

## Academic Writing Challenges of EFL Learners and Teachers' Proficiency in Pakistani Higher Education

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### **Abstract**

*This mixed methods research study is aimed at exploring the challenges of academic writing faced by EFL learners and teachers' proficiency at higher education of Pakistan. Explanatory sequential design has been used for collection of data. Survey technique was employed to collect quantitative data from 19 EFL learners enrolled for MA TEFL in a public sector university of Pakistan. Qualitative data was collected through content focused synthesis of online documents available at official websites of Higher Education Commission (HEC) of Pakistan and a newspaper. The study found salient academic writing challenges of EFL learners: (1) references and citations (2) cohesion and coherence (3) choosing a worthwhile topic (4) language usage and (5) others. However, the proficiency level of teachers found as: (1) loopholes in selection criteria of teachers (2) lack of pedagogical and analytical skills and (3) incompatibility of curriculum. The study recommends revision of teachers' selection criteria and syllabus of English language.*

**Keywords:** Academic writing; English as Foreign Language (EFL); Higher Education Commission (HEC); Error Analysis.

### **Introduction**

Language is the reflection of mental images through speech and writing. Listening, speaking, reading and writing skills are the natural order of first language acquisition. These language skills are paired under acquisition (listening and speaking) and learning (reading and writing) categories. The acquisition process is outcome of natural setting. However, L2 learning is a conscious process and mostly takes place in classrooms. Vygotsky (1978) elaborates that from the onset, foreign language acquisition is based on cognizant and methodical process. The linguists and academicians should have the insight to consider the relation of speech and inner speech parallel to written language and inner speech. Hence, in L2 learning, the distance of abstract and real inner speech affects the ability of L2 learner as in writing

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inner speech should completely respond to the situation for intelligibility. Thus writing needs more skill set as compared to other three language skills to minimize the academic writing challenge for the foreign language learners.

According to Abukhattala (2013), learning is preferred to acquisition of language in most of the foreign language classrooms. After imparting new structure of target language, students are supposed to give correct output in terms of grammar and content. Subsequently, learners are assessed on their structural and functional competence and are forced to practice for written examinations.

Academic writing is a vulnerable area in EFL learning which poses certain challenges to the students. Burke (2010) defines academic writing “an activity, offshoot of the brain”. However, piece of writing is a pen picture of society instead of harnessing individuality. Academic writing is problematic both for non-native and native speakers. According to Fadda (2012), most of the native English speakers face problems in writing for academic purposes at university level. However, the situation aggravates in case of EFL learners. The problems of writing for academic purposes faced by the EFL learners are assumed to be due to their multilingual and cultural backgrounds.

Pakistan is a multilingual society of almost 75 regional languages with Urdu as national and official language of the country after the Supreme Court of Pakistan’s verdict in September 2015. Moreover, Punjabi, Sindhi, Pashto and Balochi languages are spoken in different regions of the country. Pakistan remained British colony from 1857 to 1947. Hence, English being the language of former rulers is learned as foreign language for job placement, competitive examinations, prestige and education at schools, colleges and universities. The examination system in Pakistan is mainly based on writing but most of the EFL learners could not master this skill even investing 16 to 18 year for education. The students doing research degrees take months in finalizing their topic and years in writing thesis. The role of teachers and their proficiency is directly linked with the academic writing of EFL learners. Khan (2011) is of the view that TEFL is a challenging task in the non-native settings. The teachers’ proficiency may lack due to loop holes in selection criteria, error analysis, EFL skills and incompatible syllabus. Policy makers, stake holders, teachers’ recruiting agencies, researchers and teachers should join hands to work for viable solution of academic writing challenges of EFL learners.

In 2004, HEC Pakistan launched the first ever English language teachers’ training program with a futuristic vision of 2020 (available online at <http://hec.gov.pk/english/services/faculty/ELTR/Pages/Introduction.aspx>) to improve the quality of teaching and learning of English Language in the country. In first phase, 1398 teachers were trained up to 2016 and 1400 teachers will be trained till 2020. The

project has envisaged integration of modern day computer technology and knowledge sharing by international experts to enhance the linguistic proficiency and pedagogical skills of the faculty. But the situation at both teaching and learning ends still needs improvement in the field of academic writing.

### **Research Objectives**

The study will have following objectives:

- Exploring the major academic challenges of EFL learners in Pakistani higher education.
- Gauging the competency of teachers at higher education in Pakistan for their potential to impart quality academic writing skills to EFL learners.
- Putting forth viable recommendations for improvement of academic writing skills of EFL learners by revising the faculty hiring policies and syllabus.

### **Significance of Study**

The study is a novel addition in the research repertoire on the topic of academic writing problems of EFL learners and teachers' proficiency to handle this issue. The study has proposed a new model for data collection and analysis to gauge the proficiency of teachers at higher education. The study will prove a beacon for the Federal and Provincial Public Service Commissions to revise their paper pattern to assess the academic writing skills of potent teachers at Pakistani higher education. It will open up new vistas for the researchers, policy makers and teachers' recruiting agencies at higher education level in Pakistan to chalk out viable policies to improve the academic writing skill of EFL learners. The study will also be equally beneficial to be applied at college and school wings to brush up the academic writing skills of learners and competency of teachers at an early stage and prepare them for futuristic endeavors to bring them at par with international standards.

### **Research Questions**

Following two research questions have been set for the twofold purpose of exploring the academic writing challenges of EFL learners on one hand and gauging the proficiency of teachers' to tackle the issue of writing for academic endeavors in Pakistani higher education:

- What are the major academic writing challenges faced by EFL learners in Pakistan?
- How far teachers are proficient to deal with the academic writing challenges of EFL learners at college and university level in Pakistan?

