

The Difficulties in Writing Academic Articles by EFL Master Students at Karabuk University

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**الصعوبات في كتابة المقالات الأكاديمية من الذي يواجهها طلاب الماجستير
في تعلم اللغة الإنجليزية كلغة أجنبية في جامعة كربوك**

المدرس

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Abstract:-

This paper aims to examine and identify the difficulties of EFL MA students in academic writing at Karabuk University Turkey International Master students. This qualitative study relies on 16 comprehensive one-to-one meetings with 16 master students in Karabuk to make statistics for the subjects enrolled in Karabuk University in the academic year 2019_2020. It is found that the difficulties in writing academic articles from the viewpoint of the 16 Master students in Karabuk University are such a necessity of regulation satisfied information to write, lack of confidence in the ability to write an academic English article, difficulty in perceptive classes and other writing actions in the class, and dealing with differentiation in education customs. This paper proposes certain strategies and agendas to give academics and campus managers to prevail over the disputes that are encountered by master students in their academic writing principally in writing research articles.

Keywords: Academic Writing, Difficulty, EFL International Master Students, ESL.

المخلص:-

تهدف هذه الورقة البحثية إلى فحص وتحديد الصعوبات التي يواجهها طلاب الماجستير الدوليين في الكتابة الأكاديمية بجامعة كارابوك في تركيا. تعتمد هذه الدراسة النوعية على ١٦ طالب ماجستير في جامعة كارابوك لإجراء إحصائيات حول الموضوع للعام الدراسي ٢٠١٩ - ٢٠٢٠. تبين أن الصعوبات في كتابة المقالات الأكاديمية من وجهة نظر ١٦ طالب ماجستير في جامعة كارابوك هي عدم الثقة في القدرة على كتابة مقال أكاديمي باللغة الإنجليزية، وصعوبة في تقسيم الفصول وأعمال الكتابة الأخرى في الفصل. تقترح هذه الورقة البحثية استراتيجيات وجداول أعمال معينة لمنح الأكاديميين في الحرم الجامعي التغلب على النزاعات التي يواجهها طلاب الماجستير الدوليين في كتاباتهم الأكاديمية وبشكل أساسي في كتابة المقالات البحثية.

الكلمات المفتاحية: الكتابة الأكاديمية، الصعوبة، طلاب الماجستير الدوليون في اللغة الإنجليزية كلغة أجنبية، اللغة الإنجليزية كلغة ثانية.

Uniqueness /Significance

This study is significant in that it is an observation of the intercontinental master learners in qualified master courses at Karabuk University.

Thus, it focuses on educational English language-connected disputes in writing articles encountered via the EFL intercontinental MA learners who are presently following their learning at Karabuk University.

1. Introduction

The entry of intercontinental students inhabitants in Karabuk University has brought an arrangement of linguistic and educational variety. In this perspective, English as a foreign language intercontinental learners from miscellaneous instructive and socio-educational surroundings who want to learn in Turkey are showing educational confronts that possibly will not be parallel to those in the increasing surrounding nations.

Among the academic issues related to academic writing, the slightest investigation challenge is writing. Therefore, it is basic to this study to offer more insight into writing disputes from the viewpoint of master learners at Karabuk University. The center of authority's quantitative study was to give suggestions to advance the rising strength of the difficulties in writing articles by master students in Karabuk University as such, a qualitative study that revised the viewpoint of the students.

2. The Problem of the Study

For many students, learning how to write academic writing is a complex and difficult mission. Few learners have had a great deal of practice in writing an academic paper. The ESL learner's capability to write in academic English may be influenced by issues such as the style of writing, anxiety overexpression, stimulus, writer's obstruction, and other expressive issues. The native language of students and their backgrounds and skills are very significant in the improvement of their academic writing.

3. Aim of the Study

This study aims to determine what difficulties Karabuk University master students face when learning to write academic English

papers and distinguish between what master students are required to study and what their purposes in learning are.

