated difficulties in academic writings and stressed the importance of writing tasks. This study found that Saudi EFL learners have problems in their academic writing because of “the weakness of using the appropriate lexical items, and organized of ideas and grammar”.

The researchers elaborated that these problems also included the wrong use of prepositions, spelling, irregular verbs, articles, punctuations and suffixes and prefixes. These weaknesses can be summarized in vocabulary, organization and grammar. Most of the problems in this study may be related to syntactic aspects rather than academic style.

However, in their study about ‘Writing Error’, Khuwaileh and Al Shoumali (2000: 36) claim that “Poor writing in English correlates with similar deficiency in the mother tongue. We found that there are many similarities in the participants’ performance in Arabic and English”. The main problems of writing in this study were

related to cohesion and coherence, lack of paragraph unity, the emphasis of certain tenses and subject verb agreement. However, Doushaq (1986) investigates the stylistic errors of Arab students, claiming that the performance of the participants in both languages was different and, he stated that students performed better in Arabic compositions than in English. "Although most of the students' compositions were marked as having only a fair academic quality from the content point of view, students performed better on Arabic compositions than on English ones (ibid, 1986: 36)". Hence, understanding the characteristics of academic writing to improve writing skills might help students to make academic writing easier. This paper will attempt to investigate the academic writing difficulties and the students' capability to write research papers. In order to achieve these aims, the study sought to answer the following questions:

1. Do the students at English departments have problems in writing? If so, what are they?
2. What are the causes behind academic writing difficulties that English department students encounter in writing academic research papers?

3. Research Method

The aim of the study is to examine and assess the writing problems in the students' work by analyzing specific extracts from students' writing that can reveal the strengths and weakness features of academic skills. In this project, the researcher will use descriptive analysis as a method of the study. The data will be collected from the students' research papers, in particular, some extracts from introductions and conclusions. Therefore, five research papers written by of groups of students from semester eight at Alabyar English department will be examined and assessed. The writers of the papers are 19 students and divided into five groups. It is presumed that the students' writing followed the academic writing conventions as they have already studied different courses of Writing skills. Hence, The researcher will investigate some samples of the academic writing from the students' writings.

4. Data Analysis

Most academic disciplines employ their own unique stylistics conventions. However, all academic writing share specific conventions. The main characteristics of the academic writing are: first, the clarity of the thesis statement, Logical structure which includes an introduction, body paragraphs and conclusion. thirdly, academic writing requires well-formed arguments. Each statement must be supported by evidence.

Based on these features, the analysis will investigate the use of academic writing in students' work. Therefore, a drawing table consisting of the academic writing characteristics will be established to assess extracts from the students' research papers. The focus of the analysis will be on the introduction and the conclusion of the students' papers as they are considered the main appropriate area for using academic writing skills.

The research will be conducted in the English department at Faculty of Arts and Science, Alabyar Campus. The department follows semester system and awards Bachelor of English after students complete successfully all the required subjects. All the students from 8th semester of English department have already studied several courses in writing, for example, Writing A, Writing B , Essay Writing, in addition to a course in research methodology which is prerequisite before writing the research

paper. The students are divided into groups of different numbers (3-6) and each group is supervised by one of the instructors of English department. The students can choose their topic that interest them and work as pair or group work of co-writers. They are asked to submit their writings before the end of semester eight. Then the corpus of each group is assessed by two teaching staff members.

Therefore, in the following sections we will examine and assess the students' corpus of each group according to the characteristics of academic writing as in the table below.

As can be seen below in the table, a list of academic features on the right column and the results of the analysis of the research papers for each group (RPG) in the other columns.

