Challenges in Academic Writing for Undergraduate Students in Bangladesh

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ABSTRACT

This study examines the challenges faced by undergraduate students in academic writing at a government college in Bangladesh, focusing on linguistic barriers, critical thinking, organizational skills, and academic integrity. Using a qualitative approach, data were collected through focus group interviews with students, individual teacher interviews, participant observations, and document analysis. Findings reveal key difficulties, including limited vocabulary, grammar issues, weak critical thinking, poor organizational skills, and plagiarism concerns. To address these challenges, the study recommends interventions such as structured vocabulary lessons, grammar instruction, critical thinking exercises, and promoting academic integrity. The research emphasizes the importance of collaboration between educators and students to enhance writing skills and improve academic outcomes. Additionally, it identifies areas for future research, such as the impact of socioeconomic status and language background on writing proficiency, offering valuable insights for educators and policymakers.

1. Introduction

Effective writing is crucial for conveying ideas, clarifying thoughts, and uncovering deeper meanings (Bruning, 2000; Weigle, 2002; Tardy, 2005). In academic writing, strong writing abilities help writers persuade readers about the value, significance, and trustworthiness of their work (Hyland, 2003). Students also develop skills such as collecting and analyzing information to support their arguments (Fukao & Fujii, 2001). They take responsibility for their learning by engaging with course materials and expressing their viewpoints (Zimmerman & Risemberg, 1997; Hyland, 2003). Despite the critical role of academic writing in scholarly communication, undergraduate students in Bangladesh face difficulties in mastering this skill (Hasan, 2011; Abbas & Herdi, 2018). This study aims to identify the challenges faced by undergraduates at the author's college, pinpoint the barriers to their writing proficiency, and find strategies for developing their writing skills.

1.1. Research Problem

Academic writing functions as an evaluative tool for learners to demonstrate their proficiency in drawing inferences, analysis, and production (Bacha, 2002). Students around the world face difficulties in academic writing (Sanu, 2016; Mutimani, 2016). Chien (2015) delves into organizational strategies among Chinese EFL learners, while Cheung (2013) highlights language barriers among Singaporean undergraduates. Shaheen (2012) uncovers diverse critical thinking among international students in the UK, and Bamford and Sergiou (2005) highlight deliberate plagiarism.

Moreover, Fahmida (2010) discusses the challenges Bangladeshi tertiary students encounter in forming coherent sentences, while Mustaque (2014) observes their tendency to emphasize results over the writing process. Suvin (2020) explores the difficulties related to vocabulary and grammar, whereas Ahmed (1999) focuses on issues with English articles. Dey and Sobhan (2006) investigate the problem of plagiarism in Bangladesh, and Ullah et al. (2022) find challenges faced by Bangladeshi English teachers including student motivation, curriculum, and cultural influences.

While existing research has identified the difficulties faced by students in government colleges in Bangladesh, it lacks a thorough exploration of effective solutions. Specifically, there is limited focus on plagiarism prevention strategies and the implementation of language support programs. Although it is acknowledged that language organization, and culture play significant roles in academic writing, the effectiveness of targeted interventions has not been fully evaluated.

This study aims to address these gaps by examining how language support, plagiarism prevention, and organizational skill development affect academic writing of English major undergraduates. The findings will offer insights to improve academic writing support for students in Bangladeshi government colleges.

1.2. Research Questions (RQ)

1. What specific challenges do students encounter while engaging in academic writing?
2. What targeted strategies can lecturers and students collaboratively implement to address these challenges?

1.3. Significance

This study aims to identify the challenges faced by English major students at a government college in Bangladesh, particularly from an instructional perspective. By exploring linguistic barriers, critical thinking issues, and organizational problems, it provides an understanding of the difficulties students encounter in academic writing. The findings will offer educators effective strategies to enhance students' writing skills.

From a policy making perspective, the study's findings—rooted in the specific context of Bangladesh can demonstrate the development of educational policies and practices. By addressing gaps in the literature and offering solutions, this research has the potential to influence policies related to academic writing instruction and support.

In terms of assessment, this study will highlight the major challenges students face in academic writing. These insights can help create better ways to assess students' writing skills. This will allow teachers to design exams that more accurately measure students' abilities and improve the evaluation process.

2. Literature Review

2.1. Theoretical Frameworks

Constructivism (Vygotsky, 1978) emphasizes that learning takes place when personal experiences are combined with new information. In this approach, students act as problem solvers, and teachers serve as facilitators (Minae, 2004; Chen & Bennett, 2012; Uddin et al., 2024). Constructivism differs from cognitivism, which views the mind as a tool for referencing and processing information (Uddin et al., 2024). Constructivist teachers promote active learning by encouraging students to regularly assess themselves. This aim is to develop "expert learners" who think critically about their own works (Gordon, 2009; Fahady, 2019). In this model, learners engage with academic content by reading, visualizing, and listening to understand and interpret the material (Figure 1).
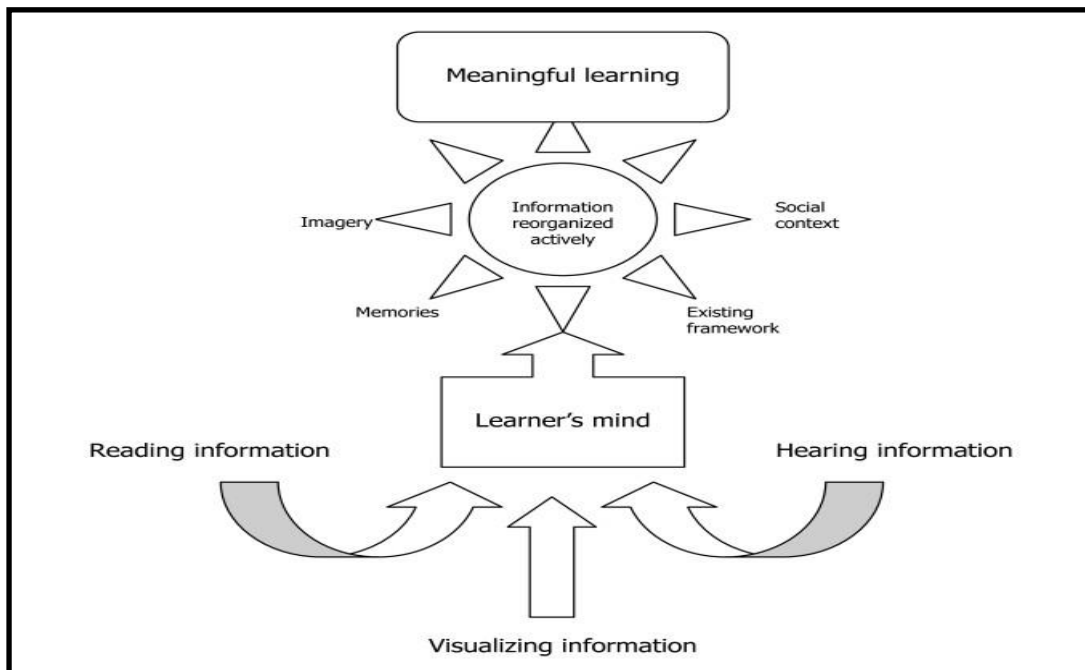