4. The Significance of the Study

At Karabuk University, the English language syllabus is one of the Education's main anxieties. As a result, it is significant to think of academic writing at the university stage and recognize the complicatedness Master students encounter in this area.

5. The Questions of the study

1. What pressures are faced in studying to write in educational English?
3. What function does communication with native English have the ability in developing master students' academic writing?

6. Literature Review

Goh (2005, p.76) argues that specialist writers are capable of reflecting a variety of factors that influence their writings, concerning the majority of the suitable policies for a precise duty organizing the purpose and finally categorizing significant features of contribution and employing the most significant linguistic and appropriate clues for reaching a rational explanation. These policies were previously proposed in 2002 as metacognition by Anderson. These policies give a background for analysis, serving students to choose their aims and direct their writing presentations.

Besides, students are capable to assist and hasten their writing act or increase self-regulated learning. A commencement of metacognitive policies is an inducement to surmount disputes of scholarly writings put into practice. consequently, Goh (2005) recognizes that the feature of a specialist writer is the capability to develop his way of writing in a mechanical method that does not create serious stress on the writer's concentration. The field in 2010 included that such technicality is attainable during the widespread real practice of writing skills.

Hassan (2000) mentioned a difference linking simple writing like a procedure that may not guide to an understanding or response and writing conception as a method that is invented to guide a general acceptance of a texturing. For instance, writing classes and making

notes, contributing to little grouping deliberations and band assignments, sharing in lectures and colloquiums, and assemblies with administrators (Lynch, 2011). The Study has furthermore recognized that English language concern can be connected to three inconsistencies: communiqué anxiety, the fright of unconstructive estimate, and examination nervousness. Learners who experience declaration anxiety typically do not experience simple writing in a second foreign language, particularly if they want to employ their writing ability (Horwitz et al., 1986). As compared to Leki (2001), the flaw in their language capability disguises their academic skill. This fault period is understood as thinker insufficiency though it is linguistic restraint. (Pourfarhad et al., 2012).

Betters (2004) has a research amongst African worldwide master learners in the USA involved on the condemnation by classes on learner lack of English language in writing skill. The learners professed condemnation by classes as required of sustain from the university. likewise, Terui's (2011) ethnographic method of learning on six learners resisted cooperating with national lecturers recognized the pretentiousness of accepting the everyday stuffing replaced by citizen English lecturers even though with incomplete language skills. The definite small stage of English language ability professed unconstructively via instructors since not a ready pro group of students. adding together, challenges in accepting the pronunciation of their contemporaries and lecturers, and recognizing conflicting thoughts were decorated in a quantitative study amongst worldwide learners in ESL circumstances in a community campus in Turkey by Manjet et al. (2015).

Khatatbeh et al. (2016) discovered that a standard stage of meta-cognitive writing policies amongst Jordanian Master students delayed them in surmounting the educational writing challenges. prominent academic study relating to scholarly literacy dispute, particularly by Ibrahim 2011 and Carell 2005 pointed to studious writing performed to accommodate learning in a foreign educational language district as a multifaceted and slow procedure connecting an extensive variety of linguistic, cognitive, educational as well as societal thrash.

Many of the students were anxious about creating mistakes in articulation. Kankam and Boateng's 2017 research concentrating on

classes recognized to educational writing disputes amongst master learners were accredited to need sufficient training, deprived interpretation practice, weakness complex and pointless comparison among students owing to the uneasiness of the fright of creating errors. fundamentally, a mixture of the literature has paid attention to the hypothetical foundation used for ALAS in the circumstance of master learning and EFL worldwide learners.

