




Academic Writing Problems in L2 Settings: Realities and Need for Intervention


Mona Mohammed Abdulkhalek

Center for Languages and Translation, Ibb University, Yemen
monamhmd77@gmail.com

 <https://orcid.org/0000-0002-1256-1417>

Mohammed Ali Al-Khulaidi

Faculty of Applied and Educational Sciences, Ibb University, Yemen
mohamed.khulaidi336@gmail.com

 <https://orcid.org/0000-0002-3439-6790>

Abstract

Building on evidence from prior research, this literature review focuses on academic writing problems in ESL /EFL contexts, bringing to the fore emerging approaches to academic writing and calling for a shift from writing across the curriculum program to writing in specialized centers to propagate the integration of writing rather than some fixed tasks throughout the curriculum. For the study purpose, a theoretical-based descriptive thematic procedure was adopted, while at the same time providing pedagogical implications for automated writing and evaluation. As aside, instituting multimodal composition that fully engages all senses connects the linguistic and non-linguistic (semiotic) dimension of meaning-making. It enhances written fluency and liberates learners from getting bogged down in grammatical flaws and beyond alphabetic literacy. Given the situation in the local Yemeni EFL context, the current review highlights that writing would remain in a state of limbo unless it is coupled with a timely intervention addressing the problems of writing from school to university in light of these refinements.

Keywords: Academic Writing (AW), Problems, ESL, EFL, corrective Intervention

To Cite this article (APA):

Abdulkhalek, M. M. & Al-Khulaidi, M. A. (2022). Academic writing problems in L2 settings: Realities and need for intervention. *Journal of English Studies in Arabia Felix*, 1(1), 42-51.

Introduction

Writing has been identified as one of the most essential skills because the world has become so text-oriented. Due to this change, mainstream teachers as well as ESL instructors, are in great demand of effective techniques to improve writing skills of this particular population. To keep pace with the rest of the world, many countries enhance English learning and teaching using different mediums of communication, including written correspondence and publications of various types. Reviewing relevant literature on academic writing (hereafter AW) shows that writing weaknesses do undermine university students' confidence for they (students) are not attuned to proper and systematic scholarly writing skills. Although students write daily, they need to be familiar with the discourse of academia (Alabere & Shapii, 2019; Jalongo & Saracho, 2016; Xu & Li, 2018). They are remarkably "unable to cope with rigorous academic tasks" (Alabere & Shapii, 2019, p. 96) and they feel incompetent when they perform writing tasks (Al-Hammadi & Sidek, 2014). Such a poor writing performance jeopardizes adherence to the requirements of the twenty-first century skills (Ghalib, 2018; Muthanna, 2016). Hence, it is then pertinent to unveil such conundrums, unearth causes, and suggest immediate measures to overcome existing problems.

The present paper provides some theoretical account of the problems that learners repetitively confront in their writing both in ESL and EFL settings, with a particular focus on Yemen's context. It ascertains in broad-spectrum how students construct their essays, accounts for the causes of difficulties that surface from a review of the literature. It would help the curriculum and syllabi designers, teachers, and students to adopt appropriate remedies to mitigate the causes of such writing problems and make amendments to the status quo of English education from school to higher education, with a prime focus on writing skills'.

Teaching L2 Writing Skills: Major Approaches

The most noteworthy approaches, aligned with the work of Bruner and Vygotsky, respectively, have provided a socially grounded rationale for interactive and collaborative learning. The product approach and the process approach (Rusinovci, 2015) as well as the Process-Genre Approach have been prominent in teaching L2 writing. For many years, the product approach, rooted in audio-lingual teaching as an instructor-centered approach, highlights syntactical and rhetorical drills. It views writing as an imitation of certain patterns without emphasis on writing process (Harmer, 2004; Rusinovci, 2015). Although this can be beneficial for many learners, there is a concern about how a text is written. This arose as a theme for the process approach. Again, this approach was unsatisfactory for numerous ELT experts, educators, and researchers. Another approach (the genre approach) emerged with an emphasis on the social context in which writing is produced (Badger & White, 2000). In process approaches, Badger and White (2015) explained that "the teacher primarily facilitates the learners' writing, and providing input or stimulus is considered to be less important.

