

CHALLENGES IN TEACHING ACADEMIC WRITING TO EFL LEARNERS IN HIGHER EDUCATION CONTEXTS

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<https://doi.org/10.37147/eltr.v10i1.276>

received 14 August 2025; accepted 29 January 2026

Abstract

It is an indispensable demand for global EFL learners to entrench the comprehensive mastery of exemplary academic writing skills. In concurrence with this underlying principle, second language educators should establish, nurture, and reinforce their learners' academic writing competencies in the long run to help them achieve fruitful academic success. The researcher conducted this small-scale library study to unravel probable academic writing challenges experienced by EFL learners in higher education contexts. After completing this library investigation, it is hoped that these specifically generated findings will enlighten the perspectives of second language educational stakeholders regarding the crucial need to embed EFL learners with meaningful, innovative, and contextualized academic writing instructional approaches. To fulfill the aforementioned study objective, the researcher capitalized on a thematic analysis method in analyzing particular research results derived from 30 former academic writing challenges in higher education scientific works. With the help of a thematic analysis method, the researcher could yield more comprehensible and applicable findings as each finding was grouped into similar research themes. The thematically-categorized findings revealed some common academic writing hurdles amidst learners' regular classroom settings, namely linguist, cognitive, strategic, affective, environmental, and pedagogical barriers.

Keywords: academic writing challenge, EFL learner, library study, thematic analysis, writing

Introduction

Writing is one of the most pivotal skills that EFL learners should fully master, particularly in this Industrial Revolution 4.0 era. With the supportive accompaniment of commendable writing skills, second language learners will not only thrive in their academic competencies but also prospective future careers, as the ability to communicate clearly in various written forms is highly valued by working enterprises. This basic conception is tightly interwoven with Wondim et al. (2024), believing that in the support of laudable writing competencies, EFL learners are more prone to achieve more gratifying academic outcomes and enroll in the specific teaching vocation they are desirous of. In a similar line of argument,



Surfaifel et al. (2023) has likewise noted on the importance of embedding EFL learners with advanced writing knowledge, skills, and experiences by that they will showcase more excellency in their academic journeys and prospective professions.

Indeed, the journey of acquiring well-developed writing skills is exhausting and emotionally-draining, especially while dealing with second language writing learning enterprises. In second language writing learning dynamics, EFL learners are constantly commissioned to convey their specific notions, ideas, standpoints, arguments, and opinions clearly to the targeted readers' contexts. This indispensable requirement is related to Al-Hamzi et al. (2023), who articulated that second language learners are regarded as competent, skillful, and seasoned writers when they are skilled at expressing their particular perspectives fitting most compatibly with their readers' current situations. Therefore, it is common to unveil that most EFL learners are struggling extensively when they approach a vast range of writing tasks, such as a lack of vocabulary, grammar, and mastery of content knowledge. These major writing learning issues cannot be overlooked, as they may debilitate learners' utmost motivation to practice their writing skills. Phyo et al. (2024) avow that it is becoming progressively essential for second language educationalists to cultivate a richer array of language skills; grammar, dictions, and subject-specific subjects understanding through which EFL learners are more skillful at addressing comprehensible writing contents to their readers.

Concerning the above-explicated conceptions, academic writing emerged as one of the instrumental assessment components in this modern era. In higher education settings, global university EFL learners are required to develop proficient academic writing skills. With an enlightenment of this writing learning trajectory, second language learners can progressively transfigure into more well-rounded academicians by that they are habituated to possess robust intellectual inquisitiveness for every single topic that is going to be written. This crucial need aligned with Gheyathaldin and Shishakly (2020) averring that worldwide university EFL learners have to thoroughly instill robust academic writing skills growth during their studies by that they will be notable experts in their disciplinary subjects. Conversely, second language learners frequently dismiss their academic writing learning activities in higher education contexts. This reluctance is ascribed to their inability to impart their specific ideas, opinions, and perceptions with the presence of suitable language expressions. When the aforesaid stumbling blocks incessantly transpire in EFL learners' regular dynamics, they will be reluctant in accomplishing a vast variety of given academic writing tasks due to the continuation of frustrating writing experiences. Han et al. (2021) suggested that second language teachers equip EFL learners with a richer array of suitable, meaningful, and relevant lexical devices while immersing them in a series of intensive academic writing activities, whereby they will undergo a smoother ideation process.