Additionally, English literature as well explained to international master's students. on the other hand, the restriction of literature is a scarcity of studies concentrating on ALAS disputes amongst international master learners as more precedence is agreed to study relating to scholastic writing. It is owing to the powerful force as well as a consequence of scholarly writing on educational presentation as well as achievement. In line with this scarcity of study, the center of precedent study has forever been from learners' viewpoint along with tremendously incomplete study obtainable that seemed in strength into the ALAS disputes encountered by the intercontinental master learners as of their teachers' viewpoint. Lastly, this study is commonly restricted especially within countries such as Indonesia, Thailand, Malaysia, and Singapore.

7. Arguments of Managing Scholastic Writing by Master Students.

Writing generally undergoes a need for communication, that motivates written construction in writing (Shafie, and Mansor, 2010). frequently, in advanced learning, writing responsibilities necessitate learners to illustrate the external resources and espouse the techniques and types of scholastic discussion (Tardy, 2009, 12).

Self-confidence in writing skills is an obligation. Barnett and Cafarella discovered that learners need confidence in their way of writing skills which makes them more inflexible to constructing reconsideration decisions and enlightening these assessments to the advice suppliers. It is particularly when there is a contradictory reaction commencing special power (Can, 2009:25).

Among the complexities of writing dawn in another language as a second language is that it is usually supposed to entail several masteries of writing in the primary language. It seems to be an acceptance that formerly students can write down certain paragraphs and sentences using their native language, they will mechanically

transport like proficiencies to additional languages. on the other hand, it should be distinguished that this might be probable merely if a confident amount of skill in the native language is accomplished. (Kerosene,12)

Next, instructors continually complain about the requirement of information and definite ability indispensable for educational writing amongst non-native speakers of English. several of this skillfulness engross delineation, rephrasing, and shortening (Al-Shabanah. 2005, p. 2). Thirdly, university writing frequently needs learners to write from a specialist point, still when they do not believe themselves specialists in their themes (Tardy, 2010, p. 13).

Objects are associated with the published work supply prospects for learners to express a number of the majority of difficult knowledge results; on the other hand, learners are frequently more perplexed regarding what comprises a high-quality article than they are on the principles for further kinds of course works (Elander, 2006, 72).

The instructor's efforts in their function of supplementary intercontinental learners with scholastic writing. at the same time as all of them accredited that it was significant to present learners to support in the outline of standards pages, they besides prosecuted that they establish it demanding to present a recommendation to learners on scholastic writing, and considered themselves as being uncertain about what that recommendation should be (Arkoudis, 175).

Moreover, weak language skill remains a question. The beginner has mainly weak language ability, and, suitable to this aspect, cannot perform effectual consideration in objective speech. Warchauer disputes that written language skill is extremely significant for any student of language, for the reason that it is the mainly commonly used ability (shape, et all,63)

Instructors, after that, have an imperative function in serving learners to extend their consciousness of the property of self-mentioning, and allowing them to distinguish together the options accessible to them and the contact of those options. With this perspective, our students will improve to increase organize in their writing and meet the substantial disputes of academic writing in a second language (hyland,357)

8. Methodology

This qualitative study has identified the difficulties in academic writing challenges practiced by a grouping of worldwide Master learners in Karabuk University. As a case lesson, this learning concentrated on qualitative information set from the point of view of 16 students who have straight educational writing through the global EFL master learners in Karabuk University. The qualitative advance used by this learning is held by Lester (1999) who states that by preventive contributors to a minor amount, supplementary in detail indication is expectant by the contributors deep approaching s increased by the examiner.

The background of this learning is a multicultural academic location, with the English language as the Mol for skilled master students connecting restricted and worldwide accommodate learners. The aim members were 16 master students who were concerned with writing academic articles and trying to find the difficulties in writing. The homogeneity of the example is based on 16 students. Second, these students have one year of education knowledge in the Master's programs concerning intercontinental students. The students are pedestaled in one faculty that are humanities and schooling. A whole of 15 students Iraqis are, and 1 student is from Iran. The students are in addition concerned with reviewing spoken and written intellectual communiqué finished by the modified learners.

This study is conducted with a design of 16 master learners during the 2019-2020 university year. The explanation of the learning example is obtainable in Chart 1.

