Writing Academically at the College of Social Sciences and Law of Kuwait University

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Abstract:

Appropriate academic writing in English as a foreign language constitutes a main problem to students of humanities at higher education institutions. This can be attributed to a fact that writing skill is the tool that coins knowledge within elaborated and organized tracks. This study is conducted to tackle the problems of the academic writing, and to poke through academic writing competence, and any ongoing project involving outside research of learners at the College of Social Sciences and Law of Kuwait University. The researcher discusses ways of providing sufficient scope to academic writing activities for under-graduate students to gain confidence, and speed in handling English to express their knowledge and answer questions in writing. The questions are taken as the basis for grading and assessing students' efforts. Meanwhile, the difficulties that students encounter in writing academically have also engaged a wide space of this research. Axiomatically, strictly controlled written utterances rests on differences between the native speaker's growth of language ability and that of a foreign learner. The foreign language – (*Daborn, E. 2002*)- thinks that learner, unlike the native speaker, lacks a functional command of English grammar, verbalizes his new experiences in his mother tongue, and is ill equipped to perceive the variances between styles and registers when promoting his thoughts and attitudes.

Key words: academic writing, writing competence, functional command, writing difficulties, foreign language

Introduction

This work is planned to diagnose the problems that stymie students of the College of Social Sciences and Law of Kuwait University from writing appropriately in the academic sense, and to propose effective remedy for handling such problems. In most of under-graduate English paper courses at the College, the most frequent learning assignment and the most usual method of assessment is the written work. Throughout the academic semester, tutors designate certain tasks such as writing parts of essays, for example openings, arguments, and conclusions; different types of paragraphs , pieces exemplifying particular function such as defining, contrasting, and summarizing; or from closely specifying the content to be expressed and demanding careful expression of it. However, the outcome peeps up surprisingly. The researcher noted that when time and students need to be loose on the task of composing the whole of a viable answer to a relevant question of writing in the English paper at sufficient length, the assessment of students' writing competence encounters some sort of drop to do justice to their knowledge of the academic writing technique. Students' efforts at writing skill generally are nothing but concealed translation and the more they are required to write the more they produce mistakes. Consequently, this brings up the necessity of having some organizing principle according to which one teaching item comes before another, and one skill is practiced before another. Vividly enough, prior to such ordering activity, there must be a list of teaching items to sequence which the researcher seeks to expose through this study.

Goal of the study

The purpose of this study is mainly centered on presenting the aspects of the academic writing skill: (i) the teaching approaches, (ii) the difficulties that students face when writing academically, (iii) the effective remedy for aiding students to write appropriately at the College of Social Sciences & Law of Kuwait University.

Problem of the study

As an academic, the researcher believes that writing is a main skill, which students should resort to all the time of their study; meanwhile, it is also an ability that many other professions value highly. Writing skills thus, must be deeply investigated in undergraduates' work. Therefore, the problem of writing according to this research is not that how may students act through writing in a persuasive clear manner all disciplines only, but also how to write effectively and critically. Because, the writer thinks that higher study is supposed to produce not only better writers, but also better thinkers. The other side of the problem is how to make writing form an integral part of the teaching process in all fashions at the College of Social Sciences and Law of Kuwait University.

Procedures of the Study

For the target of exemplifying the data of the study, the researcher employs the following instruments:

a.   Random sample of 100 writing assignments composing essay writing tasks and writing exam answer sheets extracted from the breakdown rubrics of the academic years 2011 and 2012.

b. Tables categorize the errors of writing formalities.

c. Figures contain guidelines for writing academically.

What is academic writing ?

The rubrics of marking writing activities always stresses the fact that an excellent rehearsal for writing an academic project requires that students apply determined techniques to writing certain assignments whether they were daily tasks or answering writing exam questions. *(Myeralins, C. 2010)*. Students have to select support, synthesize what they have learnt; and finally write either an informative or an interpretative work. Through this job, students have to provide documentary support for a clearly defined purpose. The analysis of the study's specimen goes along two tracks when handling the writing skill. *(Emerson, K. 2004)* noticed that some instructors concern themselves with the quality of the writing. On other hand, some feel that concern with the quantity of the student's writing must long precede any concern with its quality. Instructors of the first trend "quality before quantity" propose certain techniques that follow the basic assumptions of the communicative method of teaching a foreign language. Students can express their attitudes and write about a certain topic via sentence patterns controlled in a grammatical hierarchy of complexity, and minimal steps to encourage primarily correct responses to meet the requirements of a given task, *(Cottrell, S. 1999)*.