To better overcome the above-mentioned academic writing hindrances, second language teachers need to be more mindful and conscientious while designing their materials and classroom activities. Meaning to say, professional learning instructors are recommended to devise a vast variety of enjoyable, interactive, and relevant academic writing learning dynamics in which EFL learners are committed to redoubling their efforts in advancing their academic writing competencies to the utmost potential. This suggested input is parallel with Al-Khulaidi and Abdulkhalek (2022), who advocated that second language educators

acclimatize EFL learners into moderately challenging, favorable, and meaningful academic writing learning activities wherein they will be more capable of forging their academic writing competencies to the greatest growth. In stark contrast, these suggested breakthroughs are easier said than done since EFL learners conceive academic writing tasks as one of the most daunting hindrances dissuading them from becoming more proficient target language academicians. Simply speaking, university EFL learners are not keen on finishing the specifically-given academic writing tasks due to excessive foreign language anxiety persisting among them. This strenuous impediment is also in the view of Akram et al. (2020), who acknowledged that the predominant number of university EFL learners made an earlier departure from their academic writing learning dynamics as they were not capable of controlling their perturbation. From the educationalists' side, academic writing learning activities also inflict another formidable obstruction on them. To enforce high-quality and holistic academic writing learning enterprises, second language teachers are requested to inculcate a well-established knowledge, skills, and experiences in this literacy area. This aspiration can be potentially achieved by involving them into a series of intensive academic writing trainings. Yang et al. (2022) prompted educational institutions to begin arming Chinese second language educators with the prolific growth of academic writing proficiency by immersing them into a wider array of academic writing workshops, trainings, and seminars.

It is equally important for second language educators to design more collaborative academic writing learning enterprises in their habitual classroom vicinities. With the endorsement of solid peer or collaborative support, EFL learners are more prone to escalate their motivation, enjoyment, and confidence towards their existing academic writing learning dynamics. This suggested action matters most for advancing learners' academic writing skills to the fullest potential, through which they are encouraged to hone some specific academic writing areas in need of improvement. Ramzan et al. (2023) affirmed that it is crucial for second language educators to expose EFL learners to solid, meaningful, and collaborative academic writing learning activities by which they progressively transform into more highly-achieving writers. It is worth highlighting that second language educationalists ought to provide extensive independent periods for EFL learners to compose the targeted academic writing texts accordingly. With the availability of ample writing intervals, EFL learners are more liable to generate more high-quality text compositions through which they can conduct more exhaustive reflections on the specific writing topics that are going to be delineated. Zulfiqae et al. (2024) advised second language teachers to grant their learners with adequate writing text composition process outside the regular classroom circumstances by that they can yield high-quality academic writing products due to the potent intellectual empowerment possessed towards the given writing topics.

Despite a substantial body of studies on EFL academic writing learning enterprises, the challenges of teaching this skill in higher education remain questionable. Much of the existing studies merely delved into probable pedagogical strategies suitable for advancing second language learners' academic writing competencies to the greatest development. These prior investigations profoundly investigated the meritorious values of metacognition, self-regulation, collaborative learning, and formative assessment in fostering EFL learners' academic writing proficiency. Thus, there was less emphasis on particular academic writing

challenges undergone by EFL learners as these previous investigations exhaustively focused on the utilities of innovative writing pedagogical approaches.

