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Lebanese French University-College of Education and Languages

## Writing Skills in Modern University

A Graduation Project Submitted to the Council of the college of General Education & Languages Department of English language in partial Fulfillment of the requirements for the B.A. degree In English language.

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# **Declaration**

We, (**Sara Salah Rwal, Marwa Mudhfar, Naze Ghawas and Rashwan Mustafa**) here- by certify that the project report entitled" .....", carried out under the guidance of Asst. Lect. Yuliia Igorevna Bakai and submitted in partial fulfillment of the requirements for the degree of Bachelor in General Education.

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# **Certification**

I certify that this study was prepared by students (**Sara Salah Rwal, Marwa Mudhfar, Naze Ghawas and Rashwan Mustafa**) under my supervision at the College of Education and Languages, General Education Department, Lebanese French University in partial fulfilment of the requirements for the degree of Bachelor in Education.

**Name of the supervisor**

**Signature**

## **Dedication**

My best gratitude goes to God and my family for the consistent support, and to all who helped me to continuing studying. I show my unlimited thanks to my teachers from the beginning till now, as they taught me to think, write and study until the university teachers.

Many thanks to all my friends who were with me and encouraged me to continue, and I would like to thank my mother and all the successes of my education process for her, who has always been my helper and motivator.

**Sara Salah Rwal**

We dedicate this project thesis to our family and many friends. A special feeling of gratitude to our loving parents, who tirelessly encouraged us and counseled us, and to all our siblings who have never left our sides and are very special. We also dedicate this project thesis to our friends who have supported us throughout the process. We will always appreciate their support and all the things they have done. We dedicate this work and give special thanks to our best friends for being there for us throughout the bachelor's program. All of you have been our best cheerleaders. Above all, we dedicate this project thesis to the Almighty God above.

**Naze Ghawas**

I would like to dedicate this work to our parents for their internal and unconditional support, patience and love; for giving me the opportunity to reach our highest expectations in life. This research is also dedicated to everyone who values and recognizes our efforts and sees it as a new way to improve the teaching and learning process of the English language.

**Rashwan Mustafa**

I thank God very much, first and foremost, then my parents who have served me so far and brought me to school and university.

My teachers have always been very helpful, especially university teachers. I thank my supervisor Mrs. Yulia for helping me to complete my research.

**Marwa Mudhfar**

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# **Abstract**

The title is about the role of writing skills in the modern university English: We talk about the role of writing in the skilled universities, and we talk about the characteristics and goals of that role in detail in our research. The aims of the research is to show that writing is significant obviously the chance of making career despite having the right skills and enthusiasm to innovate you might not get an opportunity to prove this if you lack standard qualification in writing. when you have higher qualification with professional writing skills the chance of your getting a higher -paying job increase significantly. The data of this research is collected from collecting data, books, websites and other researches. The current study has come out with some significant concluding points.

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# Chapter One

## Introduction

### 1.1 Introduction

At university, students are expected to learn to write specific types of technical texts that are pertinent to the fields they are studying (Savage & Mayer, 2006) This includes adopting a style of writing appropriate to the academic field and genre the student is writing in. Students must also learn to apply a rhetoric that is characterized by an exact, systematic logical argumentation and empirical rationale. Academic writing requires students to incorporate and synthesize diverse sources of knowledge into an authoritative viewpoint.

The personal views that were called for at the secondary schools are subordinated to the ability to integrate authoritative others into a multi-perspective, where one's own voice also takes on the persona of an authority (Flexner 1994). When incorporating the ideas of other researchers, students are also responsible for demonstrating critical evaluations of the works of these researchers, both in and of themselves and in comparison, to other related texts (Flower & Hayes, 2016).

Many students are not even aware that they are meant to assume authority in their papers – after all they are only novices – so many students consider their task to be a collation of other peoples' views, objective and impersonal (Merriam-Webster, 1998) It is not without good reason that the term “academic writing” is not used to describe the writing students carry out at the secondary schools, but is restricted to identifying the kind of writing that is carried out at universities and beyond.

