

## COMMON PROBLEMS STUDENTS FACE IN ACADEMIC WRITING

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**Abstract:** This article is dedicated to analyzing various problems that students encounter in the process of academic writing. It examines the main difficulties that arise during academic text production, as well as their nature and underlying causes from a scholarly perspective. In addition, the study explores pedagogical and methodological approaches that may help to address and overcome these challenges. The article aims to provide recommendations that contribute to improving academic writing quality and developing students' writing skills.

**Key words:** academic writing, grammatical errors, vocabulary, logical structure, plagiarism, critical thinking.

**Аннотация:** Данная статья посвящена анализу различных проблем, с которыми сталкиваются студенты в процессе академического письма. В ней рассматриваются основные трудности, возникающие при создании академических текстов, а также их характер и причины с научной точки зрения. Кроме того, в рамках исследования анализируются педагогические и методические подходы, которые могут способствовать решению и преодолению данных проблем. Статья направлена на разработку рекомендаций, способствующих повышению качества академического письма и развитию письменных навыков студентов.

**Ключевые слова:** академическое письмо, грамматические ошибки, словарный запас, логическая структура, плагиат, критическое мышление.

### Introduction

In contemporary education systems, academic writing is recognized as one of the key competencies. It requires not only grammatical accuracy but also the ability to present ideas in a clear, logical, and well-structured manner. However, many students encounter various difficulties when attempting to produce texts that meet these academic standards.

The main aim of this paper is to identify the challenges students face in the process of academic writing, analyze the underlying causes of these difficulties, and propose possible ways to address them. In addition, these issues are examined from a theoretical perspective within the framework of existing scholarly approaches.

Although researchers such as Hyland and Pecorari have conducted significant studies in this field, there are still unresolved problems related to academic writing that require further investigation.

### Methods

This study is based on a qualitative research approach and aims to identify the common problems encountered in the process of academic writing. Within the scope of the study, various scholarly sources related to the topic were reviewed, including research articles published in international journals. The selected sources mainly focus on academic writing skills, challenges faced by EFL (English as a Foreign Language) learners, and common errors in written production.

The selection of sources was guided by criteria such as relevance, academic credibility, and direct connection to the research topic. During the analysis, a content analysis method

was employed to identify recurring patterns and frequently reported issues across different studies. As a result, several key problems were identified, including grammatical errors, limited vocabulary, lack of coherence and logical organization, and issues related to plagiarism.

In addition, the underlying causes of these problems were also examined. Factors such as insufficient language proficiency, lack of familiarity with academic writing conventions, weak critical thinking skills, and psychological aspects (such as low motivation and lack of confidence) were identified as major contributing factors.

### **Results**

The analysis revealed several major problems commonly encountered by students in academic writing:

#### **1. Limited Vocabulary**

Students often struggle to fully express their ideas due to a lack of academic vocabulary. The clear and accurate expression of ideas, as well as the appropriate use of words in context, is one of the key components of academic writing. As Coxhead emphasizes, “academic vocabulary plays a crucial role in academic success” (Coxhead, 2000).

#### **2. Grammatical Errors**

Grammatical problems are among the most common difficulties faced by students. They often struggle with constructing complex sentences and using correct verb tenses. This issue reduces the clarity and overall quality of writing. As Bitchener and Ferris note, “grammatical errors can affect the clarity and effectiveness of written communication” (Bitchener & Ferris, 2012).

#### **3. Lack of Logical Organization**

Many students fail to connect their ideas in a coherent and logical manner, which leads to a lack of clarity in their writing. Hyland defines academic writing as “a socially constructed process of meaning-making” (Hyland, 2003), which suggests that writing is not only about language use but also about organizing ideas effectively. From this perspective, it can be concluded that in the process of writing, it is important not only to select appropriate sentences but also to ensure that they are logically connected and support each other meaningfully.

#### **4. Lack of Academic Style**

Students often use informal expressions or fail to maintain an appropriate academic tone. This negatively affects the overall academic quality and credibility of their writing.

#### **5. Plagiarism and Citation Issues**

Many students do not know how to properly cite sources or integrate them into their writing. Pecorari explains this issue as “students’ limited understanding of source use” (Pecorari, 2008).

### **Analysis**

The analysis of the results shows that the problems students face in academic writing are mainly related to language skills, logical organization of ideas, and difficulties in following academic conventions. Limited vocabulary and insufficient grammatical knowledge hinder students from expressing their ideas clearly and accurately, which reduces the overall quality of the text and may lead to misunderstanding for the reader.

In addition, difficulties in organizing and connecting ideas in a coherent and logical way negatively affect the overall clarity of academic writing.

Overall, these problems are interconnected, and overcoming them requires not only the development of language skills but also greater attention to the structural and methodological aspects of academic writing.

### **Discussion**

The identified results show that the shortcomings in academic writing are not only related to language proficiency but also stem from the lack of various academic skills. While grammatical and lexical difficulties are associated with insufficient language knowledge, problems in organizing ideas logically can be explained by a lack of critical thinking skills.

In addition, issues related to plagiarism are often not intentional but arise from a lack of knowledge and experience. Students are usually not fully aware of how to paraphrase and correctly cite sources within academic requirements.

Furthermore, psychological factors should not be ignored. Motivation and self-confidence have a direct impact on the quality of writing.

Overall, the solution to the above-mentioned challenges lies in the need to develop students' language skills more deeply, while also paying attention to the structural aspects of academic writing.

### **Conclusion**

In conclusion, there are various types of difficulties that students may encounter, and in many cases, actually do encounter in the process of academic writing. The most common among them include grammatical errors, limited vocabulary, low level of logical clarity, insufficient knowledge of academic style, and similar issues.

In order to address these problems, the teaching of writing requires a comprehensive approach alongside language skills. In other words, students should not only be taught language rules, but also be trained in independent writing and critical thinking skills.

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