Furthermore, these prior investigations put greater emphasis on EFL learners' specific language related issues such as grammar, vocabulary, and writing conventions knowledge. By exclusively exploring these target language areas, second language educators will encounter serious challenges while devising their forthcoming academic writing learning materials and activities since writing does not only comprise of general competency components but also other complex matters such as analytical, critical thinking, synthesizing, and inferencing skills. Hence, the enforcement of this moderate library study was expected to broaden second language educational parties' insights concerning the potential academic writing obstacles taking place among EFL learners in higher education contexts. This rejuvenated perspective will promote an influential impact towards the dissemination of more transformative, high-quality, and meaningful academic writing learning process through which rewarding educational outcomes can be fully promoted to all classroom community members.

Prior empirical studies only focus on the positive impacts on integrating technologically-based learning models in invigorating EFL learners' academic writing competencies. By following this current research trend, second language educational pedagogical insights and instructional strategies will be constantly enriched. Nevertheless, the further implications of these technological tools cannot operate optimally when second language teachers have not been aware of the probable hindrances hindering university EFL learners from elevating their academic writing skills to the fullest growth. By addressing the above-explicated gaps after the completion of this small-small library study, second language educational parties are more capable of establishing more collaborative, solid, and mutual cooperation with teachers to enforce a particular series of academic writing trainings through which learning instructors will be fully equipped with a vast array of rewarding insights and strategies readily utilized to thrive their learners' writing skills growth. To achieve all these above-elucidated research objectives, the researcher proposed one single inquiry to be exhaustively explorer in this small-scale library study: What are the challenges in teaching academic writing to EFL learners in higher education contexts?

Literature Review

Common writing challenges faced by EFL learners and probable solutions to overcome these unwanted hurdles

Apart from the above-elucidated academic writing hurdles, previous studies indicated that second language writing learning enterprises are constantly crammed with a wide variety of unpredictable and tough challenges. In this part, the researcher specifically highlighted a certain number of general writing impediments pinpointed by former educational experts, practitioners, and educationalists. Siddiqui et al. (2023) unearthed that an overwhelming majority of Iranian EFL learners encountered a taxing challenge when they are required to compose well-structured paragraphs in their designated writing products, as they possessed a scarce understanding of coherence, cohesion, and mechanics. In another investigation, Chuenchaichon (2022) uncovered that the majority of Thailand university EFL learners iteratively made similar writing mistakes comprising of

capitalizations, grammar, dictions, punctuations, and spelling. The occurrence of these prevalent writing shortfalls pinpointed that language learners require more intensive, interactive, and constant exposure on particular linguistic expressions internalized in certain writing contexts. With this profound understanding, they will be more skilled at depicting their specific contentions efficiently to worldwide readers. Abdullah et al. (2022) unfolded that the great number of Malaysian universities EFL learners consistently conduct a vast variety of similar writing drawbacks dealing with vocabulary, grammar, and conventions. This unintended writing shortcoming did not happen fortuitously since they are lack of exposure to the varied exemplary texts. Aziz and Said (2020) unearthed that Indonesian university EFL learners failed to yield qualified writing compositions due to the repetitive mistakes in their subject verb agreement and sentences concord. As second language teachers are still struggling to address the aforesaid writing learning impediments, it is improbable for these learners to shift into more effective writers, as the specific information is expounded with the accompaniment of inaccurate language expressions.

There are a wide variety of promising pedagogical strategies second language educationalists can internalize to mitigate those aforementioned writing learning obstacles. Firstly, second language teachers can apply differentiated writing learning instructions in their classroom environments. With the presence of this innovative pedagogical approach, EFL learners will be better supported to gain a more comprehensive understanding of specific vocabulary, sentence structure, and linguistics expressions worthwhile utilizing in their impending text compositions. This valuable writing learning outcome did not happen by incident, as other competent group members are willing to impart constant and mutual writing learning support for their struggling companions. Agustina et al. (2023) advocated for Indonesian second language educationalists to embed EFL learners with the meaningful activation of more social, constructive, and collaborative writing learning dynamics where all learning community members are given equal opportunities to be proficient target language writers. Paudel (2022) postulated that it is of key importance for second language teachers to immerse EFL learners in more student-oriented writing learning activities, whereby they could potentially acquire various novel insights, knowledge, skills, and experiences through the enforcement of collaborative group discussions.