Writing in the communicative language teaching has not been a priority. The Communicative approach (CA), which is essentially a more evolved form of situational language teaching, gained worldwide acceptance (Richards & Rodgers, 2001) and it dominated the ELT over the last three decades. A major downside of CA is that it leaves an inhibition to writing abilities; it capitalizes on oral communication at the expense of writing skills (Al-Hammadi & Sidek, 2014). It subsumes that "using language in meaningful and communicative ways would better prepare learners for authentic language use outside the classroom" (Thornbury, 2011, p.189). Harmer (2007) argued that CA "has left an indelible mark on teaching and learning" (p. 71). In other words, the CA focuses on "language use rather than (or alongside) language usage" (Harmer, 2007, p. 71).

As a more comprehensive approach resulting from the communicative language teaching fashion, the Process Genre approach (PGA, also called post-process) proliferated

over recent intervening decades, surfaced as an advantage over the preceding approaches. Prior to PGA, many writing instructors intensified attention to the content of students' writing, not on the organization of writing (Furieux, 1995). Badger and White argued that in the PGA, the teacher, learners, and texts are interconnected throughout the writing process. PGA has been widely fostered and many researchers have reported positive results in contexts that adopted it in their teaching. PGA views writing as a communicative task (Badger & White, 2000). It has been demonstrated in various settings: the Chinese situation (Xu & Li, 2018; Zhang & Hyland, 2018), Colombian (Arteaga Lara, 2017), Pakistani (Ajmal, 2015), Nigeria (Saputra & Marzulina, 2015), and Indonesian (Eliwanti & Maarof, 2017).

In a bid to "escape the current paradigmatic view of composition studies" (Zawilski, 2011, p. 3), the mounting field of writing has now a novel approach called multimodality. Although AW is still viewed from the alphabetical angle, multimodality advocates contend that this method goes beyond the printed words. From the viewpoint of multimodality, which is now a trend, writing is not only pieces of prose but a combination of texts, images, audios, and videos (Leeuwen, 2011). This blend of words, audios, videos, voice messaging, still and moving photos (animation), games, and tutorials connect the linguistic and non-linguistic (semiotic) dimension of meaning-making (Leeuwen, 2011; Palmeri, 2007; Zawilski, 2011). Zawilski (2011) argued for instituting this emerging genre of composition in writing programs for it develops 'full range of senses' (multi-literacies). The fact that students attend lectures with visual multimodal literacies (Palmeri, 2007) calls for a multimodal turn in AW, to move beyond the alphabetic literacy. In this spirit, there are some journals now (e.g. the Nordic Journal of English linguistics) imitated a "policy of accepting papers written in English without making them go through a process of linguistic cleanings" (Mauranen et al., 2010, p. 647).

Following this contention, students engage in issues of multimodality such as video documentary production, public forums, and animations. Palmeri elucidated how teaching multimodal composition contributes to enhancing students' alphabetic writing skills. Elliot and Klobucar (2013) stressed on working with "students in digital writing ...to teach them to build multimodal worlds" (p.18) as they build sentence patterns, post reflective statements in a portfolio. At its core, technology-based writing enables interaction between learners, teachers, and computer and "such interactions translate into opportunities for increased writing practice with formative feedback" (Wilson & Roscoe, 2020, p. 88). Technology-based writing facilitates not only scoring writing but also editing and revising.

Salient Difficulties

Writing difficulties have outpaced research that explores their nature, causes, and remedies. So far writing problems have been examined in different contexts from four angles: process, product, context, and pedagogy. From the viewpoint of process, research has generally analyzed writing strategies, individual differences, and cognitive abilities. Research on product analyzed errors and the rhetoric of texts. Context-based research analyzed individuals' knowledge of the genre, needs, and motivation whereas pedagogy research is germane to the process of learning in terms of strategies and procedures. Javadi-Safa (2018) noted that salient writing problems arise from within these main categories. For instance, given the difficulties facing Pakistani student writers, Haider (2012) provided some practical designs for classroom teaching. In Pakistan, too, Sajid (2015) adopted the 'error analysis' approach to uncover conundrums persistent to learners. Derived from 40 Introductions of research articles, the study analyzed the effects of and remedies to the lack of AW skills. The prime causes of problems illuminated in the study encompassed first language interaction (Urdu) and ill-qualified writing teachers. In a subsequent study, Sajid (2016) surmised that diction and expression in error analysis enhance scholarly writing skills. In a line of Sajid's study, Al-Mukdad (2019) investigated