Meanwhile, these characteristics of text production are not just extensions of skills learned at preparatory schools but unique skills that specifically belong to a university education (Bowker & Pearson, 2002). learning to adjust to this incorporative rhetoric as distinct from the rhetoric of personal argument practiced at the secondary school often “creates significant dissonance for German students” (Bowker & Pearson, 2002).

In a study conducted at two major German universities, (Bowker & Pearson, 2002). found that: “Students identify the writing required in seminar papers as the single most difficult learning/writing challenge at university” (Barry & Burlew, 2004) also found writing in English to be one of the greatest challenges to students in their learning process at university and that



many students have difficulties adapting the rhetorical strategies they brought with them from secondary schools to the new strategies they need for academic writing.

Despite these differences students are confronted with in their writing needs at universities, until recently the teaching of academic writing was not regarded as worthy of receiving much attention from universities throughout Europe. In the context of contents of the courses taught in the mother tongue, university educators and administrators generally presume that their students have already been sufficiently prepared for the kind of writing they will do at university during their time at secondary schools, and that the kind of writing they will have to carry out is simply an extension of that (Abbott & Berninger, 1993).

It is generally assumed that those students who make it to the university can then learn to adapt their writing strategies to their new academic disciplines more or less on their own (Chin, Reid, Wray & Yamazaki, 2013) based on the theory that once learned is forever learned. From the first semester on, students find they have to accommodate the new academic writing skills they need to learn to the content material they are learning in their courses.

There is little help available to assist students in learning to integrate the new language and knowledge of their varying disciplines with the different structures and mechanics required in the diverse genres and rhetorical modes they meet in their disciplines (Barry & Burlew, 2004). Left to themselves, students must through trial and error meet the challenge of new and more complex writing needs at university by adapting and adopting new processes to those skills which they have already acquired.

Students of English as a foreign language have been somewhat more fortunate than other students, for example those at Faculties of Physical Education and Sports, in that since the late 1960s academic writing in English courses have frequently become a part of the regular curriculum. However, the titles of these courses notwithstanding, as a part of the EFL program, they often tend to be more of a substitute for language skills classes focusing on grammar, vocabulary, and punctuation than on the actual academic writing needs of their students. Thus, students in these departments, too, feel the pressure to adapt to the needs of academic writing on their own.

## **1.2 Importance of Study**

The current study has its own significance. Because it deals with the writing skills and the challenge facing the learners. This is one of the basic challenges facing learners the same day when they enter the class until graduation looking at these challenges and investigations

the different methods to improve these challenges and difficulties are of the interest of academics.

Teachers and learners in a way or another study assists parents to support their children and motivate them to improve their writing skills. also, this study is important because it deals with non-native learners and learning writing English specifically. Recently learning English language in the area became one of the highly demanded skills for children and adults in public and private schools and universities. (Swales & Feak, 2004)

Studying writing and its skills is directly related to the process of learning and education. it is important for children as any other games when they think about school. Some children have their own impression about education and schooling as they think school is the pathway to find a well-paid job. Yet the main reason identified as school is considered to be the education center that provides individuals with a deeper understanding looking at more influential impact on the community and social position.

Education, which includes writing skills as one of the Main elements, is every person's fundamental right and helps a person get a good life ahead. So let's discuss why studying is important. Therefore, attending schools and studying is not just important for education, but also helps to build personal skills you become literate because you study.

The reason why studying is important for a student can be to aim for good grades and reduce stress during the exams another important reason why study is important is that you learn a lot of information that further widens your horizon, much like with your career. You should always learn and grow knowledge, not just memorize and give a test in doing so, you might grow a passion for studying (Numan Khazaal, 2019).

Studying is directly related to education. As a kid, most of you might have whined about going to school as you were more interested in games and outdoor activities. Some of you have the impression that education is something you need to get a job. But the reason why study is important and getting educated has a deeper impact on individuals and communities than you can perceive. Education is every person's fundamental right and helps a person get a good life ahead. So, let's discuss why studying is important. (Trzeciak & MacKay, 1994).