## Literature Review

Teaching-learning of English as foreign or second language poses certain challenges both for learners and teachers. In the succeeding sections, past literature has been reviewed to find out the problems of writing for academic purposes faced by EFL learners and proficiency of teachers to tackle this issue at college and university level in Pakistan:

### *Academic Writing Challenges for EFL learners*

Writing for academic purposes is an integral part of language proficiency for the EFL learners in non-native English speaking countries. Rao (2007) explored two important areas for academic writing of EFL learners: first, academic writing inculcates motivation among learners to brainstorm, logically sequence their thoughts, make gist of ideas, assess and evaluate. Second, academic writing boosts the learning process which results in better understanding of English language.

As academic writing is learnt in classroom settings, hence EFL learners are the architects of this skill. Standard academic writing is expected from the students on the basis of grammatical rules and structures they learn in classroom. Yugianingrum (2010) has proposed following four salient features of academic writing:

- A central figure for expression and uplift of the community.
- Authors should explore the topics of worth importance and insight.
- The aesthetic pleasure of the readers should be targeted through written text.
- The community is responsible to make available the appropriate resources to the writers to structure their writing.

Teachers are the best judges to monitor and measure the learners' challenges of academic writing. Al-Shabanah and Maher (2005) pointed out that teachers were regularly of the opinion that non-native speakers of English lack the requisite skills for academic writing. The major sub skills are paraphrasing, making sketch of draft, and summarising. Hence, EFL learners face numerous challenges in academic writing. Can (2009) has explored that students face difficulty to revisit their own drafts due to self-reliance in academic writing.

Giridharan (2012) in a case study identified the gaps in academic writing of EFL learners. The study suggests aptitude, preparation, regular writing tasks and self-assessment as criterion for the academic writing. The author found that vulnerability of academic writing of EFL learners at university level was proportionate to the summative performance of the students. Despite the fact that most of the EFL learners at higher education level had the basic knowledge of grammatical rules, however, at times they failed to produce acceptable academic writing. He further supported the idea that most of the students were even indifferent to their proficiency of academic writing. The study

found that most of the students wrote for pleasure, shared drafts with their class fellows for feedback, and were aware of the referencing and available resources. However, many learners were even not in a position to assess their own work.

Sajid and Siddiqui (2015) in a study conducted on challenges and causes of writing for academic purposes of Pakistani EFL learners as enumerated below:

- The downfall of the early education hampers the academic writing skill of EFL learners.
- Another challenge for Pakistani universities is multidimensional educational background of learners, i.e., public sector Urdu and private sector English medium of instructions. Hence, students face great difficulty to adjust the environment where prerequisite is writing.
- Pakistani EFL learners with poor vocabulary focus on the length of the text instead the content and expression, lacking the academic writing skills.

### ***Proficiency of Teachers at Higher Education Level to tackle Academic Writing Challenges of EFL Learners***

The writing weaknesses of EFL learners are directly linked with the proficiency of the teachers. In classroom, teacher plays a role of trainer and monitor. The more the teacher is competent, the more the learners' output will be in upward direction. It is said that a book is a dead teacher but a teacher is a living book. However, the proficiency of teachers is linked with many aspects, i.e., curriculum, error analysis skills, selection criteria and classroom environment. Arkoudis and Tran (2010) found that teachers at higher education level faced problems to play their role for guiding EFL learners for academic writing. The lecturers acknowledged that providing assistance to the students was mandatory, however, they themselves were unclear about the required guidance.

Apart from providing assistance to EFL learners, teachers' role as evaluators is also an important factor. Richards et., al. (1992) have explained that the purpose of studying errors was: (1) to identify approaches used by students in EFL learning, (2) to sift out the reasons of learners' errors and (3) to gather information on common challenges of EFL learners to devise teaching methodologies. Khansir (2012) in a study asserted that error analysis played a vital role in pointing out the learner's errors to formulate counteractive methods, develop and design textbooks for EFL learners in a hierarchy that the complex items should follow the easier ones and devise pedagogical skills for learning of first and second languages.

Sajid and Siddiqui (2015) in a study encompassing challenges of EFL learners and role of teachers in Pakistani universities highlighted that most of the English language teachers selected for schools or higher level education either do not possess the appropriate qualifications in the field of applied linguistics or not equipped with the

present day pedagogical skills of language teaching, particularly, academic writing skills. In addition to above, the authors also explored that although Information Technology (IT) and Audio Visual Aids (AV Aids) were available in Pakistani universities' classrooms but were not utilised regularly due to lack of teachers training in handling those tools. Moreover, due to hectic schedule, teachers at higher education in Pakistan do not find time to chalk out exercises which may enhance their own language and writing proficiency.

The above review has revealed that most of the literature is focused on challenges of EFL learners. The researchers have mostly used the essay writing as the main source of data collection for exploring the issues of academic writing faced by EFL learners. Moreover, Pakistan, there is a dearth of research on the teachers' expertise to tackle the challenges of academic writing. This gap of research on the topic is worth exploring. This study will not only fill the research gap but will be a vanguard for policy makers, recruiting agencies and teachers. Moreover, it will provide a novel technique of data collection to gauge the proficiency of EFL teachers at college and universities level in Pakistan. This study will prove to be a beacon for Pakistan and other countries for preparing trained and skilled EFL teachers.