On the other side of the case, the reason behind the weakness point of writing academically to the College students rests on the differences between the native speaker's growth of language ability and that of their ability. According to the researcher, the Kuwaiti students unlike the native speaker, lack a functional command of the English grammar, verbalize their new experience of the English language in their mother tongue; the Arabic, and are ill-equipped to realize the differences between styles of writing and registers. In most cases, their effort at the writing activities is some kind of concealed translation, and the more they write the more they produce errors. The writer argues that this brings up the necessity of having some organizing according to which one teaching items comes before another, and one skill is exercised before another. It is vivid that, prior to such ordering activity, there must be a range of didactic elements to sequence.

While examining the key assumptions underlying the controlled writing assignments of this study's specimen, the researcher suggests that the most significant theoretical justification for using controlled writing activities lies in the domain of motivation. His main defense of controlled

writing activities is that it is possible to be given frequently, and the controls of various forms of guided composition can be a wealthy source of writing tips. Consequently, the researcher recommends that students should write voluminously and that, to start with, much concentration should be placed on both quantity and quality. He warns that instructors should expect poor copy in the preliminary stages, but students should be nudged and motivated to write extensively with little regard to the number and type of errors they may make. The researcher noticed that students lack the feature of smoothness and spontaneity when they perform writing tasks. Therefore, he suggests that fluency and constant practice are much more important in writing than concern about grammatical correctness. Moreover, progress toward independence in communication and writing skills are hindered by the artificiality of language learning through drills and exercises, which consume the whole class time without providing students with the chance of drawing on their experiences to express themselves properly. Thus, the underlying theory implied by the quantitative approach is that the number of errors made by students in the stages of learning how to write, will not prove to be any more detrimental to the molding of the terminal behavior (fluency and correctness in writing), than if mistakes had been permitted at all *(Nilson, S.L. 2009).* Further, the researcher argues the implication is that fluency and quantity, grammatically correct or not, must necessarily precede quality of expression. He encourages the adventurous competency that will enable the student to try to meet any task by putting what he knows to maximum use.

According to the specimen's analysis, the researcher prefers the trend of learning communication to be a mix of both quantity and quality. To aide students in acquiring the writing skill, they supposedly have the language behavior which is consisted of two levels: the level of language manipulation elements which occurs in determined relationships, and the level of self-promotion *(Mcqueeney, P. and A. Jones, 1998)* at which possible differences are not confined. The researcher tends to demonstrate that application in choice should not be regarded as a separate task for undergraduate clients. It must be inserted in the class activity from scratch. On the ground of the reading of the specimen, the researcher insists on the notion that students have to learn to draw on everything they know at a certain stage in their writing skill acquisition. Yet, the writer drags the attention to a crucial point that what is stated before is not planned to substitute the elaborate teaching of the language, but to widen it by instruments of regular and frequent chances of independent self-expression activities. The research findings confirm the effectiveness of the quantitative and the qualitative approaches to the teaching of the academic writing techniques to second language learners. This is because of their limited knowledge of the target language, and owing to the penetrating effect of

their mother tongue. Accordingly, the researcher is inclined to the tendency which implies that the second-language learner is not expected to master the skills of the composition by writing at length without the directives of the instructor. In his capacity as the head of the English Language Unit at the College of Social Sciences and Law, the researcher often advises the English language staff to give much practice in free composition writing to their students because it will prove effective if it is applied systematically in guided situations. *(Bizzell, P. 2005)* thinks that students will find composition practice more rewarding when they acquire the writing skills through few procedures within the limits of their growing proficiency.