Figure 1. Constructivist Learning Theory (Ausubel et al., 1978)

2.2. Conceptual Framework for Classrooms in Bangladesh

In Bangladeshi classrooms, using constructivist learning strategies can encourage active student participation through group discussions, hands-on activities, and team projects (Table 1). Furthermore, adapting educational content to the local culture and using different learning strategies like reading, visualization, and listening can further increase student engagement. This method creates a collaborative learning environment with problem-solving tasks and self-assessment techniques to facilitate ongoing development. Constructivism helps to address academic writing challenges in Bangladesh by promoting active learning, self-assessment, and adapting content to fit local contexts (Begum, 2019; Rahin, 2022). These strategies support student-centered learning, align with Vygotsky's principles, and provide valuable insights for educational practice.

Table 1.
Elements of Constructivist Conceptual Framework in Bangladesh

Constructivist Theory (Bottom-up approach)	Strategies for Learning (active involvement)	Teacher Role (Facilitators)	Assessment (learning-focused)
Reading, visualizing, and listening to contents	Group discussions	Continuous professional development	Formative assessment
	Hands-on activities		Peer feedback
	Collaborative projects		Feedback mechanisms
	Comprehending and interpreting information		Problem-solving activities
	Content relevant to local culture		Active learning processes

2.3. Specific Issues

2.3.1. Plagiarism

Plagiarism, the act of not giving due credit for others' ideas, presents a considerable challenge in academic writing (Bretag, 2013; Newton, Wright & Newton, 2014; Uddin & Abu, 2024). Students find it difficult to distinguish between paraphrasing and plagiarism (Alberta University, 2001; Pritchett, 2010). In the UK, inadequate understanding of citation practices is acknowledged as a factor contributing to minor plagiarism (Joint Information System Committee, 2002). In Bangladesh, the widespread issue of plagiarism among stakeholders necessitates national initiatives, such as establishing a Plagiarism Supervisory Group and implementing publication regulations (Dey & Sobhan, 2006; Hossain, 2019). Effective strategies to minimize plagiarism involve documenting discussions and lowering grades for those who commit plagiarism (Macdonald & Carroll, 2006; Uddin, 2024; Uddin & Abu, 2024). To address plagiarism, it is important to raise awareness, provide education (Uddin, 2024; Uddin & Abu, 2024), and enforce proper penalties (Maurer et al., 2006; Berlinck, 2011; Foltynek, Rybicka & Demoliou, 2014). Plagiarism hampers academic integrity and limits creativity and critical thinking. Therefore, it is important to establish rules to prevent plagiarism.

2.3.2. Language Barriers

Javid and Umer (2014) discuss the difficulties encountered by Saudi EFL students with word choice, idea organization, and grammar, and recommend language courses and teaching aids. Similarly, Cheung (2013) notes comparable challenges for Singaporean undergraduates in content selection, grammar, and word choice, suggesting improved teaching methods. Bangladeshi students find it challenging to translate ideas from Bengali to English due to their limited vocabulary and weak grammar skills (Chowdhury, 2015; Suvin, 2020). Additionally, sentence structure in both Bengali and English becomes more complex because of differences in verb placement, which are influenced by the way people think in their native language (Chowdhury, 2015). To develop writing skills, teachers and students should collaborate, employing modern teaching techniques and tools to address language issues.

2.3.3. Critical Thinking Issues Top of Form

Argumentation is important in academic essay writing and is a key way to show critical thinking skills (Andrews, 1995; Scott, 2000; Elander et al., 2006). Indonesian students face difficulties in expressing their ideas with critical analysis, leading to the need for syllabus revisions (Samanhudi & Linse, 2019). McCarthy (2021) highlights the need to address the cultural and language differences of Japanese students to enrich their critical thinking skills. Ullah et al. (2022) highlight problems with insufficient teacher knowledge and a lack of

motivation among Bangladeshi undergraduates in promoting critical thinking. Focusing on critical thinking is crucial for academic success and requires effective policies.

2.3.4. Organizational Challenges

Students often struggle with organizing their ideas in writing. Prescott (2007) explores organizational challenges faced by university students in Hungary, while Abdulkareem (2013) investigates difficulties encountered by Arabic-speaking postgraduates. Chien (2015) also addresses organizational issues among Chinese university students. Despite cultural and linguistic differences, these studies highlight the need to overcome organizational challenges and suggest improving teaching methods to effectively communicate strategies to students.

Bangladeshi university students also have trouble organizing paragraphs to keep them clear and connected, and they face grammar challenges as well (Afrin, 2016). The lack of writing support services in Bangladeshi universities, such as one-on-one consultations and writing workshops, exacerbates the issues (Chowdhury & Akteruzzaman, 2021). Inadequate institutional support makes these problems worse, as there are few writing opportunities and little focus on writing skills (Harris, 1995). Universities need to prioritize the implementation of writing programs and support services to develop academic writing.

2.4. Interventions

2.4.1. Holistic Approaches

Writing instruction has evolved significantly, with a greater emphasis now placed on the process of writing rather than just the final product (Calkins, 1986). This shift occurs when Graves (1983) introduces the process writing movement in the late 1970s, which highlights a more detailed approach to teach writing. He recommends guiding students through brainstorming, gathering feedback, and revising their work before final submission. In this context, the Writing Workshop method focuses on active student involvement, helping them practice, draft, revise, and edit their work through hands-on learning (Graves, 1983; Calkins, 1986). Rahin (2022) as well as Uddin and McNeill (2024) highlight the importance of blended learning and cooperative strategies in Bangladeshi classrooms to enhance academic writing, emphasizing group activities and feedback. Furthermore, peer review plays a key role in enhancing communication, boosting self-confidence, and promoting writing skills through collaborative exchanges among peers (Xu, 2007; MacArthur, 2007; Huda & Kamal, 2011). Additionally, the establishment of writing centers offers personalized tutoring and resources leading to consistent progress in academic writing (Harris, 1995; Waller, 2002; Chowdhury & Akteruzzaman, 2021). These approaches can meet the difficulties students encounter in Bangladeshi classrooms and develop their writing skills (Huda & Kamal, 2011; Rahin, 2022).