## **Methodology**

### ***Research Design***

The study has used the mixed methods approach and explanatory sequential design for data collection and analysis. Creswell (2011) elaborates that in explanatory sequential design, quantitative and qualitative data is collected sequentially in two phases (also called a two-phased model) to merge the results. In this design, first quantitative data is collected followed by qualitative data to augment the quantitative results.

A combination of survey and content-focused synthesis was used respectively to collect data in two phases to answer both the research questions. Survey technique was used to collect data regarding challenges of EFL learners in academic writing. However, lack of research literature on the qualifications, selection criteria, and error analysis skills of teachers at higher education level warranted to use content-focused synthesis to gauge the proficiency of teachers. Majchrzak (1984) is of the view that content-focused synthesis is analysis of information regardless of the data types.

### ***Population***

All public and private sector universities and colleges' English teachers and EFL learners under the auspicious of HEC Pakistan and Provincial Higher Education Departments are the population for this study. Moreover, all the policies of HEC and

Provincial Public Service Commission governing faculty hiring and syllabus designing for English degree programs are also the population of this study. The targeted population aptly serves the purpose and objective of the study. And the sample selected out of the above population will provide genuine information for findings and recommendations.

### ***Sample and Demographics***

19 EFL learners of MA TEFL enrolled for 3<sup>rd</sup> semester in a regional campus of a public sector university in Lahore, Pakistan were sampled through purposive sampling. According to Cohen, Manion, and Morrison (2007), purposive sampling provides flexibility to the researcher to select the participants fulfilling the prerequisites of the study. Purposive sampling technique has been employed for this to tap the appropriate population to address the research questions. For instance the EFL learners of MA TEFL program in a public sector university have been selected as sample as the degree requires thesis writing. And majority of the students leave the program mid-way just for the fear of thesis writing and lack of guidance at the part of supervisors. Hence, this sample will give both academic writing problems of EFL learners and teachers proficiency. Moreover, the faculty hiring criteria and of HEC and Provincial Public Service Commissions' procedure of MCQ type paper for recruitment of teachers at higher education level have been sampled purposively to find out the loop holes and suggest remedial measures. This multifaceted and multilayered sample set has been selected to address the issue from different angles and compile comprehensive results. Demographical characteristics of the 19 EFL learners for academic writing challenges are shown in Table 1 below:

**Table 1:** *Demographics of the participants*

Number of participants	19
Males	8
Females	11
Program of study	MA TEFL (Teaching of English as a Foreign Language)
Age Group	20 – 40 Years
Mother Tongue	11 Punjabi and 8 Urdu speaking
Teaching background	15
Non-teaching background	4

The faculty appointment criteria, available online at official website of HEC Pakistan (<http://www.hec.gov.pk/english/services/universities/QA/Pages/Faculty-Appointment-Criteria.aspx>) has been taken as sample to gauge the teachers'

competency (see appendix A). To further augment the data, selection criteria for appointment of lecturers, assistant professors and professors at higher education department of Punjab through Punjab Public Service Commission, Lahore advertised in newspaper daily The Jang on June 18, 2017 (online available at <https://e.jang.com.pk/06-18-2017/lahore/page13.asp>) has also been selected as sample (see appendix B). Revised Curricula 2017 of English for BS / BA (4-Year) & MS / M. Phil programs (available online at <http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx>) has also been sampled to ascertain the compatibility and availability of courses on academic writing and error analysis.

### ***Instrumentation***

A survey questionnaire having three sections was adapted from a study *Academic writing difficulties of EFL learners* by Ali, I, and Al Badi, H. (2015) for collection of quantitative data (see appendix C). The instrument was made compatible to the study by making certain changes. The section one is about the basic demographics of the participants. This section encompasses the gender, age, study program and profession of the participants. Section two is based on 10 likert scale statements to find out the common practices of EFL students for learning writing for academic purposes. This section is designed to sift out the existing practices of the sampled participants regarding academic writing for their assignments and research work. The third section is about academic writing challenges faced by EFL. Major academic writing challenges based on previous studies were listed and participants were given the option to write any other challenge they face but not covered in the list. However, qualitative data was collected from the sampled official websites through content-focused synthesis.

### ***Data Collection***

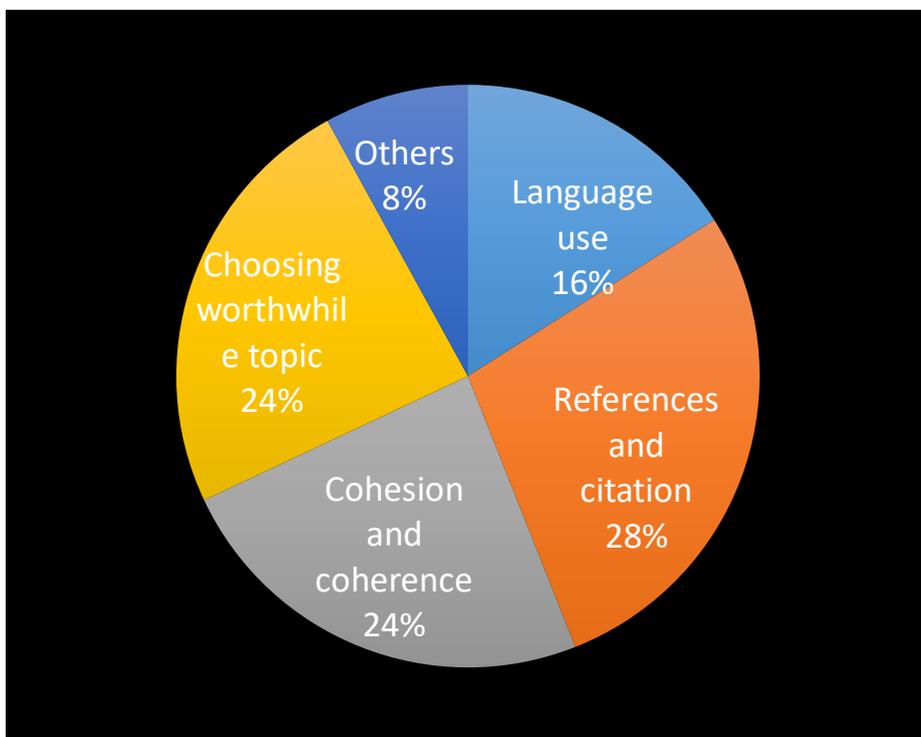
Data was collected sequentially. In first phase, data was collected from 19 participant EFL learners enrolled for MA TEFL in a public sector university of Pakistan with the prior permission of the university authorities. The participants were ensured that their identity would not be disclosed to any unauthorized person or organization. Hence, column of names of participants was not included in the questionnaire. In the second phase, e-documents were retrieved and analyzed online from official website of Higher Education Commission of Pakistan and newspaper daily The Jang which were publicly accessible. However, principles of ethical considerations proposed by Shamoo and Resnik (2009) were followed in true letter and spirit while collection and handling of data.