	√	?	X			
Conventions of Academic writing	G1			G3	G4	G5
• Logical flow of ideas	?	X		√	?	?
• selection of relevant ideas				√	√	?
• appropriate use of analysis and evaluation (critical thinking)	X	X			X	X
Overall structure						
• Introduction	?	X		√		
• Thesis statement	X			√	√	
• Overall paragraph structure		X			√	
• Topic sentence	?	√		√	√	
• supporting ideas - examples, theory	X	X			X	
• Relation of paragraph ideas to thesis statement	X	X		√	X	X
• Conclusion	X	?		?	√	
Language use & Overall Presentation						
Vocabulary: appropriate range and use	?	?		√	√	√
• Sentence structure: appropriate range and use	√	?		√	√	√
Overall accuracy		?		?	X	x
Overall cohesion	?	?		?	X	x
• Appropriate use of discourse markers	X			√	X	?
• Smooth links between ideas	X	?		?	X	x
Appropriate academic style	X			?		
• punctuation & spelling	√	X		√	?	X
• presentation & Layout	X	?		√	?	?

Writing assessment sheet (quoted from university of Bath, pre-sessional courses)

Notice: G= GROUP, ✓= The feature is included, X= not included, ?= incomplete

5. Research and Discussion

Although the analysis of the students corpus showed that the students' writing included different types of errors, the lack of academic skills were the most serious and prominent ones. The most obvious weakness which was noticed in students' writing was the lack of cohesion and coherence. For example, in the research paper of the students' group 2 (G2) which was about 'Nouns in English', the following two sentences written by the students illustrate this point:

"Proper nouns are those which are used refer to a particular people, for Example, Hala, Youssef, Days of the months. Proper nouns are spelt with a capital letter even when they are used in the middle or final position of the sentence."

In the second sentence, we notice the lack of substitution; the writers start the sentence by 'proper nouns' rather than the pronoun 'it'. The writers also misuse the preposition and the definite article in the first sentence.

Considering the aspect of tense and punctuation in the students' writing, it has been noticed that they committed mistakes such as selecting the inappropriate tense and punctuation as in the extract below:

"the purpose of this Research is Inroduce nouns in english this Research will divided to three chapters."

The extract above contains two sentences, but the students do not insert period or comma to separate them. In addition, the first sentence starts with small letter and is not capitalized. Other mistakes the students have committed are the words 'Reseach', 'Introduce' which are capitalized in the middle of the sentence. So, it is clear that there are more than one mistake committed by the students. This consequently makes the meaning unclear and the ideas are not connected.

The research paper of group three (G3) titled 'An Over View of English Syntax', although it has organized paragraphs, no source citation is mentioned. Consider this paragraph:

"Linguistics is the science of language. It is a descriptive rather a perspective one, which means that linguistics do not lay down hard and fast rules about how to use a certain language. Rather, it concentrate on describing the rules which native speakers seem to have internalized." (no citing to the source)

The students of G1 wrote their research paper about 'The importance of Adjectives in English' as partial requirement for BA degree. In their writing Some of its body paragraphs lack elaborations and do not clearly support the thesis statement in the first paragraph of the introduction. In other words, the paragraphs that follow the introduction are not connected to the previous ones. Consider the following example:

"Demonstrative adjectives The forms like this, these, that, and those may be used either as adjectives or as pronouns. In order to function as adjectives, they have to be followed by nouns."

In the above two sentence which are supposed to be written as a paragraph, We notice that there is no connection to the former paragraph. It is incomplete paragraph because it ended without supporting sentences and conclusion which is important to refer back to the topic sentence.

In analyzing students' corpus of group four (G 4 titled ' The translation of Idioms'. The students of this group neglected one of the characteristics of academic writing in organizing the paragraph structure or essay(introduction- body paragraph - conclusion). As can be noticed in the first paragraph of 'introduction' is that there is only one short paragraph. This considers insufficient in writing a academic research paper because as a convention in academic writing, the 'introduction' of the research paper contains at least three paragraphs: introductory paragraph that includes the thesis sentences or what the essay is about, 'The body paragraph' which includes supporting sentences with more discussion and the concluding paragraph that summarizes the main points that relate to the thesis sentence. However, the extracts below from the first paragraph indicate the lack of academic writing characteristics:

"The study tries to shed light on the notion of idioms and its Impact on language users.