2.4.2. Online Resources

Steel and Levy (2013) discuss the advantages of translation software, and Uddin and Bailey (2024) acknowledge the potential of online dictionaries for undergraduates, while Purcell, Buchanan, and Friedrich (2013) emphasize how digital tools develop student writing through better collaboration. Technology plays a vital role in helping Bangladeshi students learn English by making the learning process more engaging and motivating (Serajuddin, 2023; Uddin & McNeill, 2024; Husain & Uddin, 2024). Siddiqua (2021) points out that technology has benefits like saving teacher time and giving students real language practice. However, she points out challenges such as students' over-reliance on technology, increased distractions, and the need for teachers to enhance their technical skills. Serajuddin (2023) highlights how

technology helps Bangladeshi students in learning English by increasing engagement, motivation, and personalized learning. To integrate technology effectively, it is essential to enhance teacher training, update the curriculum, and increase facilities.

3. Research Methodology

3.1. Study Design

In this qualitative study, the purposive sampling method is used to select participants based on specific criteria. These criteria match our goal of exploring the challenges students face in academic writing and suggesting effective strategies for educators and students. Four qualitative methods, guided by Creswell's (2016) framework, are employed in the study, with data gathered through document analysis, discussions, interviews, and observations. By employing these various methods, the study aims to offer detailed insights into the challenges of academic writing and identify effective solutions, considering the perspectives of both students and teachers. The goal is to improve academic writing teaching and student success by finding key challenges and proposing solutions.

3.1.1. Sample and Sample Size

This study involved ten undergraduate students, aged 18 to 23, and four English Department teachers from a government college in Bangladesh, as detailed in Tables 2 and 3.

Table 2.
Student Profile

Serial Number	Name of the Students	Class & Year	Class ID	Age	Gender
1	Mahmudul Hasan	Honours 1st	08	18	Male
2	Almas Ali	Honours 1st	05	19	Male
3	Rabiya	Honours 2nd	02	20	Female
4	Deluwar Hosen	Honours 2nd	11	20	Male
5	Helina	Honours 3rd	57	21	Female
6	Tahsin	Honours 3rd	81	22	Male
7	Tamanna Khantun	Honours 3rd	20	22	Female
8	Arup Roy	Honours 4th	03	22	Male
9	Azmunnahar	Honours 4th	26	23	Female
10	Tawhida	Honours 4th	36	23	Female

Table 3.
Teacher Profile

Serial Number	Teacher Name	Designation	Job Experience	Gender
1	Anowarus Shahadat	Associate Professor & Head of the Department	21Years	Male
2	Motiur Rahman	Associate Professor	19 Years	Male
3	Shohela Ferdous	Assistant Professor	13 Years	Female
4	Jamal Uddin	Assistant Professor	10 Years	Male

3.1.2. Reliability and Validity

In qualitative research, reliability refers to the researcher's effort to accurately represent the key aspects of the phenomenon being studied (Gibbs, 2007). This technique uses triangulation, member checking, and long-term engagement to ensure the data and its interpretations are accurate and consistent (Kothari, 2004). Qualitative reliability refers to the consistency of the

researcher's approach, even if it is carried out by different researchers (Gibbs, 2007). To achieve this, it is essential to thoroughly record research methods, provide clear and open reporting, and make sure that procedures are replicable (Yin, 2003). Validity guarantees that the phenomenon being studied is accurately represented by using methods such as triangulation and member checking (Gibbs, 2007). Reliability, on the other hand, guarantees consistency among researchers through clear reporting and methods that can be replicated (Kothari, 2004). To maintain reliability and validity, the study uses methods like triangulation and member checking to offer strong, dependable, and accurate insights into the topic.

3.1.3. Documentation and Transparency

The term involves detailing the methods used for data collection and analysis, as well as showing how the results align with the research questions and tools applied (Gibbs, 2007). To address RQ 1, the documentation includes focus group interviews, participant observation, and document analysis. It also includes interview guides and observation protocols, following Kothari's approach (2004). Each aspect of the data collection process, including recruiting participants and documenting data, is detailed to guarantee transparency and reliability (Yin, 2003). Moreover, the analytical choices, like the thematic frameworks, are clearly described with the reasons behind them (Gibbs, 2007). For RQ 2, descriptions of qualitative methods, like one-on-one interviews with teachers and analysis of documentary evidence, are maintained. Also conducting a pilot study helps to develop the tools and methods used, thereby increasing the external validity of the research (Yin, 2003).

3.1.4. Refining the Sets of Questions After Pilot Study

A pilot study involving five English undergraduates and a faculty member resulted in important revisions to the teacher interview questions and student focus group discussions. These revisions enhanced the clarity and relevance of the instruments, leading to a more targeted approach to data collection. Initially, Appendices 1 and 2, which included questions for students and teachers, lacked a clear distinction between identifying challenges and exploring solutions. To address this, the pilot study feedback guided the reorganization of questions into two distinct sections, allowing respondents to focus more specifically on either the challenges or the interventions. This adjustment helped create a more structured and focused approach to data collection.

The refined versions, presented as Appendices 3 and 4, incorporated the suggested improvements. For students, questions were expanded to elicit deeper insights into their struggles with vocabulary, grammar, and idea organization while also exploring practical strategies they employ. Similarly, the teacher interview questions were revised to investigate further into their observations of students' difficulties and the effectiveness of various teaching methods. These modifications clarified the intent of the instruments as well as aligned the questions more closely with the study's objectives, ensuring a more systematic and targeted collection of relevant data.

3.2. Research Context

The government college in Chapainawabganj district offers an excellent setting for evaluating students' academic writing skills. The college, with its well-known English Department consisting of six faculty members and serving 400 honors students, places a strong emphasis on language and literature education. This environment is well-suited for assessing academic writing skills, given the department's expertise and experience. Despite its strong reputation, the college encounters several challenges affecting students' writing skills. Issues such as poor

grammar and vocabulary, limited critical thinking, and concerns about academic integrity indicate systemic problems within the educational framework. These difficulties are increased by factors such as students' lack of motivation, passive classroom participation, and few opportunities for writing practice outside the formal instruction. Additionally, outdated teaching methods and limited exposure to English language highlight the institutional difficulties. Even though the large student body and the department's strong reputation offer good chances for detailed data analysis, there are some limitations to consider. The research might find it difficult to separate individual student needs and experiences from the broader issues at the institution. Additionally, focusing on just one college might limit how well the findings apply to other settings. While the context offers a great opportunity to study academic writing skills and related challenges, it is important to understand the complexities and limitations of the educational environment to accurately interpret the research findings.

3.3. Data Collection

This study involves interviews with open ended questions (Appendices 1, 2, 3, & 4), following Appleton's (1995) guidelines, with 10 students and 4 teachers. The interviews are captured in English on a mobile phone for the purpose of transcription. To conduct the interviews, the author used observation guided by a checklist, as recommended by Creswell (2016). Before taking part, participants were informed about the study's purpose and assured of their anonymity and confidentiality, as highlighted by Creswell (2016). All questions were given in English. Pre-tests and post-tests based on Creswell's (2016) theory were used to assess students' academic writing, focusing on the paragraph titled 'Deforestation'. Although the study faced constraints due to its sample size and time frame, it emphasized obtaining in-depth insights. Concentrating on one college, the research maintained relevance to the challenges encountered by Bangladeshi students. Despite financial constraints, resources are effectively used to maintain the study's quality and integrity.