## Results and Findings

Data was analyzed sequentially, first quantitative followed by qualitative data to address both the research questions:

### Major Academic Writing Challenges of EFL Learners

The responses of EFL learners showed that they face five major academic writing challenges: (a) *references and citations*, (b) *cohesion and coherence*, (c) *choosing a worthwhile topic*, (d) *language usage* and (e) *others*. These challenges have been summarised in Figure 1 below and further elaborated in succeeding paragraphs:



**Figure 1:** Major academic writing challenges of the participants

### *References and Citations*

According to the responses of the participants, a number of EFL learners face the challenge of using proper references and citations. In the Pakistani context, most of the students face this issue because there is no research based learning up to college level. Wallance, Schirato and Bright (1999) are of the view that lack of awareness and stuffing more than required details give rise to this issue. In Pakistan, there is no significant research and citation assignment at school and college level, hence, the

students entering universities for research based degrees face it difficult to refer and cite properly. This becomes a major challenge for their academic writing at higher education level.

### ***Coherence and Cohesion***

Writing is a blend of properly chosen lexical items, meaningful linear construction of words, phrases and sentences to produce coherent paragraphs. According to data, majority of students (n17), take care of coherence and cohesion while writing their academic assignments. However, still EFL learners considered it difficult to be coherent and cohesive in their academic writing. Wenyu and Yang (2008) explored that learners with preplanned outline remain at ease to develop and interface their ideas. The data showed that 89% students of MA TEFL were used to make an outline and sought feedback of peers before going for the final draft of academic writing but the problem of coherence and cohesion still persisted. Moreover, the majority of the participants responded that they proof read their first draft for any correction.

### ***Choosing a Worthwhile Topic***

A large number of respondents shared that they followed the set guidelines, consult teachers, brainstorm topics and exchange their ideas with fellows however 24% participants face difficulty in choosing worthwhile and researchable topics. Frank, Haacke and Tente (2003) augment that students mostly remain unaware of the teachers' foresight for tapping the appropriate published literature. It has been observed that most of the students at higher education in Pakistan pursuing thesis based degrees take considerable time just to choose a workable topic. This challenge at times forces the students to continue their research work even after the deadline by paying huge semester fee.

### ***Language Usage***

Participants responded that they face difficulty using proper language in academic writing. Use of appropriate language i.e., vocabulary items, ordering the suitable words in their proper position becomes problematic for EFL learners as meanings of the words in target language cannot be mastered without extensive reading. As English is learnt as foreign language in Pakistan, hence, the students face the challenge of proper vocabulary items and even ordering the ideas. The mother tongue interference also hampers to use proper English language for their academic writing.

### ***Others (specified by the participants)***

Two respondents shared their academic writing challenges other than those six enumerated in the section 3 of the survey questionnaire. One of the participants shared *lack of access to modern technological resources* and the other indicated *difficulty in*

*understanding the question and finding or suggesting relevant material* as major academic writing challenges. The classrooms of schools, colleges and even universities in public sector are properly equipped with the latest technology, leaving learners in the lurch to gather appropriate information required for their academic writing.

### **Proficiency of Teachers to Tackle EFL Learners' Challenges of Academic Writing**

Qualitative data collected from online sources was analyzed to gauge the competency of teachers at higher education level in Pakistan as under:

### **Selection Criteria for Recruitment of English Language Lectures, Assistant and Associate Professors in Pakistan**

To ascertain the competency in academic writing and error analysis skills of English language teachers in Pakistan, criteria for hiring of faculty at university level (see appendix A) showed that no special pedagogical or error analysis skills are required for appointment of faculty in universities. To further augment and explore the phenomena, an advertisement of Punjab Public Service Commission, Lahore (Pakistan) published in daily The Jang on 18 June 2017 for recruitment of lecturers, assistant professors and professors (see appendix – B) was also analysed. In this advertisement, no specific teaching certifications were the prerequisites. Only MA, M. Phil and Ph. D degrees were the qualifications required for these posts. Moreover, under *syllabus for written test (if held)* column of the advertisement, it was clearly notified that MCQ (Multiple Choice Question) paper of 100 marks would be conducted to short list the candidates of lecturers and assistant professors for interview. Hence, there was no mention of gauging writing or assessment skills of the candidates to become EFL teachers.