The study includes the following:

Chapter one speaks about translation and types.

Chapter two speaks about what are idioms and the translation of idioms and finally conclusion_"

The paragraph above contains four unconnected sentences without cohesive devices. We also notice lack of substitution in the second sentence. The writer starts with the word '*the study*' rather than using the pronoun 'it'. The paragraph starts without clear introductory sentence and ends abruptly without conclusion. Sentences are written as a list. It also the student used the word '*speaks*' which is inappropriate choice. Another mistake that can be seen in the example above is that the punctuation: the word '*impact*' is capitalized in the middle of the sentence, and there is no period at the end of the last sentence.

Through the analysis of some extracts from the conclusions in the students research papers, most of them were very short and not written well. Most of the conclusions in the students' papers did not refer back to the thesis statements. Some of them are like a list, as in the conclusion of G2 and G5.

The conclusion of G4 for example which is about 'Translation of Idioms' is very short and discounted abruptly (see the extract below).

"Idioms are an important part of the language. In fact, they form an essential part of the general vocabulary of English A description of how the vocabulary of language is growing and changing will help to place idiom in perspective growth and change in the English vocabulary."

As it can be seen from the extract above, no punctuation is used. The sentences are unconnected and the idea is unclear. Therefore, lack of concluding

sentences or summary is a one of the students' weakness that can be spotted in their writings.

A conclusion in any research paper should summarize the main point and highlights the implications of the paper's finding.

7. Conclusion and Recommendations

The findings of the study indicate that in terms of the academic writing, the students of English department at the faculty of Arts and Science appear to have problems in constructing academic research paper. The areas of cohesion and lack of appropriate use of discourse markers were great challenges to the students' writing. It has been found that the writers of these research papers need writing skills to paragraph level before they start writing papers. Based on the analysis of the students corpus, It is clear that the students have serious problems in their academic writing due to their lack of ability in organizing the ideas and using appropriate choice of words.

The other area of weakness are punctuations and spelling. It has been noticed that students who are at final semester and supposed to have command of English committed serious errors even at sentence level. Thus some research papers were not conducted well and need to be rewritten. The researcher believes that one of the causes behind the weakness in academic writing skill is that it seems the students do not have appropriate English language proficiency when they joined the English department. As well as teaching academic writing is not given the attention as it deserves.

The study also suggested that extra classes in writing practice and reading in the classrooms should be given to the students before assigning to write a research paper. In addition, more than one course in academic writing skills should be added to the curriculum of the English language. Therefore, these weaknesses in academic writing which is believed to lack of English proficiency, one should be taken into consideration by teachers and education decision makers. Students should be provided by detailed feedback when having writing practices. However, the study dealt with limited aspects involved writing problems due to limitation of space and time. In fact, there is a great deal of work to be done in this in the future. Researchers may examine the feedback with regard to the students' errors in writing and how can help them to improve their academic writing.