Another possible way second language educators can actualize to help EFL learners overcome a wide array of writing learning barriers in their daily classroom circumstances is through the impartation of positive, encouraging, and relevant feedback. By an embodiment of these rewarding feedback types, EFL learners begin shifting into more confident and strategic writers since they are skilled at discovering an array of writing errors forming in their texts. Satake (2020) indicated that it is vital for second language teachers to continuously address a vast variety of supportive, motivating, and credible feedback for the significant advancement of EFL learners' future writing performances. In the end, second language teachers can deliberately allow EFL learners to conduct trials and errors during the text composition process. It is worth keeping in mind that making a certain number of writing mistakes is a natural part of progressing into more advanced writing levels. As long as second language educators can conscientiously plan, monitor, and evaluate their learners' ongoing writing proficiency development, they are more

likely to turn into more proficient writers as they have learned thoroughly from their former errors. Aknouch and Bouthiche (2022) adduced that second language educationalists can bring about less anxious writing learning enterprises among heterogeneous EFL learners through which they value their identical writing shortcomings as the steppingstones of success for them to be more skillful writers in the forthcoming events.

Method

The researcher undertook this small-scale library investigation with the help of a thematic analysis approach. A thematic analysis approach is useful for helping the researcher to yield more credible, robust, and relatable findings, as each data point was clustered into specific research themes. Braun and Clarke (2022) averred that, in the light of a thematic analysis method, the researchers are more likely to generate more reliable, believable, and contextual results since the particularly-analyzed data was organized accordingly into major research themes. To diminish inconsistencies and incongruities among the thematically-based findings, the researcher internalized an open-coding approach. With an enlightenment of an open-coding approach, the researcher could spot various kinds of discrepancies hindering the eligibility of each finding. This advantageous value is in line with Nowell et al. (2017) theorizing that an open-coding method plays a paramount role of minimizing irrelevancies amidst the collected data, through which researchers are commissioned to be more analytical and critical before subsuming those findings into identical categories.

The researcher had two priorities before commencing this moderate library study. Firstly, all 30 specifically selected academic writing issue articles were adopted from various reputable international and national journal article platforms. Secondly, the researcher reviewed these 30 academic writing challenge studies, ranging from 2017 to 2025. With this in mind, the targeted research and educational stakeholders can potentially value the feasibility of each finding to be further incorporated in their daily classroom learning basis. This strong optimism was impacted by the basic groundwork of a library study emphasizing evidence-based research outcomes.

Concerning his motives, the researcher infused two main rationales upon embarking on this small-scale library study. The first premise is mutually interlinked with the labor-intensive academic writing learning enterprises experienced by worldwide university EFL learners. By gaining a more exhaustive understanding of their personal and communal academic writing learning challenges, the forthcoming findings are more prone to paving a rewarding pathway for second language educational stakeholders to design more systematic, interactive, and contextualized academic writing programs supportive for advancing learners' writing motivation to the topmost potential. The second objective is positively linked to the necessity of promoting more emotionally supportive academic writing learning climates to distinctive EFL learners. With an actualization of the findings forming in this library study, second language educators will have broader opportunities to initiate more enjoyable and less anxious academic writing learning dynamics, through which EFL learners start transforming into more avid writers.

For the data analysis process, the researcher expounded the interrelated findings descriptively. With respect to this data description approach, the researcher averted himself from incorporating his personal opinions, thoughtful arguments, and strongly-entrenched beliefs while explaining the thematically-oriented findings. This action is a vital step to yield more clear-cut findings for the designated research stakeholders by which the researcher focuses on describing potential challenges EFL learners constantly experience while taking part in various academic writing learning enterprises.

Findings and Discussion

Based on the thematically-categorized research results conducted before, the researcher determined two major themes: (1) Linguistic, cognitive, and strategic deficiencies in academic writing and (2) affective, environmental, and pedagogical barriers to academic writing development. More in-depth data delineations can be discerned in the ensuing lines.