Table (1): The Study Sample

No	Name	Age	Gender	Mother tongue	Phone number
1	Dulfuqar M. Abdulrazaq	30	Male	Arabic	05386059368
2	Mohanad Sabti Ibrahim	32	Male	Arabic	07818555475
3	Husham Ibrahim khalaf	37	Male	Arabic	07906606118
4	Mohammed Mahmood Abbas	29	Male	Arabic	05319202089
5	NoorAldeen A. Abbasi	27	Male	Persian	05348619003
6	Hussein Ali Abbas	27	Male	Arabic	05317338004
7	Yahia Akram Mohammed	25	Male	Turkmen	05437811168
8	Karrar A. Saleh	35	Male	Arabic	05369908769
9	Rakan Assi Khalaf Khalaf	25	Male	Arabic	07517464786

10	Ali Raji Al Awadi	32	Male	Arabic	05380691641
11	Hasanian Kh. Mozan	28	Male	Arabic	05366744366
12	Ali Hassan Ali	30	Male	Arabic	07714030278
13	Sarmad ALAHMED	23	Male	Turkmen	05369163079
14	Sarhan Sabri Mohammed	46	Male	Arabic	05524217832
15	Ahmed Hamad Kareem	26	Male	Arabic	05468523491
16	Hatem Khalelaga	38	Male	Arabic	07701793966

The present paper deals with a survey developed by the researcher as the major tool for getting the requisite information.

9. The Data Analysis

Testing Questionnaire

Q1/ Do you think that the encouragement of the student is significant during his writing an academic professional article?

Q2/Do you think that the student's level of English language is a barrier to his professional academic writing?

Q3/What, are the barriers that can affect your professional academic writing?

Q4/ Do you think that your understanding of the textbook content can affect your professional academic writing?

Q5/Does the degree of your interest in the topic affect your professional academic writing skills?

Q6/Do you think that your level of education can affect your writing?

Q7/Does your teacher's explanation affect your level of professional academic writing?

Q8/Can your level of grammar can affect your professional academic writing?

Q9/ Do you think that your academic professional writing is influenced when you are alone or in a grouping?

Q10/Can your understanding of your lessons and topics affect professional academic writing?

Q11/ Do you think that technology enhances your professional academic writing?

Q12/ Do you think that practicing writing in real-life situations can affect your writing?

10. Findings

Arguments in the practices of scholarly writing require controlled substance information to correspond. Specialist staff shreds of evidence and understanding of the theme played a fundamental role in shaping the thoughts verbally amongst the learners. Ten students pointed out that the need for restraint substance data beyond all further difficulties negatively influenced the students' writing process: If they have not value or somewhat not specialized with the demanding subject, in this method how should students' writings is also replicated after that they won't separate it extremely. L2 E needs self-belief in conversing verbally. Especially fourteen students pointed out that they can competently write down although decide not to write down and give their opinion on topics in class For example, learners have to be either positive or hopeful to give plus when students continue through the writing papers, students seem that they can write down well so, as I believe they do not wish to inquiry, they do not desire to create exploration, They do not truly question once more the ending of the writing. accordingly, this goes for equally controlled and foreign students.

The need for expertise in the language of English is considered one of the obstacles intended for learners in academic writing. fundamentally, 16 students pointed out that English language adeptness is a barricade.

Obstacles students face are not only attached to approving textbooks and understanding the content as well dispensing the information read in a writing surrounding. It guided students to keep dispensing the data read. individual member nervous about their classmates are further outgoing to a specific amount and employ supplementary technology with specialized words that are associated with their specialization. More particularly, the person described himself as a master student who wrote well and used expressions that were less typically used in common discussions.