AW problems encountered by Arab international university students, eliciting data through a questionnaire from 50 learners in a Syrian university. The informants hardly differentiated between writing in Arabic (mother-tongue) and the second language (English). In a relevant context, Javadi-Safa (2018) argued that the reductionist approach to writing was a main reason behind such difficulties because it “disregards writing as integrated with other language skills and gives way to more teacher-centered approach” (p. 16). In a similar vein, Alfaki (2015) analyzed Sudanese students' writing challenges at the collegiate level, adopting a descriptive tenet. The sample consisted of 20 EFL undergraduates. The study outlined errors related to writing mechanism–spelling, grammar awkwardness, punctuations, capitalization, and graphomotor flaws.

Other studies delved into the voice, objectivity, structure, rhetorical moves, and referencing, providing examples from various disciplines/fields. For instance, Creme and Lea (2008) discussed a thesis statement of an essay, a particular stance the essayists take on, and make a justifiable claim about it. This central guiding idea of an essay (technically called the *thesis statement*) is a “message, core idea, or purpose the rest of the essay illustrates or proves” (Bauman, 2007, p. 94). In other words, it gives an essay a flag to rally around. Other key attributes of AW are coherence, cohesion, and argument which are somehow underestimated in prior studies. Karadeniz (2017) explored coherence and cohesion in the Turkish context, Ahmed (2010) in the Egyptian setting, and Mubarak (2013) in Indonesia. These three studies reported remarkable difficulties the students encounter in terms of keeping coherence and cohesion up to the norms of academic writing. In another study in the Indonesian context, Ariyanti and Fitriana (2017) found that the organization of paragraphs in addition to dictions, and spelling were common troubles for EFL learners and they expected guidance from their instructors. Such difficulties were discouraging. More than that is the argument defined by Jalongo and Saracho (2016) as “a logical progression of ideas supported by evidence” (p. 32).

Writing problems persist not only at the undergraduate level but also at the postgraduate level. Al Badi (2015) examined difficulties that EFL postgraduates from different nationalities in Australia confront in writing academically. The study found that irrespective of their previous academic background, the informants experienced difficulties in language use and voice– similar to that of Jalongo and Saracho (2016), coherence and cohesion (Karadeniz, 2017; Ahmed 2010), and referencing. The author thought that the compelling cause behind such problems was the writers' unfamiliarity with conventions of academic writing that should be learned prior to postgraduate studies.

There are factors behind weaknesses of writing performance. The causes vary and relate to students, teachers, and methodology. According to Akhta et al. (2020), negative attitudes towards scholarly writing is a major factor behind poor writing performance. The study conducted in the Malaysian EFL context reported that the negative attitudes the informants posited were in part responsible for their weak writing performance, albeit their awareness of the significance of academic writing. In a relevant study in the Algerian context, Nacira (2010) came up with major factors that hamper performance in writing including lack of motivation, poor reading, and L1-L2 influence. In the Vietnamese setting, Anh (2019) investigated factors influencing L2 writing and findings showed major challenges including limited grammar and vocabulary, teaching methods, and materials as well as students themselves. In a relevant milieu, Kirmizi and Aydin (2019) adopted a case study design to determine problems of Turkish undergraduates writing at a state university. Gathering data from ten students enrolled in an EFL program, the authors reported writing anxiety as a prime cause of writing problems that negatively affected their motivation – discourage learners to carry on with writing tasks.

Moreover, teachers' dominance hardly leads to fruitful results in writing learning (Nacira, 2010; Zenebe, 2017). In contexts that rely heavily on the product of writing, studies have reported poor writing performance. This is partially because students are deprived from supportive opportunities to interact with their peers in a peer review,

computer-based feedback through which first drafts are processed and developed. Zenebe (2017) believes that a one-shot feedback by a teacher is insufficient to develop writing skills. In a similar vein, Javadi-Safa (2018) concedes that the disintegration of other forms of composition in terms of multimedia, computers and TV programs is a missing opportunity to enhance writing abilities.