3.4. Data Analysis

Qualitative data analysis is used to explore two research questions. Tashakkori and Creswell (2007) describe this process as organizing various types of data, such as text (transcripts) or images (photographs), into thematic categories to identify and analyze key themes. Thematic analysis is considered trustworthy for exploring individual experiences and deriving meaningful insights from the data (Maguire & Delahunt, 2017). The study employs a thematic approach to data analysis as outlined by Braun and Clarke (2006). Specifically, the researchers adhered to the six-phase framework for thematic analysis proposed by Braun and Clarke (2006). This six-phase coding process represents a systematic methodology utilized in qualitative research to organize, interpret, and derive meaning from the collected data. Figure 2 provides a detailed breakdown of these analytical steps.

Figure 2. Data Analysis Procedure
Source: Uddin et al. (2024)

3.5. Ethical Considerations

This study upholds ethical standards by following a set of practices and protocols. Before participating, individuals were given details about the research's purpose, procedures, and potential risks (General Data Protection Regulation, 2018). Maintaining confidentiality is crucial, achieved through methods such as anonymization and encryption to protect participants' privacy (Bond, 2004). Approval was obtained from the Head of the English Department, in accordance with University of Nottingham Regulations (2013), to collect student test and exam papers for document analysis. Acknowledging cultural, gender, and other differences demonstrates respect for diverse backgrounds, following the guidelines set by the British Educational Research Association (2011). Sensitive issues were addressed with care and discussed with supervisors, following the guidance of the University of Nottingham (2013). Furthermore, strict controls were applied to data storage and access, ensuring that only authorized personnel could access the information (British Educational Research Association, 2011). Participants were guaranteed the right to access their data and receive summaries of the research findings, as well as opportunities for debriefing (Bond, 2004). The author was committed to maintain established ethical guidelines and policies, ensuring full adherence to institutional and professional standards at every stage of the research.

4. Findings

This study pinpoints five key challenges in academic writing: constraints in vocabulary, grammatical concerns, deficiencies in critical thinking, difficulties in organizing ideas, and concerns regarding plagiarism, uncovered through the analysis of RQ 1. These challenges are informed by feedback from students and teachers, focusing on areas where students often encounter challenges. To address these challenges, specific interventions have been devised, such as vocabulary enhancement activities, grammar assistance, critical thinking techniques, guidance on organization, and sessions to raise awareness about plagiarism, identified through the analysis of RQ 2. These interventions aim to equip students with the necessary skills and knowledge to excel in academic writing.

4.1. Findings for RQ1: Specific Challenges that Students Encounter while Engaging in Academic Writing

4.1.1. Vocabulary Challenges

Limited vocabulary was identified as a major barrier to academic writing, hindering the expression of complex ideas and comprehension of academic texts. One teacher explained, *"When students analyze essays like 'Hamlet's internal dilemmas,' they often do not use advanced vocabulary."* This observation aligns with findings from vocabulary studies, like Nation (2001), which highlight how important vocabulary is for academic success. Another teacher noted, *"Limited vocabulary hinders students' ability to express themselves clearly."* These challenges can be linked to the Input Hypothesis (Krashen, 1985) which suggests that learners develop their vocabulary by being exposed to comprehensible language.

In focus group interviews, students shared the challenges they faced due to their vocabulary limitations. One student remarked, *"I find it difficult to explain the impact of pollution on ecosystems, so I end up using words like 'damage' or 'negative effect' instead of the correct terms."* The repetitive use of simple terms demonstrates how vocabulary gaps hinder students' ability to convey detailed ideas. Document analysis further corroborate these findings. For instance, one student incorrectly wrote *"physically sound"* instead of *"mentally sound"* while discussing the benefits of reading. This mistake highlights both vocabulary gaps and confusion about word meanings. This aligns with Leki and Carson's (1994) findings that students struggle with stress and clarity in academic writing. Furthermore, Schmitt's (2000) research emphasizes that academic writing requires an enriched vocabulary and an understanding of word context to prevent academic difficulties.

4.1.2. Grammar Difficulties

Different assessment methods have provided insights into students' grammar skills and their impact on academic writing. Such as, the writing samples reveal grammar mistakes, including subject-verb agreement. A sentence like *"This problem destroy our environment"* reflects the observation that *"many students face challenges in maintaining consistency in subject-verb agreement in their sentences."* This aligns with Bitchener and Knipe's (2008) findings, which highlight that subject-verb agreement errors are common in second-language writing.

Tense inconsistencies in a sample *"It destroyed our healthy life,"* reflect the finding that students switch between past and present tense without justification. This observation aligns with the research of Young and Cameron (2005) who highlight the tendency of post-intermediate adult English learners to use the past simple tense in their writing. Furthermore, punctuation errors *"But we are cutting trees for ourselves,"* disrupt the flow of sentences, which can hinder students' ability to communicate their ideas clearly. Punctuation errors are often linked to students' limited understanding of punctuation rules (Nasser, 2019).

Voice problems, such as the misuse of the passive voice, are visible in student scripts. For example, *"It called deforestation"* reflects a struggle with using the correct voice, which affects the clarity of actions being conveyed. Celce-Murcia et al. (1996) stress the importance of mastering voice for clear academic writing. These errors in student scripts match the focus group findings. A student stated, *"We often struggle to use the right prepositions because it is hard to know which one fits the context,"* reflecting the difficulty in using prepositions to convey word relationships accurately. This aligns with Hinkel's (2004) observation that preposition is a well-documented challenge in language learning.

Analysis of students' papers reveals 6 types of grammatical errors, and a bar chart in the appendix visually compares these errors across the documents of 10 students. This comparison

emphasizes the need for targeted grammar instruction to develop academic writing performance.

4.1.3. Critical Thinking Issues

Students struggle in forming arguments, logical reasoning, engaging with credible sources, and evaluating assumptions. For example, writing samples like *"Deforestation makes our environment polluted"* reveal shallow analysis of complex issues. These challenges align with Bloom's Taxonomy, suggesting students operate at lower cognitive levels (understanding and applying) rather than higher-order skills (analysis and evaluation).

Document analysis and student discussions also highlight confusion about *"how to include"* credible sources, consistent with Bitchener and Knipe's (2008) findings on non-native English speakers' difficulties in argumentation. Teacher interviews confirm this need, as one teacher stated, *"There is a clear gap in their understanding of explain an idea critically."* Students themselves noted their struggles, with one stating, *"I often struggle to connect my ideas logically and identify flaws in my reasoning."* This reflects difficulties in reasoning and argument construction as outlined in Ennis's (1996) Critical Thinking Framework, which emphasizes clear reasoning and evidence evaluation.