The problem of academic writing communicatively

Writing academically is one of the ultimate aims of learning a foreign language. However, integrating the communication skill in presenting a subject-matter is in itself stands a challenge to both, the learner and the instructor, the researcher believes. The difficulty in this sense lies in the availability of competent instructor who should convey and simplify the technique, and the recipient who has to shoulder the task of using a connected form of criteria that lead to a valid work from the perspective of the academic writing criteria. *(McGaley, P. 2008).* Therefore, students have to integrate the linguistic aspects they have acquired in a proper written form. The specimen of the study contains 100 essays extracted from exam sheets of the academic years 2011 and 2012 and routine home assignments. These sheets cover all types of essay students have practiced through two academic years. These types are listed below:

a. Descriptive essays
b. Analytical essays
c. Argumentative essays
d. Definitions essays
e. Narrative essays
f. Cause and effect essays
g. Process essays
h. Comparison and contrast essays

Having scrutinized the sheets, the researcher has classified the flaws students have committed and their nature in each essay type as shown in the following tables.

Table 1: The descriptive essay

Essay elements	Types of problems and difficulties	Percentage
Description of thoughts, feelings, events, attributes, people, places, or things	Incomplete description, lack of coherence and proper use of adjectives	55%

| Details presentation | Limited details, irrelevant and sometimes tiny | 17% |
| Sensory impression use | Not inclusive, lacks some minute items | 28% |

Table 2: The Analytical essays

Essay elements	Types of problems and difficulties	Percentage
Investigating aspects of a subject	Poor analysis of issue's elements	36%
Features identification	Lack of sufficient proofs	28%
Neutrality	Dominant biased view	36%

Table 3: The Argumentative essays

Essay elements	Types of problems and difficulties	Percentage
Logical persuasion	Presenting haphzardous clues	40%
Sequential argumentation	Weak persuasive reasoning and examples	39%
Adapting a stand	Foggy and not decisive stance	21%

Table 4: The Definition essays

Essay elements	Types of problems and difficulties	Percentage
Explaining definition of a subject by facts and examples	Mistaken definition, non-supported facts or examples, weakness in illustrating the target	53%
Bias for definition	Short of terms designated to diagnose the appropriate exposition of definition.	31%
Defining examples	Explanatory notes of definition were vague	16%

Table 5: The Narrative essays

Essay elements	Types of problems and difficulties	Percentage
Narration of incidents	Descriptive technique is very familiar	30%

Presentation of an event, thought or process	Absence of flash back in some of aspect of actions sequence	37%
Use of images and language	Misuse of portraying of action, rigid language	16%
Personal impression	Staggering expressions	17%

Table 6: The Comparison and Contrast essays

Essay elements	Types of problems and difficulties	Percentage
Compare and contrast	Mixture between similarities and differences	47%
Differentiation process	Focus on likenesses and ignoring resemblances	36%
Objectivity and persuasion	Differentiation and matching not convincing	17%

Table 7: The Cause and Effect essays

Essay elements	Types of problems and difficulties	Percentage
Link between causes and effects	Discrimination lines interrelated	31%
Structure of paragraphs	Body of presentation deviates from the specified format	35%
Correspondence of causes and effects	Sometimes lost	34%

Table 8: The Process essays

Essay elements	Types of problems and difficulties	Percentage
Sequential order	Step-by-step method not well-organized	42%
Process description	Short of necessary data	38%
Facts listing	Narrative method trespasses scientific instructions	20%