### **Curriculum for Potent English Language Teachers**

Course outlines of BA / BS (4 Year), and MS / M. Phil literature, linguistics programs and recommendations of the curriculum revision committee 2017 were thoroughly examined online to find whether academic writing and error analysis, forte for potent English language teachers are being taught as core or elective courses or not. BA / BS (English) four years program has literature based syllabus. Academic writing course has been included at BS level in fourth semester but error analysis has not been offered as core course to EFL learners being potent teachers. It is worthwhile to mention that academic writing course has been included in the curriculum in 2017 however it was not part of curriculum revised in 2012.

MS / M. Phil (English Literature) program is also full of literature based courses and no courses on academic writing or error analysis have been included in the syllabus.

M. Phil scholars have to write end term research papers and a thesis of 20,000 to 25,000 words but the essential component of writing for academic purposes has not been included in the curriculum. Even in the syllabus of MS / M. Phil Linguistics, the components of academic writing and error analysis are missing.

### **Limitations of the Study**

This study has the limited sample set of a single public sector university in Pakistan. The study conducted with larger sample set from both public and private higher education institutes may come up with different set of findings.

### **Conclusion**

The study has revealed the common practices of Pakistani EEL students encompassing aptitude towards writing tasks, structural competence and self-assessment skills. Moreover, loopholes in the selection criteria of teachers and incompatibility of syllabus at higher education have also been identified.

It is assumed that using mixed methods approach and data collection techniques to examine the experiences of academic writing and data analysis will contribute for development of theories. The recommendations enumerated below will help improve the selection criteria and curriculum policies in Pakistan. Moreover, potent researchers in the field may explore the phenomena from different angles at tertiary level by using the model of this study. Comparative studies of different EFL countries across the continents may put forth valuable findings for improvement of EFL academic writing.

### **Recommendations**

The study recommends the following ways and means for the improvement of academic writing skills of the learners and teachers proficiency:

- References and citations, cohesion and coherence, choosing a worthwhile topic and language usage skills should be imparted to learners by the trained teachers before embarking on academic writing / research projects.
- Revision of curriculum of all English degree programs accommodating academic writing and error analysis as core courses.
- TEFL, ELT and Applied Linguistics degrees / certification instead of B. Ed. and M. Ed degrees should be made mandatory for recruitment of English Language teachers.
- Teachers recruiting agencies to conduct computer based subjective and objective tests like Aptis of British Council and Paper Rater instead of MCQ papers for candidates to assess their academic writing proficiency.

- Establishment of Federal and Provincial Teachers' Training Academies to impart pedagogical training to all newly inducted teachers at higher education level and successfully passed out candidates be allowed to join the hiring universities.

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## Appendix A

### HEC Faculty Criteria for Pakistani Universities

<b>Disciplines</b>	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
<b>Lecturer</b>	
<b>Minimum Qualification</b>	<p>First Class Master's Degree OR equivalent degree awarded after 16 Years of education in the relevant field from an HEC recognised University/Institution with no 3rd division in the academic career.</p> <p>Condition of no 3rd division shall not be applicable in the qualification of appointment as lecturer in Universities or Degree Awarding Institutions provided that the candidate holds a higher degree vis. M.Phil./PhD or equivalent degree with not more than one 3rd division in entire academic career.</p> <p>Furthermore, the candidate with 2nd division in the Master's Degree but holding higher degree i.e. M. Phil/PhD or equivalent degree with 18 years of education may be considered.</p> <p>*First division (1st Division) in Master of Arts in English is relaxed in favor of the second division (2nd Division) as the minimum eligibility condition for appointment of Lecturers in English for Annual System degree holders for a period of five years w.e.f. 24-02-2007.</p>
<b>Experience</b>	Nil
<b>Minimum Number of Publications</b>	Nil
<b>Assistant Professor</b>	
<b>Minimum Qualification</b>	a. PhD in relevant field from HEC recognized University/Institution b. Master's degree (foreign) or M.Phil. (Pakistan) or equivalent degrees awarded after 18 years of education as determined by the HEC in the relevant field from an HEC recognised University /Institution.
<b>Experience</b>	a. No experience required b. 4-years teaching/research experience in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International organization
<b>Minimum Number of Publications</b>	Nil

Disciplines	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
Associate Professor	
Minimum Qualification	Ph.D. in the relevant field from an HEC recognised University/Institution.
Experience	10-years teaching/research experience in an HEC recognised University or a postgraduate Institution or professional experience in the relevant field in a National or International organisation Note: After 30th June, 2013, at least 4-years Post-PhD level experience in an HEC recognised University or postgraduate institution or professional experience in the relevant field in a National or International organisation will be required
OR	
Minimum Number of Publications	5-years post-PhD teaching/ research experience in an HEC recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation The applicant must have 10 research publications (with at least 4 publications in the last 5 years in the HEC recognized journals).
Disciplines	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
Professor	
Minimum Qualification	Ph.D. from an HEC recognised Institution in the relevant field.
Experience	15-years teaching/research experience in HEC recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation. <b>Note:</b> After 30th June, 2013 at least 8 years Post Ph.D. level experience in an HEC recognised university or postgraduate Institution or professional experience in the relevant field in a National or International organisation will be required.
OR	
Minimum Number of Publications	10-years post-Ph.D. teaching/research experience in a recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation. The applicant must have 15 research publications with at least 5 publications in the last 5 years in HEC recognised journals.