Classroom observations support these findings, showing that *"There is a noticeable gap in students' ability to analyze, synthesize information and integration of data into writing."* These observations emphasize the importance of teaching higher-order thinking skills. According to Bloom's Taxonomy, this enables students to progress from simple understanding to advanced analysis and evaluation.

4.1.4. Organization Issues

The examination of documents shows that students have difficulty creating clear topic sentences and organizing their ideas logically in paragraphs about "Deforestation", which makes their arguments unclear. One student's writing states, *"Deforestation is a current issue in our country. The conscious people highly concerned it,"* illustrating a lack of coherence due to the absence of a clear topic sentence. As Hyland (2003) notes, students often face difficulties in academic writing due to a lack of understanding of genre-specific conventions, such as effective argumentation and organization.

Similarly, in student focus group discussions, participants expressed difficulties in forming topic sentences and providing concise introductions with *"clear viewpoints."* One student mentioned, *"I find it difficult to start my writing with a clear idea of what I'm arguing,"* highlighting the struggle to create clear introductions. Flower and Hayes (1981) state that writing requires constant attention to the structure and content of arguments. Educators in teacher interviews echoed these challenges, noting that *"such issues lead to disjointed and confusing ideas, obstructing effective communication."* One teacher stated, *"Students' writing is often fragmented, and their ideas lack logical flow."* Classroom observations further support these findings, noting students' difficulties in producing clear topic sentences, inadequate introductions, and disconnected supporting ideas. As Swales and Feak (2012) explain that effective academic writing involves a clear organizational structure, and these observations underscore the need for students to develop organizational skills.

4.1.5. Plagiarism Issues

Document analysis indicates that students fail to acknowledge their sources, relying heavily on unreliable evidence and neglecting to include sources. A student wrote, *"A country should have at least 25% areas of forest"* without citing credible sources to support this claim. Although

the statement may be accurate, the absence of specific references to studies, reports, or experts constitutes plagiarism. As Guffey (2010) highlights, proper citation is crucial in academic writing to prevent misrepresenting others' ideas, and the failure to cite properly reflects students' challenges with academic integrity.

Additionally, time constraints emerge as a significant factor influencing plagiarism, compromising the originality of students' work, as noted in teacher interviews and student focus group discussions. One teacher stated, *"Students often don't realize that copying even in slightly altered form is still plagiarism,"* highlighting the confusion students face regarding citation practices. Students also acknowledged difficulties in citing sources and distinguishing between paraphrasing and copying. One student mentioned, *"I'm not sure when I'm paraphrasing correctly or just copying."* This aligns with Carroll's (2007) research, which reveals that many students struggle with plagiarism due to unclear guidelines on paraphrasing and citing sources.

Classroom observations further support these findings that *"students have an inadequate understanding of proper citation methods."* This observation echoes the work of Carson et al. (2002) who find that students often struggle with citation due to insufficient knowledge in academic conventions.

4.2. Findings for RQ2: Targeted Strategies that Lecturers and Students Can Collaboratively Implement to Address Academic Writing Challenges

4.2.1. Vocabulary

Teachers suggest for clear instruction and a supportive environment for better vocabulary. They recommend teaching course-related words and active engagement with text. One teacher emphasized, *"It's crucial to teach students academic vocabulary that is tied directly to the subject matter, so they can better express complex ideas."* The student scripts in the experimental group demonstrate this by incorporating a diverse vocabulary, including terms like *"comprehensive action," "concerted effort,"* and *"biodiversity and ecosystem,"* to underscore the severity of deforestation. These vocabulary choices reflect the academic vocabulary students are encouraged to learn and apply, aligning with Snow's (2010) view that academic vocabulary is critical for students to express content knowledge.

This aligns with students' perspectives, as they highlight the value of using online resources and dictionaries to know unfamiliar words and phrases. One student shared, *"I always use online dictionaries when I don't understand a word; it helps me learn the meanings quickly."* Students highlight the value of extensive reading for learning new vocabulary, aligning with teachers' recommendations to provide course-specific vocabulary lists. A student noted, *"Reading more articles and books helps me to see how new words are used in different situations."* These findings align with Nation's (2001) research, which suggests that extensive reading helps students encounter vocabulary in different contexts.

4.2.2. Grammar

Teachers acknowledge the importance of providing feedback on grammar mistakes. This perspective is supported by observations from the document, where a teacher offers explicit feedback on issues like subject-verb agreement and voice errors. A teacher stated, *"It is important to focus on grammar errors such as subject-verb agreement and passive vs. active voice, because these are key to accurate academic writing."* Ferris (2006) states that feedback on grammar is essential for students to recognize recurring mistakes. He notes, *"Feedback on grammar errors helps students become more aware of their mistakes and develop strategies to avoid them in future writing"* (p. 81).

A student in the focus group highlights the value of peer feedback in addressing grammar issues, supporting the document analysis findings. A student stated, *"Exchanging drafts with classmates and seeking feedback on grammar is beneficial."* Topping (2009) supports this, stating that peer feedback promotes collaborative learning and helps students spot and correct grammar errors through peer engagement.

4.2.3. Critical Thinking

Teacher interviews and student discussions focus on the need for critical thinking through structured argumentation and analysis. Teachers emphasize the effectiveness of scaffolding the writing process and providing feedback as demonstrated in the document analysis on students' arguments. One teacher noted, *"Scaffolding helps students break down their arguments step by step, making complex issues easier to address."* This view aligns with the research of Garrison et al. (2001) who argue that scaffolding enables students to refine their arguments and enrich critical thinking. Nicol and Macfarlane-Dick (2006) emphasize that feedback plays a crucial role in helping learners develop deeper insights into their arguments.

Students shared their experiences with critical analysis, acknowledging challenges. One student stated, *"It is hard to analyze texts critically on my own, but group discussions give me new ideas and perspectives."* Another student noted, *"Written feedback from peers helps me see where my arguments are weak."* This resonates with Vygotsky's (1978) theory of social learning, which underscores the value of collaborative environments for skill development.

4.2.4. Organizing Ideas

Different interview protocols demonstrate that clear guidance helps improve the organization of ideas. One teacher explained, *"Demonstrating well-structured paragraphs is crucial because it shows students how to present their ideas logically and cohesively."* This aligns with Harmer's (2004) recommendation that explicit modeling of organized writing helps learners internalize good practices. Another teacher shared the value of breaking tasks into smaller and manageable steps, stating, *"When writing is divided into stages—like brainstorming, outlining, and drafting—it helps students focus on organizing their ideas step by step."* This approach is supported by Flower and Hayes' (1981) process-writing theory, which emphasizes stepwise planning for coherent writing. Additionally, teachers noted the importance of personalized guidance, with one remarking, *"Using resources like the writing center allows students to receive tailored support for organizational skills."*

Students, in focus group discussions, confirmed the effectiveness of these strategies'. One student commented, *"I always make an outline with all the main points before I start writing. It helps me stay focused and ensures I don't miss anything important."* Another added, *"Using transitional phrases makes my writing easier to understand."* This reflects Murray's (2005) argument that using outlines and transitions enlarges the clarity and coherence of writing.