Discussion and Analysis of essay writing errors

According to the findings shown in the above tables professional or academic career when producing formal written work by ESL students form a real challenge to both the learners and the instructors. Since the purpose of professional writing is to convey information in a clear, succinct, fluid way, the mission of the learners mainly relies on the application of the rules of the target essay type. Proofreading or self-editing is an important pillar for any writing process, particularly that of an academic type. This feature was not redundantly noticed in the works of the specimen. Many errors and downs could be shunned should students reviewed and edited what they have composed minutely just for the sake of conciseness and readability. In addition, there has been weakness in the content accuracy in some papers. Topics in the argumentative essays flow illogically. The subtopics in the narrative essays, for example, were not pinned elaborately. The common hint that could be spotted in all types of the essays was the sentence construction was not varied throughout. It was the same cadence repeated throughout the essays. Obviously, there was a lack of employing diverse sentence styles. Next, due to lack of real proofread for spelling and grammar, the specimen papers of all essay types contained spelling, typos and grammatical errors which had negative effect on the credibility of work.
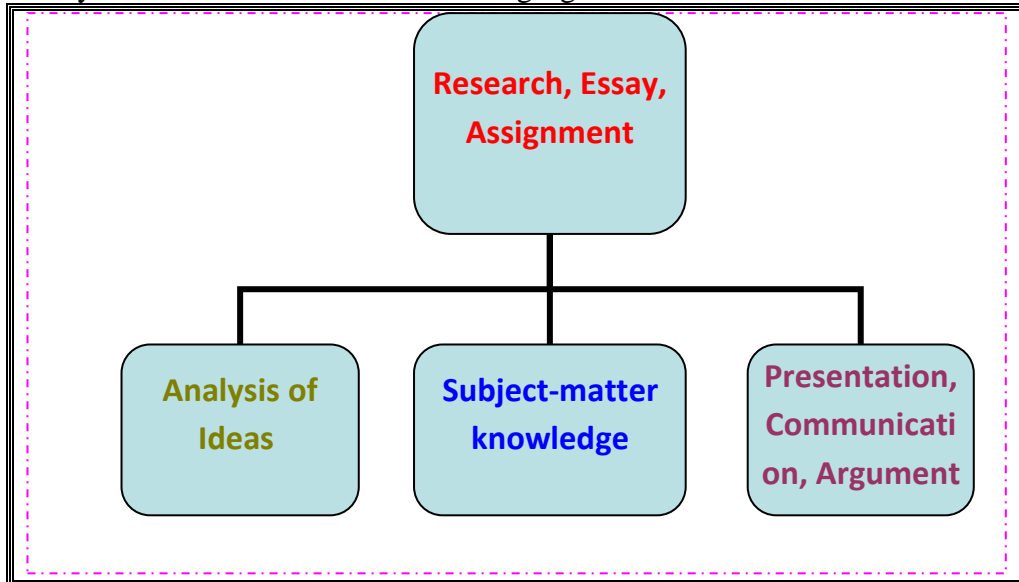
On the other hand, the specimen contains some flashing and encouraging sides. The researcher noted a variety of shapes of outlines which helped them shift from one area to another smoothly. The most interesting remark is the use of acceptable repetition in the students' professional writing. They used the same information appropriately in more than one place in the assignments or in the exams sheets. Majority of students started writing with an introduction that gives the reader a clear image of what to expect from the beginning of the paper to the end. In the cause and effect essays, many of specimen sheets involve logical flow of thoughts. The intensive practice of essay writing clearly reflected on the proper use of the academic writing technique. Each paragraph starts with a thesis statement, or a topic sentence, that lets the reader know what the topic for that paragraph will be. Another positive point is almost all of the students end their writings with a suitable summary which acts as a reverse of the introduction. They sum up the point of the paper. They make suggestions or comments or draw conclusions. As for referencing and citation, they are scholarly referred to, and cited correctly in the text and in the reference list in most of the specimen components.

Marking and assessment of academic writing

The researcher states that the College of Social Sciences and Law of Kuwait University uses a grid system of essay marking and assessment. The purpose of that is to make marking precise and transparent; and in order to provide students with very detailed feedback so that they can see where

their strengths and weaknesses are, and where they need to do further work in order to improve level.

Four main factors are taken into account when marking writing assignments. They are demonstrated in the following figure:

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                    ┌─────────────────────┐
                    │  Research, Essay,    │
                    │     Assignment       │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌──────────────┐    ┌──────────────────┐    ┌──────────────────┐
│  Analysis of │    │  Subject-matter  │    │  Presentation,   │
│     Ideas    │    │    knowledge     │    │  Communicati     │
│              │    │                  │    │  on, Argument    │
└──────────────┘    └──────────────────┘    └──────────────────┘
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The above set out criteria which students of the College are familiar with, are guiding lines to the assessment and marking of any written assignment or writing exam. Investigation of the analytical and cause and effect essays of the specimen shows that students who have stuck to the above figured criteria gained remarkable scores in the writing branch of the English paper. Students were trained through engaging with an appropriate range of writing practice. Analysis of the essays specimen reveals wide and critical reading in the sources recommended by students' tutors, sources that may be critical or theotrical. Some of the works show evidence of independent research.