Studying is not just important for education, but also helps to build personal skills. You become literate because you study. The reason is why studying is important for a student can be to aim for good grades and reduce stress during the exams.

Another important reason why study is important is that you learn a lot of information that further widens your horizon, much like with your career. You should always learn and

grow knowledge, not just memorize and give a test. In doing so, you might grow a passion for studying. (Bailey, 2003)

There can be numerous reasons why studying is important, 10 of which are as follows:

1. The best reason is, obviously, the chances of making a career. Despite having the right skills and enthusiasm to innovate, you might not get an opportunity to prove this if you lack standard qualifications. A college degree acts as an entry ticket toward a successful career.

2. Consequently, when you have a higher qualification, the chances of your getting a higher-paying job increase significantly.

3. Education creates a sense of merit that can be used as a unit of equality. People getting jobs according to their degree and skills feels fairer than being distinguished by social class systems.

4. Studying makes you learn and understand many things. Learning how things work in society makes a person self-dependent.

5. Studying helps grow your analytical skills and the ability to grab complex things like human sentiments and psychological aspects of life.

6. Studying helps you develop good habits and healthy practices in every aspect of life.

7. Studying might also grab your interest and become a healthy hobby.

8. Studying can keep you up-to-date with trending news, skills, and technology.

9. Studying, not only the bookish one, helps you learn how to solve problems and get value for your merit and skills.

10. Last but not least, studying leads to education which, in turn, makes you feel smart and confident.

### **1.3 Aims of the Study**

The aims of this study are listed below and the study tried to examine writing skill as a significant skill, obviously the chances of making a career despite having the right skills and enthusiasm to innovate you might not get an opportunity to prove this if you lack standard qualification in writing. The following are the most important ones:

- Consequently, when you have higher qualification with professional writing skills the chances of your getting a higher -paying job increase significantly.

- A well-presented writing creates a sense of merit that can be used as a unit of equality. People getting jobs according to their degree and skills feels fairer than being distinguished by social class system.
- High standard writing makes you Learn and understand many aspects of the social and cultural aspects in the society makes a person self-dependent.
- Writing helps grow your analytical skills and the ability to grab complex things like human sentiments and psychological aspects of life.
- Writing helps you develop good habits and healthy practices in every aspect of life.
- Writing might also grab your interest become a healthy hobby.
- Writing can keep you up-to-date with trending news, skills and technology.
- Writing not only the bookish one, helps you learn how to solve problems and get value for your merit skills.

# **Chapter Two**

## **The Nature of Writing Skills**

### **2.1 The Definition of Writing Skills:**

Writing skills are the skills you use to write effectively and succinctly. a good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act of writing skills like research planning and outlining, editing, revising, spelling and grammar and organization are critical components of the writing process.

Writing is one of the four language skills that used to assess the language proficiency of any language similar to reading, speaking and listening skills it is mainly described as a symbolic system representing the sounds, syllables and words. Some other regulations and mechanics of writing are required to be available in writing including capitalization, grammar and spelling rules and punctuation. Moreover, it is one of the main means of communication to exchange information among individuals.

There are different types of academic and business writing that requires more accuracy and precision improving students writing abilities is highly significant and teachers have to play a significant role to increase their motivation and regularly practice writing and reviewing. (Imani & Habil, 2012).

### **2.2 Writing at the Secondary Stage**

The first main phase of writing can start at secondary school when students need to practice writing in the classroom. Therefore, the teacher can identify the common mistakes including grammar and the common language rules. The students will be able to learn writing sentences with grammatically correct context in orthography. ( Shields, 2010) also state that the student has to construct sentences keeping in mind grammatical synchronization and variations, not to mention using appropriate terminology and correct spelling.

At this stage the learner is likely to view words as entities of grammar, and to concentrate on the morphological changes necessary to sentence contraction, rather than to see them as vehicles of meaning, through which he can communicate. The ultimate meaning of writing skills is to construct grammatically correct sentences and to communicate a meaning of writing tasks, on the other hand, are letter-writing, form filling, report writing and so on.