7. References

- Abu_Ghararah., & Hamzah, A. (1998). Teaching English as a Foreign Language: Procedures, Techniques and Activities. Riyadh: Tawbah Library.
- Abdulkareem, M. An Investigation Study of Academic Writing Problems Faced by Arab Postgraduate Students at Universiti Teknologi Malaysia (UTM). *Theory and Practice in Language Studies*, Vol. 3, No. 9, pp. 1552-1557, September 2013 © 2013 ACADEMY PUBLISHER Manufactured in Finland.
- Alahirsh, H.(2014) Exploring The effectiveness of Extensive Reading on Incidental Vocabulary Aquisition by EFL Learners: An Experimental Case Study in A Libyan University. Thesis submitted to the University of Nottingham for the degree of Doctor of Philosophy.UK
- Al - Zu'be, A. (2013) To What Extent Culture Awareness is Important in Improving the Writing? Research on Humanities and Social sciences.
www.iiste.org ISSN 2222 - 1719 (Paper) ISSN 2222 - 2863 (Online) Vol.3, No.14, 2013
- Bacha, N.N. (2002). Developing Learners' Academic Writing Skills in Higher Education: A Study for Educational Reform. *Language & Education*, 16(3), 161- 177.
- Bajrk, L. (1997). *Academic Writing: A University Writing Course*. Lund: Studentlitterature.
- Bazerman, C & Parodis, J. (1991). *Textual Dynamics and the Professions*. Mandson, WI: University of Wisconsin.
- Doushaq (1986). An Investigation into Stylistic Errors of Arab Students Learning English for Academic Purposes. *English for Specific Purposes*, Vol.5.No.1, pp.27 - 39: Pergamon Journals Ltd.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Grami, G. M. A. (2010). *The Effects of Integrating Peer Feedback into University - Level ESL Writing Curriculum: A Comparative Study in a Saudi Context*. Doctoral dissertation submitted to Newcastle University, School of Education, Communication and Language Sciences. Available online https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/grami_
- Hayland, K. (2006) *English for Academic Purposes: . An Advanced Resource Book*. Routledge.
- Hyland, K. (2007) *Disciplinary Discourses: Social Interactions in Academic writing*. Michigan: University of Michigan Press.
- Hyland, K. (2009) *Academic Discourse: English in a Global Context*. London: Continuum International Publishing.
- Javid and Umer (2014). *Saudi EFL Learners' Writing Problems: A Move Towards Solution*.
- Kuala Lumpur, Malaysia: World Conferences.net
- Kharna, N., & Hajjaj, A. (1997). *Errors in English among Arabic speakers*. Beirut: Librairie du Liban.

- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning*, 16, 1-20.
- Kaplan, R. B. (1987). Cultural thought patterns revisited. In U. Connor & R.B. Kaplan (Eds.), *Writing across languages: Analysis of L2 text* (pp. 9-21). Reading, MA: AddisonWesley.
- Keong, Y & Mussa, I. Academic Writing Difficulties of Iraq Postgraduate Students in Malaysia. *International Journal of Education and Research*. Vol.3 No. 6 June 2015
- Krashen, S., & Brown, C. L. (2007). What is academic language proficiency? *STETS Language & Communication Review*, 6 (1), 1 - 5 .
- Khuwaileh, A. and Al Shoumali, A. (2000). A Study of the Writing Ability of Arab Learners and Arabic at University, *Language, Culture and Curriculum*, 13:2, 174 - 183, DDI:10. 1080/07908310008665979
- Mallia, J. G. (2015) Developing A teaching and Teacher Training Rationale For Academic Writing in English. Faculty of Arts, University of Malta, Valletta Campus, Valletta, Malta. *Arab World of English Journal*. Vol. 6. No. 2 June 2015
- Myles, J. (2002) *Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts* . *TESL- EJ* September 2002 — Volume 6, Number 2
- Rababah, G. (2003). Communication Problems facing Arab learners of English: A personal perspective. *TEFL Web Journal* 2(1), 15 - 30.
- Shen, F. (1989). The Classroom and the Wider Culture: Identity as a Key to Learning English Composition Author(s). *College Composition and Communication*, Vol. 40, No. 4 (Dec., 1989), pp. 459 - 466: National Council of Teachers of English Stable URL: <http://www.jstor.org/stable/358245>
- Tahaineh, Y.S. (2010). Arab EFL university students' errors in the use of prepositions. *MJAL*, 2(1), 76112.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge, England: Cambridge University Press.
- Swales, J. and Feak, C. (1994). *Academic Writing for Graduate Students: A course for Non - native speakers of English*. USA: University of Michigan.
- White, R. (1980). *Practical Language Teaching*. London: Unwin Ltd.