In the definition and process essays of the specimen, the researcher noticed a considerable number of the specimen components manifested a clear, accurate and original defining of the target topics. Sufficient facts supported the definition with bias. For further explanation, students provided enough defining examples. For the process essay, some students employed sequential order and step-by-step method to describe the stages of the required process. Besides that, students could handle the subject matter, and sum up with elaborated interpretation and analysis of the resulted facts. Close engagement with the topics of the argumentative essays of the specimen, the researcher found. Some students succeeded in presenting logical persuasive arguments. Pieces of evidence and clues were reasonably presented throughout the topic discussion. Moreover, they adapted stances and defended them with supporting proofs. Presentation of incidents was

attractive to the readers in the narrative essays of the specimen. The sequence of events, and thoughts was satisfactory, and backed with images and suitable language. The resemblances and variations aspects were seen sharp-cut in the essays of comparison and contrast. Some of the students of the specimen could substantiate similarities and differences persuasively. The descriptive essays contained precise description of thoughts, feelings, people, places and events. The students were able to drag the reader's attention by comprehensive details with sensory impression of the required topic. For the analytical essays, the researcher marked outstanding investigation of the subject matter. Students focused very much on features identification with obvious neutrality and objectivity. In all of the brilliant types of essays, the researcher praises clarity, accuracy of expression, management of arguments and preciseness. On the other hand, not very few students failed to fulfill the crudest criteria of writing, and produced low standard in academic writing activities.

Detailed Criteria for writing Evaluation

Checking through the elements of the specimen, the researcher has collected interesting comments. Concerning the purpose, some papers contained clear purpose in the first paragraph. The thesis was evident throughout the research, and the paragraphs relate to the main idea of the paper. However, some students got astray from the purpose in some aspects of the target research course, and the evidence for the thesis was not sufficient or convincing. The essays of the specimen generally addressed specific readers in accordance with their topics. Most of the students have adhered to the rules of the essay organization. The main idea was expressed in a single topic sentence or could be inferred from the first paragraph that conveyed it with sufficient supporting assertions that relate to the main idea. The unity and the development of the paragraphs were maintained. The supporting details arranged in the most effective order. On the other hand, some students failed to manifest unity and development of the paragraphs. They jumped from one idea to another haphazardly with neither coherence nor supporting statements. Therefore, their work went into full fiasco.

The researcher noticed that most of the students tend to use complete simple sentences. Students dared not to employ sentences, which show variety in length and structure. Subject and verb agreement was monitored attentively, and pronoun references were clear. Nevertheless, the sequence of verb tenses was inconsistent. Sentences in some paragraphs did not exhibit parallel construction, and were not free from misplaced modifiers. Some brilliant students were entangled in some sort of wordiness, and their choice of words was neither precise nor idiomatic. Hence, the mechanical errors distracted the reader and spoiled the track of the essay. This was apparent especially in the analytical and definition types of essays.

Recommendations for effective Academic Writing

The undergraduate students of the College of Social Sciences and Law of Kuwait University are always encouraged to perform academic writing activities through papers and assignments. Tutors vary the writing types to cover paragraphs, short compositions, papers, research papers, reports and essays, and in advanced stages, case studies are required. According to the above stated findings, the researcher confirms that a considerable percentage of the College's students are not familiar with the writing styles, and of the academic papers format. This is attributed to insufficient and infrequent practice of academic writing *(Samuel, J. 2010).* Besides, some students –the researcher found out through the specimen- had minimum knowledge on how to write academically. In the opinion of the researcher, good academic writing does not only include the crude writing skills, but also other mechanical skills. Because, no matter how bright their ideas, how well-researched their information or how analytic their thoughts, their grade will suffer if these thoughts are not communicated in a clear, accessible, well-organized, and competently-written fashion. That type of students produces poor performance in the writing tasks. Since academic writing is a skill that all disciplines demand so, at the very least, The researcher –often insists that tutors of English paper should be keen over offering their students the necessary strategies which help them deal with the challenges of writing effectively. The figure below shows a type of general frame of academic writing steps.

Planning for academic writing involves a host of steps that each writer should follow. Developing ideas for the given subject is preferably be done through the stage of pre-writing which is linked with the approach of the writing task *(Solaiman, M. 2010).* The researcher stresses that the assignment should address a certain milieu of readers or audience with organized ideas and sufficient amount of evidence. The sequence of the paragraphs and the development of the facts guide the reader by hand to a useful and interesting conclusion vitally tied to the thesis statement which helps the writer draw the lane of his work, and organize it. The thesis statement is simply supposed to be the spark that flashes every now and then throughout the written work.