Source: <http://www.hec.gov.pk/english/services/universities/QA/Pages/Faculty-Appointment-Criteria.aspx>

## Appendix B

Advertisement published in daily The Jang of June 18, 2017 for recruitment of Lecturers, Assistant Professors and Professors in Higher Education Department of the Punjab through Punjab Public Service Commission, Lahore (Pakistan)

### PUNJAB PUBLIC SERVICE COMMISSION, LAHORE

**ADVERTISEMENT NO.35/2017**

APPLY ONLINE (APPLICATION OTHER THAN ON-LINE WILL NOT BE ACCEPTED)

PROFESSOR (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

PROFESSOR (MALE) (BS-20) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
141	82-B-2017	ENGLISH	04	00	01	05
142	83-B-2017	MATHEMATICS	03	01	00	04
143	84-B-2017	PHYSICS	03	00	01	04
144	85-B-2017	CHEMISTRY	04	00	00	04
145	86-B-2017	ECONOMICS	02	00	00	02
146	87-B-2017	BIOLOGY	03	00	00	03
147	88-B-2017	STATISTICS	03	00	00	03
148	89-B-2017	ZOOLOGY	02	00	00	02
149	10-B-2017	BOTANY	02	00	00	02
150	11-B-2017	URDU	01	00	00	01
151	12-B-2017	ISLAMAT	03	00	00	03
152	13-B-2017	CIVIL/SPCL. SCIENCE	01	00	00	01
153	14-B-2017	COMMERCE	01	00	00	01
154	15-B-2017	HISTORY	01	00	00	01
155	16-B-2017	EDUCATION	01	00	00	01
156	17-B-2017	ARABIC	01	00	00	01
157	18-B-2017	SOCIOLOGY	01	00	00	01
158	19-B-2017	PERSIAN	01	00	00	01
159	20-B-2017	GEOGRAPHY	01	00	00	01
160	21-B-2017	PUNJABI	01	00	00	01
161	22-B-2017	PSYCHOLOGY	01	00	00	01
162	23-B-2017	SOCIAL WORK	01	00	00	01
<b>TOTAL:</b>			<b>39</b>	<b>01</b>	<b>02</b>	<b>42</b>

PROFESSOR (FEMALE) (BS-20) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
163	24-B-2017	ENGLISH	03	00	00	03
164	25-B-2017	PHYSICS	03	00	00	03
165	26-B-2017	CHEMISTRY	03	00	00	03
166	27-B-2017	COMPUTER SCIENCE	02	00	00	02
167	28-B-2017	ECONOMICS	02	00	00	02
168	29-B-2017	MATHEMATICS	03	00	00	03
169	30-B-2017	BIOLOGY	02	00	00	02
170	31-B-2017	STATISTICS	02	00	00	02
171	32-B-2017	BOTANY	01	00	00	01
172	33-B-2017	ZOOLOGY	01	00	00	01
173	34-B-2017	ISLAMAT	01	00	00	01
174	35-B-2017	URDU	01	00	00	01
175	36-B-2017	EDUCATION	01	00	00	01
176	37-B-2017	CIVIL/SPCL. SCIENCE	01	00	00	01
177	38-B-2017	ARABIC	01	00	00	01
178	39-B-2017	HISTORY	01	00	00	01
179	40-B-2017	SOCIOLOGY	01	00	00	01
180	41-B-2017	PUNJABI	01	00	00	01
181	42-B-2017	HOME ECONOMICS	01	00	00	01
<b>TOTAL:</b>			<b>31</b>	<b>00</b>	<b>00</b>	<b>31</b>

**QUALIFICATION/EXPERIENCE FOR THE POSTS OF PROFESSOR (MALE & FEMALE)**

Ph.D. in the relevant subject with 12 years Graduate/Post-Graduate Teaching / Research Experience in recognized College / University or Professional Experience in the relevant field in a National / International Organization plus an (06) Research Publications as a Principal Author in a Standard Journal recognized by the HEC / a University having Research Facility.

**AGE:** Male: 35 to 48-05; 53 Years  
Female: 35 to 48-08 to 56 Years

**GENDER, DOMICILE & PLACE OF POSTING:** GENDER: Male & Female  
DOMICILE: Any District of Province of Punjab.  
PLACE OF POSTING: Anywhere in the Punjab.

**NOTE-1:** One (01) ph.d. only out of the Academic Qualification (Degrees and Details Marks Certificates), Experience Certificate, Research Papers alongwith Recognition proof from HEC, Domicile Certificate, CNIC and Departmental Permission.

**NOTE-2:** Certificate from Awarding Authority will be required to be submitted alongwith Last Copy of Online Application Form with (05) in the relevant subject.

**NOTE-3:** First name in the list of Authors of Research Paper shall be considered as the Principal Author (Prin. Auth).

**NOTE-4:** In case a candidate claims that his/her Qualification is Equivalent to the Prescribed Qualification, he/she will be required to submit Equivalence Certificate issued by the Competent Authority at the time of interview. If a candidate fails to submit Equivalence Certificate issued by the Competent Authority at the time of interview, his/her candidature shall be cancelled.