These communicative writing tasks are rarely practiced in our language classrooms. Communicative writing should be logical or meaning are also essential for high-quality writing ( Zemach & Stafford-Yilmaz, 2008). Moreover, the communicative writing must have a purpose and logic.

Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act of writing. Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process.

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms - capitalization, spelling and punctuation, word form and function.

Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, students need effective writing skills to meet their academic needs and workplace requirements.

Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice

Writing at the secondary stage writing in this context, especially with reference to a language classroom in a secondary school, means learning and practicing the grammar of a language through written exercises. The students learn to write the sentences grammatically correct in orthography (Griffith , 2010). also narrated that the student has to construct sentences keeping in mind grammatical synchronization and variation, not to mention using appropriate terminology and correct spellings.

At this stage the learner is likely to view words as entities of grammar, and to concentrate on the morphological changes necessary to sentence construction, rather than to see them as vehicles of meaning, through which he can communicate. The ultimate meaning of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader. Real life communicative writing tasks, on the other hand, are letter-writing, form filling, report writing and so on.

These communicative writing tasks are rarely practiced in our language classrooms. Communicative writing should be logical and coherent. Cohesion; the grammatical or structural unity and coherence; the unity of sense or meanings are also essential for high-quality writing

(Thomson & Droga, 2012 ). Moreover, the communicative writing must have a purpose and logic.

## **2.3 The Structure of Writing Paragraph**

The Merriam-Webster dictionary defines “paragraph” as “a subdivision of a written composition that consists of one or more sentences, deals with one point or gives the words of one speaker, and begins on a new usually indented line”. a paragraph develops ONE main idea through a series of related sentences. This main idea is usually introduced in the first sentence of the paragraph, called the topic sentence. The idea is then developed further through the sentences that follow.

A paragraph is usually around 250 words and consists of five or six sentences, although this can vary depending on the purpose of the paragraph, and the length of the piece you are writing. Paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order. Using a clear structure for your paragraphs helps guide the reader through your written work.

The general definition of a paragraph is that it’s function it to develops ONE main idea through a series of related sentence of paragraph called the topic sentence. The idea is then developed further through the sentences that follow.

A paragraph is usually around two hundred and fifty words and consists of five or six sentences, although this can vary depending on the purpose of the paragraph and the length of the piece you are writing paragraphs play an important role in writing because they provide a framework for organizing your ideas in a logical order. using a clear structure for your paragraphs helps guide the reader through your writing work. Paragraph structure. (Warburton, 2020)

### **Topic Sentence**

1. Topic Sentence (T.S.)
2. Supporting Sentences (S.S.)
3. Closing Sentence (C.S)
4. Topic Sentence (Main Idea)
5. Is usually at the beginning of a paragraph.
6. Expresses the main idea of the paragraph.
7. Provides additional information related to the characteristics of the
8. paragraph (narrative, expository, descriptive, and persuasive).

### **Supporting Sentences**

1. Provide information that strengthens the topic sentence.

2. Typically consist of a minimum of three sentences.
3. Elucidate the main idea by explaining, describing, stating a
4. consequence or providing examples.

#### Closing Sentences

1. Tell the reader that your paragraph is ending.
2. Summarize the discussion of your paragraph.
3. Include the key points of your paragraph.
4. Create a transition to the next paragraph.
5. Are also called concluding sentences.

## **2.4 The Structure of Essay**

An essay structure is an outline you can use to organize your writing and present your arguments. It has three distinct sections: an introduction, a body and a conclusion. When writing an essay, using a structure can help you better determine which information to include in each section, allowing you to organize your writing in a more comprehensive way. For example, if you're writing an essay about the history of the motor vehicle, you might choose to organize it chronologically and begin by discussing the first car and its features ( Singleton, 2005).

Here are the three steps you can follow to structure a basic essay:

### **2.4 .1 Writing Clear Introduction**

An essay's introduction typically presents your topic or thesis statement highlighting what you plan to discuss in the rest of your paper. Introductions can help you provide your reader with an overview of your topic while also providing them with the context for the arguments you plan to make in each section of the body. Try to begin your introduction with a concise sentence to retain the reader's attention and avoid overly long or detailed sentences. Summarize your research or relevant theories and define any terms you plan to use.