One of the main pillars of the academic writing is the references and the sources of the work. They form the triggering base of creativity from which the writer launches his job. The researcher always requires his students to include citations and resources used when writing their academic papers. Students should reference their work to make it valid. Following the

rules of referencing the content of academic papers according to the right writing style is a significant criterion when assessing the academic writing *(Learning Methods Unit, 2001)*. The researcher always reminds his students that references should be formatted according to the correct writing style. The academic writing styles are various. In-text citations should also be relevant to the references listed in the bibliography list.

After that, the researcher shifts to the stage drafting and writing the task out. The written material should be in parallel with the thesis statement. This correspondence enhances the argument development, and the production of an original achievement. Prior to writing the research, and after the student has read a lot about his topic, the researcher recommends drafting the content of the work. Student should set down the main components of the work. Since academic writing papers have different ingredients, they are also of various colours. For instance, the writing format for an essay or a research paper is unlike that of a dissertation *(Bazerman, C. 2007)*. In this study the main concern are the essay and the research paper writing because they are part of the curriculum description for the undergraduate students in the College of Social Sciences and Law. The valid writing style for humanities written works is, as it is commonly known, is the APA which prerequisites the existence of an abstract, introduction, body and conclusion in any academic essay or research paper. The researcher advises his students to draft each section of the work separately, and signpost and link the paragraphs reasonably, because this procedure helps student arrange his writing in a systematic and academic track.

The researcher always drags his students' attention to shun using informal language or jargon as they have negative impact on the quality of the written work. He advises them to resort to proper formal language when writing academic essays or research paper. Use of the passive voice –when unnecessary- is a demerit in academic writing. In addition, the use of the third person pronoun is necessary, save for limited cases. Correct grammar is more than important. Errors in this field produce bad impression to the examiner, and badly affect the grading and assessment of the work. Therefore, proofreading is an effective manner for obliterating this drop. The use of various types of sentences, suitable vocabulary, and correct punctuation are indispensable requirements in any academic written activity. Revising, editing and proofreading come in later stage of the writing process. Students have to perform these tasks in order to polish the work out free from flaws and shortages, as possible. Without these steps, the work will be incomplete *(Kirsley, D.J. 2007)*

Boosting activities of writing skill

To enhance students' competence in academic writing, the researcher proposes some interesting activities, listed hereunder.

A- Students are given different types of pieces of writing, argumentative, analytical, and descriptive. They have to identify what type of writing each one is, and which words or phrases indicate that passage belongs to that category. Students have to do this exercise individually so that the instructor can spot out the weaknesses of each students separately.

B- Students to re-write a passage replacing every use of active mood by a suitable passive active, taking into account that some re-wording and re-ordering of sentences will be necessary. Through this exercise, students will be able to know when it is valid to use the active and passive in the academic writing tasks.

C- A passage contains many grammar errors and errors of style is given to students. They have to identify the errors. The instructor shall consider student's ability of correcting the errors. The objective of this exercise affirms the necessity of proofreading of any academic work before communicating thereof.

D- To motivate students write not only to analyze their own discourse milieu, but also to recognize other discourse communities, the instructor gives them an appropriate essay article, and divide them into small teams. In this exercise, students have to read the article and produce a list of writing mechanics, such as (specific terminologies, writing approach and organization types, etc..). Next, students have to generate a list of conventions that can be shifted to other disciplines or to writing that is more generic. This activity encourages students to set free from the writing restrictions, to a wide space of imagination, novelty and creativity.

E- This activity requires students to rewrite parts of a research article and to use different mechanisms like, point of view, person, or voice. From this exercise, students will get new experience in the writing field. Moreover, through this task students will be in full preparedness to tackle any topic they may encounter for any academic assignment.

F- The core task of any instructor in the domain of humanities is, to make his students familiar with what composes elaborate writing within a certain discipline *(Powell, S. 2008).* This activity involves an example table, such as the one below, containing relevant adjectives to different types of essays. Students, here, have to sort out the adjectives according to the categories of essays.