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### ASSISTANT PROFESSOR (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

ASSISTANT PROFESSOR (MALE) (BS-18) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
182	43-B-2017	ENGLISH	39	01	02	42
183	44-B-2017	MATHEMATICS	34	01	02	37
184	45-B-2017	PHYSICS	32	01	02	35
185	46-B-2017	CHEMISTRY	32	01	02	35
186	47-B-2017	COMPUTER SCIENCE	33	01	02	36
187	48-B-2017	ECONOMICS	21	01	01	23
188	49-B-2017	BIOLOGY	21	01	01	23
189	50-B-2017	STATISTICS	21	01	01	23
190	51-B-2017	ZOOLOGY	21	01	01	23
191	52-B-2017	BOTANY	21	01	01	23
192	53-B-2017	URDU	14	00	00	14
193	54-B-2017	ISLAMAT	15	00	00	15
194	55-B-2017	PAKISTAN STUDIES	04	00	00	04
195	56-B-2017	CONSTITUTIONAL HISTORY	11	00	00	11
196	57-B-2017	PHYSICAL EDUCATION	09	00	01	10
197	58-B-2017	COMMERCE	09	00	01	10
198	59-B-2017	HISTORY	07	00	00	07
199	60-B-2017	EDUCATION	07	00	00	07
200	61-B-2017	ARABIC	07	00	00	07
201	62-B-2017	SOCIOLOGY	07	00	00	07
202	63-B-2017	PERSIAN	05	00	00	05
203	64-B-2017	GEOGRAPHY	05	00	00	05
204	65-B-2017	PUNJABI	05	00	00	05
205	66-B-2017	PSYCHOLOGY	04	00	00	04
206	67-B-2017	LIBRARY SCIENCE	04	00	00	04
207	68-B-2017	JOURNALISM	04	00	00	04
208	69-B-2017	SOCIAL WORK	02	00	00	02
209	70-B-2017	PHILOSOPHY	02	00	00	02
210	71-B-2017	SARAKI	02	00	00	02
<b>TOTAL:</b>			<b>392</b>	<b>10</b>	<b>19</b>	<b>421</b>

ASSISTANT PROFESSOR (FEMALE) (BS-18) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
211	72-B-2017	ENGLISH	48	02	02	52
212	73-B-2017	PHYSICS	36	00	02	42
213	74-B-2017	CHEMISTRY	39	01	02	42
214	75-B-2017	COMPUTER SCIENCE	38	01	02	41
215	76-B-2017	ECONOMICS	23	00	01	24
216	77-B-2017	MATHEMATICS	38	01	02	42
217	78-B-2017	BIOLOGY	20	01	01	22
218	79-B-2017	STATISTICS	24	01	01	26
219	80-B-2017	BOTANY	20	01	01	22
220	81-B-2017	ZOOLOGY	20	01	01	22
221	82-B-2017	ISLAMAT	13	00	00	13
222	83-B-2017	URDU	14	00	00	14
223	84-B-2017	PAKISTAN STUDIES	05	00	00	05
224	85-B-2017	CONSTITUTIONAL HISTORY	08	00	00	08
225	86-B-2017	PHYSICAL EDUCATION	07	00	01	08
226	87-B-2017	COMMERCE	08	00	00	08
227	88-B-2017	HISTORY	06	00	00	06
228	89-B-2017	EDUCATION	06	00	00	06
229	90-B-2017	ARABIC	05	00	00	05
230	91-B-2017	PERSIAN	04	00	00	04
231	92-B-2017	SOCIOLOGY	05	00	00	05
232	93-B-2017	PUNJABI	05	00	00	05
233	94-B-2017	HOME ECONOMICS	05	00	00	05
234	95-B-2017	GEOGRAPHY	05	00	00	05
235	96-B-2017	LIBRARY SCIENCE	04	00	00	04
236	97-B-2017	COMMERCE	04	00	00	04
237	98-B-2017	SOCIAL WORK	05	00	00	05
238	99-B-2017	JOURNALISM	04	00	00	04
239	100-B-2017	FINE ARTS	03	00	00	03
240	101-B-2017	PHILOSOPHY	03	00	00	03
241	102-B-2017	GEOLOGY	02	00	00	02
242	103-B-2017	SARAKI	02	00	00	02
243	104-B-2017	MUSIC	01	00	00	01
<b>TOTAL:</b>			<b>447</b>	<b>01</b>	<b>08</b>	<b>476</b>

**QUALIFICATION/EXPERIENCE FOR THE POSTS OF ASSISTANT PROFESSOR (MALE & FEMALE)**

i) Ph. D. in the relevant subject with 02-Years Experience (Teaching / Research) in a College / University, OR  
ii) M. Phil. in the relevant subject with 05-Years Teaching / Research Experience in a College/University, OR  
iii) Master's Degree at least 2<sup>nd</sup> Class in the relevant subject from a recognized University with 07-Years Teaching Experience in a College/University in the relevant subject.

**AGE:** Male: 25 to 35-05 to 40 Years  
Female: 25 to 35-08 to 43 Years

**GENDER, DOMICILE & PLACE OF POSTING:** GENDER: Male & Female.  
DOMICILE: Any District of Province of Punjab.  
PLACE OF POSTING: Anywhere in the Punjab.

**SYLLABUS FOR WRITTEN TEST (IF HELD):** One Paper MCQ type written test of 100 marks and 60 minutes duration comprising Questions relating to Qualification of the Post and General Knowledge including Pakistan Studies, Current Affairs, Geography, Basic Mathematics, English, Urdu, Everyday Science and Basic Education.

**NOTE:** In case a candidate claims that his/her Qualification is Equivalent to the Prescribed Qualification, he/she will be required to submit Equivalence Certificate issued by the Competent Authority at the time of interview. If a candidate fails to submit Equivalence Certificate issued by the Competent Authority at the time of interview, his/her candidature shall be cancelled.