Theme 1. Linguistic, cognitive, and strategic deficiencies in academic writing	
Theme 1	Studies
Linguistic, cognitive, and strategic deficiencies in academic writing	Mahmood (2020); Campbell (2019); Mustafa et al. (2022); Sajjad et al. (2021); Li and Ngai (2018); Alasbali et al. (2023); Pasaribu et al. (2024); Ramzan et al. (2023); Ho (2024); Ahmed (2019); Singh (2019); Mumtaz (2021); Rahman and Hasan (2019); Nenotek et al. (2022); Bram and Angelina (2022).

In harmony with the first research theme depicted above, worldwide university EFL learners infuse linguistic, cognitive, and strategic deficiencies in their academic writing enterprises. Concerning the dearth of linguistic knowledge, global university EFL learners acknowledged that they underwent tough moments while expressing their particular ideas, arguments, and contentions accurately to the targeted readers. Mahmood (2020) emphasized the paramount role of mastering a richer array of linguistic expressions by which university EFL learners are capable of addressing comprehensible and meaningful messages to the designated readers' contexts. Regarding the inadequacy of their cognitive competence, university EFL learners struggle to produce longer sentences in their writing compositions as they possess limited vocabulary, diction, and grammar knowledge compatible to be further internalized in their texts. As a result, they are more prone to producing simple writing compositions with the constant paucity of sophisticated and complex lexical devices. The above-explained writing learning hindrances are in agreement with Campbell (2019), who disclosed that most Canadian university EFL learners were not confident of integrating a wide variety of novel target language expressions and dictions in their academic writing products to minimize an iterative occurrence of fatal writing errors. In a similar vein, Mustafa et al. (2022) unraveled that the majority of Omani university EFL learners repeatedly experienced a higher level of frustration in their academic writing learning enterprises as they failed to address more perceptible information through which it can potentially ensure clearer message deliverance.

Regarding an insufficiency of strategic academic writing competence, global university EFL learners residing in most English-speaking country areas admitted

that their second language educators solely inquire them to accomplish a vast array of challenging academic writing tasks, with the absence of innovative, relevant, and contextualized writing strategies. Resultantly, learners insistently experience severe writing blocks while partaking in their regular text composition process. This prominent writing learning hurdle is in conformance with Sajjad et al. (2021) discovering that an overwhelming majority of Iranian university EFL learners gradually lost their fullest interest in their daily academic writing learning enterprises as they experienced insurmountable bewilderment while being bombarded with various taxing writing impediments. Similarly, Alasbali et al. (2023) unearthed that owing to innovative writing strategies deficit, Malaysian university EFL learners were not capable of solving their specific writing difficulties independently, which in turn provoked poor academic writing performances. Moreover, university EFL learners also underwent a difficult time while comprehending essential ideas, information, and standpoints forming in their particularly-chosen reading references. An inability to activate analytical and critical thinking skills caused intercultural barriers during the written communication enterprises. This unwanted event took place because second language learners only obtain a partial understanding of the specific messages forming in the reading texts. Ho (2024) prompted second language educationalists to arm university EFL learners with the critical, analytical, and insightful reading strategies before immersing them into a series of authentic writing dynamics by which they can increase the clarity of their written communication enterprises.

Lastly, university EFL learners are simultaneously deficient while selecting the most appropriate writing strategies closely aligning with their particular academic writing tasks. With the occurrence of this unsupportive academic writing learning condition, second language learners tend to experience a significant regression in terms of their writing knowledge, skills, performances, and achievements as they do not instill other innovative solutions when the specifically applied strategies are not operating well with their present academic writing tasks. The above-elucidated obstacles are in consonance with Rahman and Hasan (2019), who found that Malaysian university EFL learners often experienced continual deadlocks amidst their ongoing text composition dynamics, in which they are not fully armed with a wider range of applicable academic writing strategies. On the same basis, Bram and Angelina (2022) propounded that it is indispensable for second language educators to escalate Indonesian university EFL learners' academic writing preparedness with the accompaniment of meaningful writing strategies wherein they will progressively transform into more effective problem-solvers and prudent decision-makers.