4.2.5. Plagiarism

Numerous intervention methods have been identified to address plagiarism. Teachers highlight the importance of explicit instruction on proper citation methods, with one expressing, *"Students need clear, step-by-step guidance on when and how to cite sources, supported by practice exercises to reinforce these skills."* This aligns with Pecorari's (2008) assertion that clear instruction reduces unintentional plagiarism by improving students' understanding of academic conventions. Teachers further emphasized fostering a culture that prioritizes academic integrity over deadlines. One teacher remarked, *"Students should value honesty in their work rather than simply meeting deadlines, and we need to give them enough time to*

research and write thoughtfully." This approach is consistent with Howard et al.'s (2010) recommendation to cultivate environments where ethical writing practices exist.

Students echoed this need for clarity, with one participant saying, *"We often struggle with knowing exactly how to cite, and it would help if we were given more detailed examples and exercises."* Another student explained, *"When I rush through assignments, I sometimes forget to cite properly, but planning ahead helps me avoid these mistakes."* This reflects the findings of Leung and Wu (2012), who emphasize that time management skills contribute significantly to maintain academic integrity.

The writing samples from the experimental group provide further evidence of the impact of clear guidelines. Students were instructed to incorporate proper citations while developing critical arguments, such as referencing statistics on the greenhouse effect in Bangladesh. The results demonstrate that explicit instructions combined with structured practice help students integrate critical thinking with accurate citation practices.

5. Discussion

The findings of this study highlight the multifaceted challenges and opportunities in academic writing, focusing on vocabulary, grammar, critical thinking, organization, and plagiarism. Addressing these issues requires a collaborative approach between teachers and students, integrating diverse strategies such as feedback, structured interventions, and institutional support. By aligning practical measures with existing research, this discussion underscores the importance of fostering essential academic skills to enhance writing proficiency and promote integrity in educational contexts.

5.1. Discussions for Research Question 1

The findings of this study reveal significant challenges in various aspects of academic writing, underscoring the complexity of addressing these issues in educational settings. Vocabulary inadequacies emerged as a major concern, with both teachers and undergraduate students highlighting the impact of limited vocabulary. These observations align with Marshall and Gilmour's (1993) assertion that restricted vocabulary hampers language proficiency, often compelling students to substitute complex terms with simpler ones. This tendency is further supported by Nadarajan (2007), who notes that students frequently misuse words, reflecting patterns of general language use observed in this study. The disparity between intended meanings and actual usage, exemplified by a student's use of an inappropriate term, highlights the critical role of precise vocabulary in effectively articulating thoughts and experiences. Enhancing students' vocabulary is therefore essential for fostering their ability to comprehend academic content and communicate ideas with clarity and precision.

Grammar difficulties were also identified as significant barriers to students' academic writing success, resonating with Giridharan and Robson's (2011) findings on the pervasive impact of insufficient grammar knowledge. The study reveales recurring issues with sentence construction, subject-verb agreement, tense usage, and punctuation, which align with observations made by Abdulkareem (2013) and Ratnawati et al. (2018). Errors in conveying actions through voice issues and the use of prepositions further underscore the need for targeted grammar instruction. These findings emphasize the importance of adopting evidence-based teaching strategies to systematically address grammar deficiencies, enabling students to construct grammatically sound and coherent academic texts.

The study also sheds light on critical thinking challenges among students, which manifest as a lack of depth in analysis and argumentation. Students' inability to engage in thorough

exploration of topics and to integrate diverse perspectives in their writing aligns with the concerns raised by Wingate (2011) and Jones (2007). Analysis of documents and focus group discussions shows that students struggle to engage with credible sources and face challenges in logical reasoning and linking ideas clearly. These challenges underline the importance of fostering critical thinking skills in academic writing instruction. By encouraging students to engage with reliable sources and explore the wider implications of their arguments, educators can address these issues and enhance the analytical skills of students.

Organizational challenges further complicate students' academic writing. This study finds that students struggle to construct clear topic sentences and organize supporting ideas cohesively, reflecting the observations of Pincas (1982) regarding the use of cohesive devices for paragraph coherence. The struggles identified in document analysis mirror the findings of Fahmida (2010), who highlights organizational issues as common among Bangladeshi tertiary students. Addressing these challenges requires explicit instruction in cohesive strategies, such as employing transition words and establishing logical connections between sentences, to improve the clarity and coherence of students' written work.

Lastly, plagiarism remains a significant issue in academic writing. Students' failure to attribute sources correctly and their reliance on anecdotal evidence reflect broader challenges in distinguishing between paraphrasing and plagiarism, as noted by Alberta University (2001). Poor time management, identified as a key factor influencing plagiarism, aligns with Kayaoglu et al.'s (2016) findings, while Batane (2010) observes that inadequate academic writing skills exacerbate this issue. Additionally, Wei et al. (2014) emphasize the role of moral responsibility and the pursuit of academic success in motivating plagiarism, echoing this study's findings on students' limited awareness of the consequences of unethical practices. These insights highlight the need for comprehensive academic integrity instruction, coupled with effective time management strategies, to avoid plagiarism and foster ethical writing practices among students.

5.2. Discussions for Research Question 2

The findings underscore the importance of addressing critical aspects of academic writing, including vocabulary, grammar, critical thinking, organization, and plagiarism. Vocabulary challenges have a profound impact on students' academic writing and communication. Teachers emphasize the importance of independent learning tools, such as online resources and dictionaries, to enhance vocabulary comprehension and application. This aligns with Hyland's (2009) emphasis on academic discourse proficiency as essential for academic engagement. However, Luppescu and Day (1993) caution that dictionaries alone are insufficient, advocating for supplementary strategies like contextual learning and explicit vocabulary instruction. The collaborative approach between teachers and students emerges as vital, with teachers providing guidance and students actively engaging in vocabulary acquisition. A diversified strategy, encompassing extensive reading and personalized instruction, can effectively address these challenges.

Grammar difficulties significantly hinder students' writing proficiency. Teachers and students collectively advocate for feedback-based approaches, including peer and teacher feedback to address grammatical errors. This aligns with Chin's (2000) findings on the role of grammar instruction during the writing process and Natasya's (2019) research highlighting the efficacy of peer feedback. While peer feedback offers collaborative learning benefits, its effectiveness depends on the accuracy and constructiveness of the provided feedback. Teachers play a critical role in delivering targeted grammar instruction within writing tasks, enabling students to identify and rectify errors. A balanced approach that integrates teacher-led and peer-supported

feedback mechanisms is essential for enhancing grammatical accuracy and academic writing skills.