### LECTURER (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

LECTURER (MALE) (BS-17) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
244	105-B-2017	ENGLISH	74	02	04	80
245	106-B-2017	MATHEMATICS	64	02	04	70
246	107-B-2017	PHYSICS	62	02	03	67
247	108-B-2017	CHEMISTRY	62	02	03	67
248	109-B-2017	COMPUTER SCIENCE	60	02	03	65
249	110-B-2017	ECONOMICS	42	01	02	45
250	111-B-2017	BIOLOGY	42	01	02	45
251	112-B-2017	STATISTICS	42	01	02	45
252	113-B-2017	ZOOLOGY	42	01	02	45
253	114-B-2017	BOTANY	42	01	02	45
254	115-B-2017	URDU	28	01	01	28
255	116-B-2017	ISLAMAT	27	01	00	28
256	117-B-2017	PAK. STUDIES	08	00	00	08
257	118-B-2017	CIVIL/SPCL. SCIENCE	18	01	01	20
258	119-B-2017	PHYSICAL EDUCATION	18	01	01	20
259	120-B-2017	COMMERCE	18	01	01	20
260	121-B-2017	HISTORY	13	00	01	14
261	122-B-2017	EDUCATION	13	00	01	14
262	123-B-2017	ARABIC	14	00	00	14
263	124-B-2017	SOCIOLOGY	13	00	01	14
264	125-B-2017	PERSIAN	09	00	01	10
265	126-B-2017	GEOGRAPHY	09	00	01	10
266	127-B-2017	PUNJABI	09	00	01	10
267	128-B-2017	PSYCHOLOGY	08	00	00	08
268	129-B-2017	LIBRARY SCIENCE	08	00	00	08
269	130-B-2017	JOURNALISM	08	00	00	08
270	131-B-2017	SOCIAL WORK	04	00	00	04
271	132-B-2017	PHILOSOPHY	04	00	00	04
272	133-B-2017	SARAKI	04	00	00	04
<b>TOTAL:</b>			<b>763</b>	<b>20</b>	<b>37</b>	<b>820</b>

LECTURER (FEMALE) (BS-17) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
273	134-B-2017	ENGLISH	97	03	05	105
274	135-B-2017	PHYSICS	87	03	05	95
275	136-B-2017	CHEMISTRY	87	03	05	95
276	137-B-2017	COMPUTER SCIENCE	85	03	05	93
277	138-B-2017	ECONOMICS	58	02	03	63
278	139-B-2017	MATHEMATICS	87	03	05	95
279	140-B-2017	BIOLOGY	48	02	02	52
280	141-B-2017	STATISTICS	55	02	03	60
281	142-B-2017	BOTANY	48	02	02	52
282	143-B-2017	ZOOLOGY	48	02	02	52
283	144-B-2017	ISLAMAT	34	01	00	35
284	145-B-2017	URDU	24	01	00	25
285	146-B-2017	PAK. STUDIES	09	00	00	09
286	147-B-2017	CONSTITUTIONAL HISTORY	08	00	00	08
287	148-B-2017	PHYSICAL EDUCATION	23	01	01	25
288	149-B-2017	CIVIL/SPCL. SCIENCE	13	01	01	15
289	150-B-2017	COMMERCE	13	00	00	13
290	151-B-2017	ARABIC	12	00	00	12
291	152-B-2017	PERSIAN	12	00	00	12
292	153-B-2017	HISTORY	11	00	01	



## Appendix C

### Survey Questionnaire

#### Academic Writing Challenges of ESL Learners and Teachers’ Proficiency in Pakistani Universities

I am researcher in the fields of education and applied linguistics, and conducting a survey for my research article “*Academic Writing Challenges of ESL learners and Teachers’ Proficiency in Pakistani Universities*”. I will be grateful if you would like to answer some questions.

Date: .....

#### Section 1: Personal Information

1.	Gender:		Male		Female			
2.	Age :	20-25	26-30	31-35	36-40	41-45	46-50	Above 50
3.	Mother tongue (First language): .....							
4.	Program of Study: .....							
5.	Semester: .....							
6.	Profession: .....							

#### Section 2: Students' writing practices and behavior

How often do these statements apply to you when writing assignments? Put a tick in the suitable column.

Practices	Always (100%)	Mostly (80%)	Frequently (60%)	Occasionally (40%)	Rarely (10%)	Never (0%)
1. I like to write for pleasure in my free time.						
2. I follow the instructions given for writing assignments.						
3. I consult my teacher for any clarification.						
4. I share ideas with my peers before starting writing.						

5. I brainstorm the topic, write down main points and make an outline for my assignment.

<b>Practices</b>	<b>Always (100%)</b>	<b>Mostly (80%)</b>	<b>Frequently (60%)</b>	<b>Occasionally (40%)</b>	<b>Rarely (10%)</b>	<b>Never (0%)</b>
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6. I revisit my draft to correct grammar, vocabulary, spellings and punctuation mistakes.

7. I, generally pay more attention to the language (i.e. spelling, grammar, vocabulary) instead of content (i.e. ideas, organization).

8. I pay more attention to the content (e.g. ideas, organization) than the language (i.e. spelling, grammar, vocabulary).

9. I give almost equal attention to both the language (i.e. spelling, grammar, vocabulary) and the content (i.e. ideas, organization).

10. I discuss my work with other students to get feedback to improve it.

**Section 3: Students' challenges in academic writing.**

Put a tick next to the weaknesses or/and challenges you have faced when writing your assignments.

Paraphrasing  
 language use

referencing & citation  
 coherence & cohesion

expressing own voice  
 Others (specify): .....

choosing a worthwhile topic