Theme 2. Affective, environmental, and pedagogical barriers to academic writing development	
Theme 2	Studies
Affective, environmental, and pedagogical barriers to academic writing development	Wahyuningsih (2018); Almarwani (2020); Aldabbus and Almansouri (2022); Alharbi (2019); Umar et al. (2023); Hidayati (2018); Azmar and Razali (2024); Al-Khulaidi and Abdulkhalek (2022); Wei et al. (2024); Khadawardi (2022); Aminah et al. (2025); Batubara and Fithriani (2023); Lekamge and Rajavarathan (2024); Lama and Suhodolli (2024); Lesmana and Ariffin (2020).

In concurrence with the second research theme, university EFL learners encountered affective, environmental, and pedagogical barriers hindering them from developing their academic writing proficiency to the fullest potential. Concerning an affective hurdle, university EFL learners inculcated a higher level of anxiety while approaching a vast range of taxing academic writing tasks. This unwanted learning behavior did not happen fortuitously as they were a lack of supportive assistance given by their teachers. These supportive academic writing learning assistances comprised the impartation of rewarding feedback and the availability of relevant text resources. The above-elaborated obstacles are supported by the findings of Wahyuningsih (2018), who unveiled that most Indonesian university EFL learners instilled a higher degree of apprehension while confronting various kinds of academic writing assignments, since they could not discover suitable reading materials assisting them to accomplish those given tasks. In the same line of argument, Almarwani et al. (2020) unraveled that most Saudi Arabian university EFL learners experienced excessive tenseness amidst the academic writing learning dynamics they were dealing with, where they scarcely obtained a vast array of supportive inputs useful for the betterment of their future writing skills progression.

Regarding environmental obstruction, university EFL learners acknowledged that they had difficulty in organizing their particular thoughts, ideas, and notions in well-structured academic writing compositions. This issue emanated from the limited exposure to meaningful, interactive, and authentic academic writing practices. As a result, these learners are intensively struggling in expressing their designated conceptions since they do not unearth proper collocations suitable for their sentences and words. Aldabbus and Almansouri (2022) advised Iranian second language educationalists to expose university EFL learners into livelier, enjoyable, and moderately-challenging academic writing activities through which they begin enriching their writing knowledge, skills, and experiences to actualize more satisfying writing performances in the prospective events. Pertaining to pedagogical impediment, university EFL learners emphasized the importance of inducing more convivial, emotionally supportive, and positively-sound academic writing learning enterprises in their habitual classroom surroundings. With the embodiment of these holistic academic writing learning dynamics, university EFL learners start transforming into more strategic and thoughtful writers, by which they acquire myriad writing strategies, knowledge, skills, and experiences from other fellow companions. Umar et al. (2023) advocated that second language educators in Iraq to immerse university EFL learners into more conducive, comfy, and friendly academic writing learning environments, as they are the propelling forces for classroom members to improve their writing competencies mastery to the greatest growth.

Another formidable hindrance preventing university EFL learners from fostering their academic writing knowledge, skills, and achievements to the topmost development is the inadequacy of adequate writing consultations with their facilitators. In connection with the complex nature of academic writing projects, second language educationalists should bear in mind that providing university EFL learners with sufficient writing consultation periods is a rewarding action to be carried out. It can be stated that way because university EFL learners will be more profoundly conscious toward the specifically pinpointed errors, enabling them to

yield more qualified academic writing texts. This suggested advice is mutually interlinked to Hidayati (2018), who encouraged second language teachers to reignite their commitment and spirit in enforcing an intensive series of academic writing consultations with university EFL learners, in which they will learn not to repeat similar writing mistakes in the forthcoming events.