The findings also highlight deficiencies in students' critical thinking abilities, with writing often lacking analytical depth and coherence. Structured exercises in argumentation and analytical techniques are proposed as effective strategies for nurturing critical thinking. Teachers emphasize the importance of feedback in developing advanced argumentation skills, while students recognize the benefits of collaborative discussions. Ullah et al. (2022) underscore the necessity of systematically integrating critical thinking interventions within educational frameworks, while also addressing challenges such as resource constraints and fostering metacognitive awareness. Promoting critical thinking requires a multifaceted approach that combines structured exercises, collaborative learning, and systemic changes to enable students to develop robust analytical and reasoning skills.

Organizational challenges in academic writing are another significant issue. Teachers adopt student-centered methods, providing clear guidance and breaking down writing tasks into manageable steps. These strategies resonate with the approaches advocated by writing centers, as highlighted by Waller (2002). Students' utilization of outlines and transitional phrases reflects their efforts to improve coherence and readability. The successful structuring of paragraphs, such as in the "Deforestation" demonstrates the positive impact of these interventions. Personalized support through resources like writing centers can further enhance students' organizational skills, fostering their ability to construct cohesive and logically structured paragraphs.

Finally, plagiarism issues reveal complexities in citation practices and academic integrity. Teachers emphasize the importance of clear instruction on proper citation, reflecting Macdonald and Carroll's (2006) assertion that structured guidance is essential. Students expressed a need for more comprehensive citation training, aligning with Gallant and Pani's (2024) call for institutional measures to promote academic integrity. The findings also highlight the connection between time management and ethical practices, as poor time management often leads to plagiarism. Integrating instructional strategies with institutional support can help students overcome citation challenges and promote responsible academic practices.

6. Conclusion

The exploration of academic writing challenges among undergraduate English majors in Bangladesh offers critical insights into the multifaceted nature of writing proficiency and the strategies needed for improvement. Through a qualitative approach involving interviews, observations, and document analysis, this study identifies key challenges faced by students, including vocabulary limitations, grammar issues, critical thinking deficiencies, organizational struggles, and plagiarism concerns. These findings resonate with both teachers' observations and students' self-assessments, highlighting the persistent nature of these challenges within the educational context.

Addressing these challenges requires a comprehensive approach involving collaboration between educators and students. Interventions such as explicit vocabulary instruction, comprehensive grammar feedback, structured critical thinking exercises, clear organizational guidance, and explicit instruction on plagiarism avoidance emerge as effective strategies for improvement. These interventions aim to not only enhance students' writing skills but also foster a culture of academic integrity and critical engagement with course materials.

While this study provides valuable insights and practical recommendations, it is essential to acknowledge its limitations, including the small sample size and the focus on a single college,

which may limit the generalization of findings. Additionally, the study's reliance on qualitative methods necessitates careful interpretation of results and emphasizes the need for further research to corroborate these findings across diverse educational contexts.

Addressing the challenges of academic writing among undergraduate English majors in Bangladesh requires a concerted effort from both educators and students. By implementing targeted interventions and fostering a supportive learning environment, institutions can empower students to develop the necessary skills for academic success, professional advancement, and lifelong learning. This study serves as a bridge towards a more comprehensive understanding of writing proficiency and stresses the importance of continued research and innovation in addressing the evolving needs of students in academic settings.

6.1. Key Takeaways from the Research

The analysis uncovers significant insights into students' struggles with academic writing and suggests ways to overcome these challenges. Students face various issues, including:

- Limited vocabulary
- Grammar difficulties
- Weak critical thinking
- Poor organization
- Plagiarism

These findings highlight the wide range of academic writing difficulties and the need for targeted interventions. The study emphasizes that collaboration between educators and students is essential in tackling these issues. The alignment between teachers' views and students' experiences shows the importance of understanding students' needs and providing tailored support. Existing research also stresses the value of evidence-based teaching methods in improving academic writing.

Educators can play a key role in enhancing students' writing skills. Suggested interventions include:

- Direct vocabulary teaching
- Detailed feedback on grammar
- Step-by-step guidance in the writing process

Students also value autonomy and accountability, which are crucial for their academic success. Thus, this research highlights the complexity of academic writing challenges. Collaborative efforts between educators and students, combined with evidence-based interventions, can greatly improve students' writing skills and academic outcomes.

6.2. Implication for Practice

The recommendations address writing challenges and contribute to a supportive environment that will enhance students' academic success.

1. Structured Vocabulary Lessons: Structured vocabulary lessons focused on academic terms relevant to course materials can help students improve their language skills and better engage with texts.

2. Grammar Instruction and Practice: Regular grammar instruction and feedback on assignments, along with peer reviews and online tools, offer students opportunities to practice and improve their grammatical proficiency.

3. Critical Thinking Exercises: Activities that encourage students to analyze topics from different perspectives can strengthen their critical thinking and logical argumentation skills.

4. Time Management Support: Providing students with clear instructions, deadlines, and organizational tools such as planners can aid in better time management.

5. Promotion of Academic Integrity: Educating students on plagiarism and proper citation through workshops and seminars can promote ethical writing practices and academic integrity.

6.3. Limitations of the Research

This study employs a robust qualitative methodology; however, several limitations should be acknowledged. The small sample size of 10 undergraduate students and 4 teachers restricts the generalization of the findings, as it does not capture the diversity of perspectives across broader educational contexts. Additionally, the focus on a single government college in Bangladesh limits the applicability of the findings to other institutions with different contexts or resources, and it may not fully reflect the varied academic and institutional experiences found in different educational environments. The study's reliance on qualitative methods, while providing in-depth insights, could introduce researcher bias in data collection and analysis. The three-month time frame, though sufficient for preliminary insights, may constrain the depth of exploration and analysis. Furthermore, the absence of allocated funding limits the ability to address unforeseen challenges, expand participant recruitment, or incorporate additional data collection methods. Finally, conducting interviews exclusively in English might have influenced participants' responses, as some may have felt less comfortable expressing themselves fully in English. Despite these constraints, the study prioritizes in-depth qualitative insights through comprehensive interviews and document analysis, ensuring that the research questions are effectively addressed within the existing scope and resources. These limitations highlight the need for future studies to expand the scope, include more participants, and consider mixed-method approaches for more comprehensive findings.