This has also predisposed learner learning to the eagerness of his students to donate their information throughout the process of writing. The supplementary member would substitute a few

expressions with the commissioner on behalf of his learner in his master's program. The disputes in writing words could furthermore be because of the educational background of the learners for instance, a number of the learners employed flexible advances in their academic writing for the reason that most of the worldwide students are from Iraq and Iran. As a result they typically further unapproachable type. L2G on the other hand, as confirmed by L2D, a number of the students have exceedingly high-quality control of the English language and are convinced when writing. Students' self-reliance aided triumph over demonstrations of assigning language faults.

On the other hand, there were moreover several master learners with superior control of the English language although not have the self-belief to write academically. twelfths also supplementary several learners required all the language and skills. consequently, in twelfths view, equal portions contribute significant purpose. additionally, there were as well learners with little English language talent and were helpless to write their thoughts.

This difficulty postponed their involvement in classes and confederacy work. by fastidious circumstances like instance, lid explained that it was inflexible to observe the real complexity at what time an undergraduate relied on enlightenment and comprehend his academic writing, "I have to hurry the student to write down. To contract the learners to write in an application dispute However, insufficient vocabulary in the English language slowed down the learners from stating their comments and answering the inquiries in the writing method. sometimes, the learners favored order to utter their observations in grouping dispute, as an option ineffective to do so because they did not acquire the appropriate terms.

L2G affirmed the complicatedness encountered by learners postponed since corresponding their troubles to the speech or administrators: students are so withdrawn in employing the English language that they fundamentally approach through an accompanying person and companion perform as a forecaster thus to write. L2G, In several circumstances, the learners in Master study were enormously disadvantaged in using their English language and they should be instructors although they were "kids".

Arguments in academic writings perform perceptive classes and other written actions in the classroom. Writing and appreciating information are two flimsy actions that cannot be predictable obviously. The students' opinions on this subject are confidential into two groups. The first group consisted of ten master students who recognized that they were optimistic that the students comprehended their classes and instructions obtainable through other verbal actions. While the second group which consisted of six students understood what they were demanding to write during other written actions.

According to L1D, the learners are attentive in writing. on the other hand, for the reason that of their short stage of English skills in academic writing, students did not appreciate what students said in the lectures. for intervening time, L3G is concerned that learners comprehended the lectures since no investigations were commencing them: occasionally I ask them whether they suffer whichever difficulties, and there is no one to answer as a consequence I presume they comprehend. L3G independently commencing that, L2G preserved L1G'S suppositions that teacher's learners realized the classes since the learners on no account rejoined through explanations that they did not appreciate the class while writing an academic article.

In the same way, L1C mentioned that learners' indebted group cannot be condemned based on whether they request to ask questions or not in the lecture as they capacity experience anxiety to inquire inquiries in the English language or the might inquiries are not understandable to the instructors. As well, the instructors did not react to the inquiries as the "crowd of the other learners gave them uncooperative quivering". L1C furthermore decorated that learner who is from Iran was further unreceptive contrast to learners of further countries in relative to writing throughout academic writing arrangements. For instance, the other students who are from Iraq supported the minimum observation of the crowd, while they did not desire to donate in difficulty and reply convention. Need of English language ability.

Entirely, every one of the students selected needs academic writing ability as an obstacle to the accomplishment of scholastic writing practices. L1G preserved the need for university writing proficiency collective through the academic surroundings disposed of

the learners' everyday class university behavior. likewise, L4E decorated that the leading-learners had trouble in perceptive class instructions. additionally, these students were "permanent" and continually preserved on burden the of academic responsibility as to their expediency. According to L4E, these challenging learners mostly the "Iraqi students" barely ever applied the English language in Iran. In this form of community, they are conceited with their English language, and they're fairly disagreeable if it approves their English language.

11. Discussion and Conclusions

The study has offered an exhaustive inspection of the arguments, which are looked at via the EFL Intercontinental Master learners at Karabuk University in Turkey. Furthermore, the investigation of the meeting led to many significant conclusions that have been established to truthfully make contact with academic writing.