Clever	Proven	amalgamative	Justified
Reflective	Succinct	Bold	Brilliant
Imaginative	Interactive	Smart	Processed
Gradual	intelligent	Well-reasoned	Understandable

After students accomplish their answers, the instructor steers a group\class discussion where students shall justify their choices. Then the whole class reaches unanimous categorization for each type of essays. This activity fortifies students' competence for using appropriate language that matches the subject they are indulged in.

G- The researcher suggests another activity by giving students few minutes in class to free write on a topic they may choose from a bunch of selected topics. Each student shall manifest the genre, the methodology or other characteristics of the type of writing he opted. The objective of this kind of practice is to give students the opportunity to communicate their knowledge spontaneously, on the one hand, and enjoy a sort of freedom in writing outside the orbit of the conventional incumbent demands of the academic stratum. This method is also crucial for one point: whereas current students will be pioneering persons in the future, they are expected to be acquainted with all genres and disciplines of writing. Simply because, writing is eternal, while speech is temporal.

Conclusion

Writing within systematic academic context is an exclusive concern to both students and instructors. This study has demonstrated how students should enter writing through content upon delineated lanes, which guide them to develop their own writing voices within definite academic discipline. In order to perform this task healthily, the researcher has presented the types of difficulties that make students stumble in the writing assignments and exams at the College of Social Sciences & Law of Kuwait University, and has proposed remedies that may put students back on the right track as much as possible. In most of under-graduate English paper courses at the College, the most frequent learning assignment and the most usual method of assessment is the written work. Therefore, writing and learning are coherently tied. However, when it comes to evaluation, traditionally, students are supposed to offer a work which is certainly grammatically precise, stylistically acceptable, cogent and persuasively analytic *(Simons, P. 1999).* The researcher – through this work- stresses a fact that the instructors' main mission is to guide the writing process, not merely judge the written outcome. Finally, by integrating writing into the teaching process, the researcher argues, instructors can provide students not just with generic writing skills, but also with the medium which helps them become not mere hardworking writers who seek for good scores, no more.

الملخص
الكتابة الأكاديمية في كلية العلوم الاجتماعية والقانون بجامعة الكويت
عباس الشمري

تشكل الكتابة بأسلوب أكاديمي مناسب باللغة الانكليزية كلغة ثانية معضلة رئيسية بالنسبة لطلاب العلوم الإنسانية في المؤسسات العلمية العليا. ويمكن أن يعزى ذلك إلى حقيقة مؤداها أن مهارة الكتابة هي المسئولة عن صياغة المعارف ضمن مسارات متقنة. لقد تم إجراء هذه الدراسة لتناول مشكلات الكتابة الأكاديمية و للتمحيص في الكتابة الأكاديمية وفي أي مشروع متواصل يشمل الأبحاث التي يقوم بها الطلبة في كلية العلوم الاجتماعية والحقوق في جامعة الكويت. حيث يناقش الباحث طرق تقديم منظور خاص بأنشطة الكتابة الأكاديمية لطلاب المرحلة الجامعية الأولى وذلك لغرض اكتساب الثقة والسرعة في طريقة التعامل باللغة الانكليزية من أجل التعبير عن المعارف التي حصلوا عليها و للإجابة عن أسئلة باللغة الانكليزية. حيث أن هذه الأسئلة تشكل أساسا لتقييم جهود الطلبة ووضع درجات بخصوصها. وبنفس الوقت شغل تناول الصعوبات التي يواجهها الطلبة عند الكتابة بشكل أكاديمي حيزا واسعا في هذا البحث. من البدهي إن كتابة ما هو منطوق وموجه بصرامة يستند إلى الفوارق ما بين نمو القدرة اللغوية للمتكلم الأصلي وتلك التي يمتلكها المتكلم الأجنبي، إذ أن متعلم اللغة الأجنبي يختلف عن المتكلم ألأصلي لتلك اللغة حيث ينقصه التمكن الوظيفي لقواعد اللغة الانكليزية، ويعبر عن خبراته الجديدة من خلال لغته الأم، ويكون ضعيف الاستعداد في إدراك الفوارق بين الأسلوب والتعبير عند عرض أفكاره ومواقفه.

الكلمات المفتاحية: الكتابة الاكاديمية، مهارة الكتابة، التمكن الوظيفي، صعوبات الكتابة، اللغة الاجنبية

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