6.4. Recommendations for Future Research

Future research should address the limitations identified in this study by expanding sample sizes to include a diverse population of students and teachers from multiple government and private institutions across different regions. This would enhance the generalization of findings and provide a broader perspective on academic writing challenges. Comparative analyses of colleges with varying resources, teaching methods, and institutional practices could identify common and context-specific factors affecting students' writing skills. Additionally, extending the study duration would allow for a more in-depth examination of the evolution of academic writing skills and their contributing factors over time. Future studies should also explore intervention programs specifically tailored to address key challenges such as grammar, vocabulary, critical thinking, time management, and plagiarism, emphasizing evidence-based strategies for improvement.

Incorporating mixed-method approaches can further enrich the understanding of academic writing issues. Quantitative surveys could complement qualitative insights, while longitudinal studies would provide a clearer picture of the long-term impact of interventions. Investigating the role of socioeconomic status, language background, and prior education could lead to the development of more equitable instructional practices. Integrating technology, such as AI-driven tools and collaborative platforms, could be explored for enhancing student engagement and creativity. Additionally, research on teacher professional development programs should evaluate their effectiveness in fostering best practices for academic writing instruction.

Allocating dedicated funding and incorporating advanced methodologies, such as experimental designs, would enable more extensive research, bridging gaps in current understanding and offering practical, actionable recommendations for improving academic writing skills.

Declarations

Generative AI Tools: Generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this manuscript.

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Appendix 1

Perceptions of Dyslexia Research
Questionnaire

Instruments for Students' Focus Group Interviews

There are seven questions designed for the students to participate in focus group interviews that align with the research on the challenges of organizing ideas, using appropriate vocabulary, and maintaining proper grammar in academic writing among undergraduate students in a government college in Bangladesh:

1. How do you approach the process of organizing your ideas when working on academic writing, and what challenges do you typically encounter in this aspect?

2. In terms of vocabulary, what difficulties do you face in selecting and incorporating appropriate words or terms into your academic writing?

3. Are there specific academic disciplines or subjects where you find it more challenging to use the appropriate vocabulary, and why?

4. How do you perceive the role of vocabulary in conveying your ideas effectively in academic writing, and what strategies do you use to overcome vocabulary-related challenges?

5. Regarding grammar, what are the common issues you encounter while maintaining proper grammar in your academic writing, and how do these challenges affect your overall writing?

6. Can you share specific examples of feedback you've received on your academic writing, particularly related to grammar, and how you have addressed or struggled with that feedback?

7. Do you feel that there are cultural or linguistic factors that contribute to challenges in maintaining proper grammar in academic writing, and if so, how?

These questions are designed to provide detailed responses and insights into the specific issues students face in academic writing, with a focus on organization, vocabulary, and grammar.

Appendix 2

Perceptions of Dyslexia Research
Questions

Instruments for Teachers' Interviews

There are six questions designed for the teachers to participate in focus group interviews that align with the research on the challenges of organizing ideas, using appropriate vocabulary, and maintaining proper grammar in academic writing among undergraduate students in a government college in Bangladesh:

1. How do you address specific challenges observed in students' ability to organize ideas in academic writing?

2. How do you teach and guide students in organizing their ideas in academic writing?

3. How do you approach teaching and improving students' vocabulary for academic writing?

4. what specific strategies or activities do you find effective in enhancing their vocabulary skills in this context?

5. How do you teach grammar for academic writing and provide targeted feedback?

6. What kinds of grammatical mistakes do you mostly find in students' academic writing?

These questions are designed to provide detailed responses and insights into the specific issues students face in academic writing, with a focus on organization, vocabulary, and grammar.

Appendix 3

Revised Instruments for Students' Focus Group Interviews

The focus group interview comprises a series of 12 questions tailored for undergraduate students in a government college in Bangladesh. Six questions are tailored to address Research Question 1 (RQ 1), which delves into students' struggles in academic writing. The other six questions align with Research Question 2 (RQ 2) and are designed to explore interventions aimed at mitigating these issues:

RQ 1. What are the major challenges students encounter while participating in academic writing?

1. How do you struggle with using complex words or technical terms in your writing? How does this affect how well you can explain your ideas?

2. What grammar errors do you usually make when you write? How do you think these mistakes affect the quality of your papers?

3. What challenges do you face when trying to make strong arguments or use sources in your writing? Can you give examples of how this shows up in your work?

4. How do you manage your time when working on writing assignments? Have you ever felt like you had to rush your work because of time? If yes, how did it affect your writing?

5. What problems do you face when organizing your writing? How does this impact the clarity of your arguments?

6. What challenges do you face in correctly citing sources and distinguishing between paraphrasing and copying in your writing?

RQ 2. How can lecturers and students meet the challenges in teaching learning academic writing?

1. How do you actively engage with academic texts to enhance your vocabulary? What strategies do you employ independently for vocabulary acquisition?

2. How do you improve your grammar skills through peer feedback? In what ways does peer feedback contribute to enhancing your grammatical proficiency?

3. How do you incorporate critical analysis into your writing? What strategies do you think are more effective in promoting your critical thinking?

4. What time management strategies do you use to optimize productivity? How do these strategies help in navigating through the writing process effectively?

5. How do you organize your ideas before writing? What techniques do you utilize to ensure clarity and coherence in your arguments?

6. How do you promote academic integrity and avoid plagiarism in your writing? What measures do you take to ensure correct citation practices and uphold academic integrity standards?

Appendix 4

Revised Instruments for Teachers' Interviews

The Teacher interview comprises a series of 12 questions based on their observation of undergraduate students at a government college in Bangladesh. Six questions are tailored to address Research Question 1 (RQ 1), which delves into teacher observation of students' struggles in academic writing. The other six questions align with Research Question 2 (RQ 2) and are designed to explore interventions used by teachers aiming at mitigating these issues:

RQ 1. What are the major challenges students encounter while participating in academic writing?

1. What problems do you notice students have with using complex words or technical terms in their writing? Can you give examples of how this affects their work?

2. What common grammar mistakes do you see students making in their writing? How do these mistakes affect the quality of their papers?

3. What challenges do students face when trying to make strong arguments or use sources in their writing? Can you give examples of these challenges?

4. How do you think time constraints affect students' writing quality? Have you seen instances where students struggled with time management during writing tasks?

5. What difficulties do you observe students having with organizing their writing? How does this affect their ability to communicate effectively?

6. How do you think students handle giving credit to sources and avoiding unintentional copying in their writing?

RQ 2. How can lecturers and students meet the challenges in teaching learning academic writing?

1. How do you think teachers can support students in learning new words and expanding their vocabulary?

2. What methods do you find effective for giving feedback on grammar mistakes to students?

3. How can teachers encourage students to think critically and develop strong arguments in their writing?

4. What strategies do you suggest for helping students manage their time better when working on writing assignments?

5. How do you suggest improving students' organizational skills in academic writing. What methods do you find most effective for personalized guidance?

6. What approaches do you recommend for teaching students about the importance of citing sources properly and avoiding plagiarism?