### **2.4. 2 Adding Body Paragraphs**

You can use the body of your essay to elaborate on your analysis and arguments and present information, research and evidence to support your claims. You may choose to include citations and quotations referencing other materials to help support your arguments or ideas. Try to limit the body of your essay to a single point or idea per paragraph to ensure that your writing is as succinct. In addition, make sure all your paragraphs begin with a topic sentence that relates to your main idea or thesis to keep your writing organized and engaging.



### **2.4.3 Craft a Compelling Conclusion**

A conclusion is the final paragraph of your essay, and you can use it to summarize the ideas you presented and demonstrate how the different points you mentioned in your body paragraphs relate to each other. Writing a strong conclusion is a beneficial way to inform the reader of the overall importance of your argument. Depending on the type of essay you're writing, you may use a call to action sentences to inform your readers of what you want them to do. For example, if your essay is about recycling, your call to action may encourage your readers to start recycling themselves. ( Singleton, 2005).

## **2.5 Problems of Practicing Writing Skills**

Learners' Writing Problems Byrne thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own.

Similarly, Hedge thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Grammatical problems , mechanical problems , sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.( Tyas & Inayati, 2022).

### **2.5.1 Grammatical Problems**

Learners have a number of problems in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects, they are used with, they create problems for second language writing students " (Tyas & Inayati, 2022). states that students have problems with subject verb agreements, pronoun references, and connectors.

### **2.5.2 Problems of Sentence Structure**

Sentences reflect various syntactic structures (Altameemy & Daradkeh, 2019). However, incapable learners use runon, incorrect, and fragmented sentences ( Razak, Saeed & Ahmad, 2013). states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

### **2.5.3 Problem of Word Choice**

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence ( Hanjani, 2019) According to Reid when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use ‘big words’ in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

#### **1. Cognitive Problems**

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

#### **2. Capitalization Problems**

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc. (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students’ problems in using proper capitalization. “The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students” ( Hanjani, 2019).

#### **3. Spelling Problem**

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Tyas & Inayati, 2022).

# Chapter Three

## University Level

### 3.1 Learning Writing Skills at University

At university, students are expected to learn to write specific types of technical texts that are pertinent to the fields they are studying (Singleton, 2005).

This includes adopting a style of writing appropriate to the academic field and genre the student is writing in. Students must also learn to apply a rhetoric that is characterized by an exact, systematic logical argumentation and empirical rationale. Academic writing requires students to incorporate and synthesize diverse sources of knowledge into an authoritative viewpoint.

The personal views that were called for at the secondary schools are subordinated to the ability to integrate authoritative others into a multi-perspective, where one's own voice also takes on the persona of an authority ( Singleton, 2005).

When incorporating the ideas of other researchers, students are also responsible for demonstrating critical evaluations of the works of these researchers, both their own and of themselves and in comparison, to other related texts (Warburton, 2020)

### 3.2. Writing Exercises and Papers

Many students are not even aware that they are meant to assume authority in their papers – after all they are only novices – so many students consider their task to be a collation of other peoples' views, objective and impersonal (Imani & Habil, 2012).

It is not without good reason that the term “academic writing” is not used to describe the writing students carry out at the secondary schools, but is restricted to identifying the kind of writing that is carried out at universities and beyond because these characteristics of text production are not just extensions of skills learned at preparatory schools but unique skills that specially belong to a university education.

Learning to adjust to this incorporative rhetoric as distinct from the rhetoric of personal argument practiced at the secondary school often “creates significant dissonance for German students” (Imani & Habil, 2012).