Academic writing is besides causative subjects that have an imperative impact on learners' academic arrangements. For instance, academic writing is a deep capacity for appreciative of classes, as class understanding contacts further writing is based on academic proficiencies are effectively fulfilled.

The variety of arguments is credible to preserve and to amplify but for a selection of stakeholders as the students and campus supervisors cooperate a vivacious purpose in moderating the disputes and presenting students with a silky educational trip.

Arguments like complexity in appreciative classes and many other written events, the need for English language ability, and disparities in the educational traditions stability and reinforce available literature on scholastic disputes, which are encountered by intercontinental EFL master students.

Certainly, the lack of English language capacity for academic writing reverberates with the broader literature as a general argument between ESL and ESL learners. In reacting to such apprehension, the present study recommends that at the inspect position there is a knowledge prerequisite/sustain abilities focus to give intercontinental learners educational necessities in humanizing their English language competence in scholarly writing, teaching them academic

values, providing academic written communiqué practices and as long as a skill to metacognitive policies to recover university writing.

This study strengthens the consequences of other learning. concerning the arguments encountered by the learners for the reason of the disparities in academic civilization. Most interestingly, the nearby study has simplified that concentrating on the disparity in academic writing of the students' foregoing learning atmosphere with the present erudition system's panorama is a main preference of the study position university and other establishments of Turkey.

A supplementary problem documented by the students on academic writing disputes is the necessitate of the ability to content data to donate in written articles. Mastery or skill in one's guidelines is essential for the entire educational accomplishment.

As such, the students anxious about the numerous disputes that require self-confidence in academic writing can trounce during receiving the requisite restraint content information and further with improved English language ability. Students have documented the need for words for the reason of the shortage in English language writing capability. This noticeably restrictions intercontinental learners' prediction to write an academic piece. This constraint supplementary harms the competence of looking closely learning such as associations of information in providing education procedures (Boud et al, 2014) underprovided of the capability to write academic articles, shortage of self-confidence, and dissimilarities in educational society.

The deductions of these conditions would contact the scholastic achievement of learners as the study has signified the significance of learner-administrator association for scholastic achievement (Ives and Rowley, 2012). professors as the nearby get in touch with the personality of the EFL global learners throughout their educational rest must be well-informed of intercultural capability and have the capability to contract and accommodate to the stress and disputes encountered by the learners in their performances.

Additionally, to make a victorious educational enculturation of intercontinental learners, supervisors have a superior responsibility to participate. while a personification of academic magnificence, lecturers should expand their task is not merely educational

circumstances but also intercultural communiqué capability. From an educational perspective, classes must be capable of differentiating learners encountering academic writing disputes and discovering substitutes to support the learners. learners must be capable of thinking the academic writing as the touch student in a console region to argue their educational disputes. for the lessons to be prosperous in their contradictory tasks, the campus needs to obtain accountability in preparing the students through lessons, workshops, or reproduction duties. These interferences will improve the instructor's progress and arbitrate the academic writing disputes encountered by the learners. Establishing learners to different management policies will as well give learners support so that the university and instructors do not neglect their dilemma for support in defeating the challenges in academic writing.

Students are in a situation the majority of the time with no sustain of their university to expand a serving hand to their stressed intercontinental learners. As long as academic and societal sustain to intercontinental learners who are in dreadful requirement of assistance in coping devices will completely give maintain to the intercontinental learners. For these approaches to be prosperous there is an innermost demand by the teacher university to offer the lecturers with the indispensable writing capacity talent via in-house lessons, preparation, or replicated certainty training.

Commonly, the study spots to the significance of a variety of stakeholders like the educational organization part of universities particularly teachers are the straight get in touch with learners in guaranteeing appropriate educational protract is supported to the learners to guarantee the contact of writing academic articles disputes are condensed and to be a movement for their educational achievement. triumphant achievement of such actions will have optimistic contact in defeating the disputes that are encountered by intercontinental master students at Karabuk University.

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