Differentiated academic writing instructions are one of the major issues taking place among university EFL learners. University EFL learners highlighted the necessity for second language educationalists to promote a richer variation on their regular academic writing activities. With an understanding of differentiated academic writing instructions, university EFL learners can potentially make more stable progress concerning their academic writing competencies. This probability is more likely to take place as the particularly designed academic writing tasks are in concord with learners' current academic writing needs, knowledge, and skills. Azmar and Razali (2024) indicated that a differentiated instructional strategy could serve as an important catalyst for Malaysian university EFL learners to progressively turn into more knowledgeable, skillful, and proficient writers, in that their specific writing conditions were fully fulfilled with the presence of contextualized academic writing practices. In the final strand of the reviewed finding, it is interesting to note that University EFL learners are often crammed with arduous intercultural communication barriers while attempting to explicate their specific writing ideas in worldwide readers' contexts. With reference to this unpleasant academic writing learning barrier, second language teachers can broaden learners with a wider array of varied, effective, and compatible language expressions. With the accompaniment of these high-quality terminologies, university EFL learners are more devoted to showcasing more proactive and productive academic learning participations on their daily basis. This positive attitude can potentially occur as learners infuse robust certainty toward every linguistic expression forming in their specifically designed academic writing products. This viewpoint corroborated the theoretical foundation put forward by Al-Khulaidi and Abdulkhalek (2022), contending that the constant dissemination of heterogeneous target language expressions can stand as a powerful solution for transfiguring university EFL learners into more active and industrious academic writers as they are eventually adept at fitting in their particular thoughts with the support of specialized linguistic devices.

On the basis of the above-reviewed findings, the journey of transforming university EFL learners into more strategic, mature, skillful, persistent, and proficient academic writers is not an easy journey, as they are bombarded by a wide variety of unsupportive internal and external factors. Those internal factors pertain to linguistic, cognitive, and deficiencies of strategic writing competence. While the external factors constitute affective, environmental, and pedagogical barriers taking place in ever-changing academic writing enterprises. Acknowledging all these inevitable challenges, second language educationalists need to be more open-minded and innovative in designing a vast range of academic writing learning materials and activities that best support university EFL learners' writing knowledge, competencies, performances, and achievements progression. With this in mind, university EFL learners can potentially begin to showcase more cooperative, proactive, and productive behaviors in their regular academic writing classroom circumstances. The cultivation of these laudable academic writing

learning attributes is influenced by the comprehensive mastery of essential target language expressions and other supportive language elements consisting of vocabulary, grammar, concord, coherence, and cohesion.

In a similar note, second language educators should be more committed to cultivate student-oriented academic writing, learning dynamics in their daily classroom vicinities. The actual embodiment of this student-centered academic writing learning enterprise is clearly manifested in the forms of differentiated pedagogical instructions, supportive feedback, and intercultural communicative awareness. By concatenating all these constructive academic writing learning approaches, EFL learners will not only be empowered in their subject-specific language domains development but also other affective sides encompassing heightened self-confidence, volition, and autonomy while dealing with the complex nature of academic writing tasks.

Conclusion

In conformance with the thematically-subsumed research results alluded to in the prior sections, the researcher imparted some useful recommendations for the significant advancement of impendent academic writing learning enterprises conducted worldwide. First, second language educational stakeholders need to revisit and refine their existing academic writing curriculum by adding more intensive additional language courses focusing more profoundly on enriching university EFL learners' grammar, vocabulary, and language expressions knowledge. This suggestion is pivotal to be carried out since these courses can potentially substantiate their readiness before enrolling in a series of academic writing courses in their campuses. Second, second language educators should ponder more exhaustively on a certain number of meaningful university programs cultivating robust reading habits among university EFL learners.

It is essential to highlight that these extensive reading programs must not shoulder other taxing burdens on university EFL learners' learning loads. Rather, these particularly-enacted reading programs need to put a heavier emphasis on reading enjoyment, leading EFL learners to experience a higher degree of pleasure while partaking in a vast array of academic writing learning dynamics. Lastly, university EFL educationalists should work more collaboratively in bringing about more supportive, positive, interactive, and meaningful academic writing learning dynamics for their learners to engage. With the realization of these coveted academic writing classroom environments, university EFL learners will be more committed to forging their academic writing proficiency to the greatest growth as they incessantly obtain supportive academic writing facilitations and supervision in the long run.

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