In a study conducted at two major German universities, (Thomson & Droga, 2012) found that: “Students identify the writing required in seminar papers as the single most difficult learning/writing challenge at university”.

also found writing in English to be one of the greatest challenges to students in their learning process at university and that many students have difficulties adapting the rhetorical strategies they brought with them from secondary schools to the new strategies they need for academic writing. Despite these differences students are confronted with in their writing needs at universities, until recently the teaching of academic writing was not regarded as worthy of receiving much attention from universities throughout Europe.

In the context of contents of the courses taught in the mother tongue, university educators and administrators generally presume that their students have already been sufficiently prepared for the kind of writing they will do at university during their time at secondary schools, and that the kind of writing they will have to carry out is simply an extension of that (Savage & Mayer, 2006)

## Chapter Four: Conclusions

Finally, the study concludes that those students who make it to the university can then learn to adapt their writing strategies to their new academic disciplines more or less on their own. Based on the theory that once learned is forever learned. From the first semester on, students find they have to accommodate the new academic writing skills they need to learn to the content material they are learning in their courses.

There is little help available to assist students in learning to integrate the new language and knowledge of their varying disciplines with the different structures and mechanics required in the diverse genres and rhetorical modes they meet in their disciplines (Savage & Mayer, 2006). Left to themselves, students must through trial and error meet the challenge of new and more complex writing needs at university by adapting and adopting new processes to those skills which they have already acquired. Students of English as a foreign language have been somewhat more fortunate than other students, for example those at Faculties of Physical Education and Sports, in that since the late 1960s academic writing in English courses have frequently become a part of the regular curriculum.

However, the titles of these courses notwithstanding, as a part of the EFL program, they often tend to be more of a substitute for language skills classes focusing on grammar, vocabulary, and punctuation than on the actual academic writing needs of their students. Thus, students in these departments, too, feel the pressure to adapt to the needs of academic writing on their own.

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## پوخته

تویژینه مکه دوو دهره نجامی راکیشا یه کهم ئه نجام ئه مویه که نوسینی رینیشاندهر دهنوانیت به شتویه مکی بهرچاو لهم حالتهدا خویندکاره کان دهنوانن به شتویه مکی دروست رسته دروست بکهن .شاره زایی نوسینی قوتابیان باشتر بکات لهسه ر بنه مای ئه موی ریزمانه ی که تویژهره موه شروقه ی کردوه ههروه ها وشه گهلی گونجاویان به کارهیناوه که له نوسینه که یاندا مامه له له گه ل بابته کهدا ده کهن به گشتی، قوتابیه کان هاندراون بو راهینانی نوسین تا ئه موی رادیه ی که چونکه نوسین کارامه یی که که به پراکتیزه کردن به دهست دیت، مانای وایه که بلین تا زیاتر خه ریکی نوسین .دهکریت بنوسن، باشتر دهنوسن

دووم ئه نجام نوسین کارامه یی که که پتویسته فیربکریت و به تاییه تی له باز نه ئه کادیمیه کاندا نوسینی کاریگه ر ئیمه تا ئیستا باسما ن له .شاره زاییه کی تاییه ته که به تاییه تی بو په یوهندی کاریگه ر له نئوهنجی نوسراودا حه تمی بیت کارامه یی نوسینی کاریگه ر کردوه لهم به شهدا به شتویه مکی که خوینه ریکی مامناوند لئی تیگات ئیمه ماناکانی نوسین و نوسینمان وهک پرۆسه و ستراتیژه گشتی و دیاریکراوه کان بو نوسینی کاریگه ر تاقیرکروه که سیک دهنوانیت .شاره زایی نوسینی کاریگه ر بکات ئه گه ر که سیک بریکی بهرچاو له کات ته رخان بکات بو کاری نوسینی جیاواز .راهینان کاملیه تی دههیننیه دی، باشترین ریگا بو بوون به نوسه ریکی کاریگه ر ئه مویه که بهردهوام بیت له نوسین بویه ده بیت ئه موی ستراتیژه نوسینانه ی لهم به شهدا باسکراون تیکه ل بکهین له گه ل ئهوانی تر که به نرخ دهنانین بو ئه موی ههلی خومان بو بوون به نوسه ره مهزن و کاریگه ر مکان زیاتر بکهین.