To encounter many of previously-reported difficulties, Alharbi (2019) suggested designing writing courses based on an analysis of students' needs. The author alleged that teaching writing skills should be piecemeal because good writing skills take time and effort. This suggests intensive writing engagements before students join a university program. As such, the schoolteacher focus on the mechanism of writing, and at the university, they further their writing by exposing themselves to the skills of coherence, cohesion, and arguments of long writing texts. Prior studies suggested (a) reducing students' anxiety when it comes to writing tasks and (b) providing constructive feedback. Moreover, a training program for lecturers to devise new techniques of teaching writing along with the reduction of class sizes are highly recommended.

In summary, AW has been examined in numerous contexts from different angles, relying on evidence from students' writing, perceptions, and teachers' viewpoints. The foci of numerous previous studies ranged from affordances of some approaches to learning academic writing, skills necessary for writing, challenges and suggestions. A wealth of studies capitalized on error analysis, e.g. Sajid (2015) and Haider (2012) in the Pakistani context; Al-Mukdad (2019) in Syria; Alfaki (2015) in Sudan; Kirmizi and Aydin (2019) in the Turkish context, Al Badi (2015) in Australia; and Ariyanti Fitriana (2017) in Indonesia, to mention but a few. Such studies reported similar mechanism errors with varying degrees. Some other studies reported difficulties of thesis statement and argument (e.g. Creme & Lea, 2008; Bauman, 2007; Jalongo & Saracho, 2016) – a shared situation in eastern countries such as China wherein Peng (2018) reported similar writing flaws that stemmed from the Chinese traditional culture (unlike the Anglophones) that learners should respect (and not question) their academic seniors. This finding reprise common problems largely corroborated in the results of previous studies (e.g. Alfaki, 2015; Sajid, 2015; Al-Mukdad, 2019).

Identifying the Gaps in the Local Yemeni EFL Writing Scenario

Writing difficulties, problems and causes of those problems in contexts where English is not a mother tongue, seem to be quite identical. Putting it in the Yemeni L2 situation, writing problems originate at the school level. Before college, writing is not a big deal for learners because they barely get into the swing of writing unless they are asked to do so (Al-Hammadi & Sidek, 2014; Muthanna, 2016; Nasser, 2016). They pass secondary school exams with a minimum knowledge of writing scattered simple sentences (Ghalib, 2018; Nasser, 2016). It has been reported that school graduates score high points in grammar-based tests and the other way round in composition (inexpert writers). When they join university, they confront writing difficulties that affect their overall performance because they have to handle multiple written-based tasks, including– besides letters and emails– weekly assignments, written exams, and graduation projects, which are altogether taken as evidence of their writing abilities. This is partly because they reach university unprepared for scholarly writing (Al-Hammadi & Sidek, 2014; Muthanna, 2016). Although university life is a fortunate time for students to correct those difficulties and bolster confidence, such problems in the local EFL context have largely remained unchallenged. Nasser (2016) argued that tasked writing in the local situation is a rare undertaking; and when done, it is carried out for a limited purpose.

In the local school curriculum, teachers focus on the product of students rather than the process of writing. Al-Hammadi and Sidek (2014) asserted that a major problem, besides the negligence of writing skills, is mainly aggregated in the pre-college stage during which writing is taught superficially. Notwithstanding a handful of previous local

studies (Al-Hammadi & Sidek, 2014; Ghalib, 2018; Muthanna, 2016; Nasser, 2016), the writing scenario in the local EFL situation remains in situ—an unfulfilled language need. To many learners who join an English program, writing is a troublesome task (Al-Hammadi & Sidek, 2014; Al-Mukdad, 2019; Muthanna, 2016; Nasser, 2016). Such studies documented that students before college write for the purpose of exam. School children pass secondary school with a minimum knowledge of writing scattered simple sentences. Al-Hammadi and Sidek (2014), Ghalib (2018), and Nasser (2016) reported that school graduates score high points in grammar-based tests and the other way round in composition. This could be attributable to the fact that English language series taught in schools were designed on the CA, which has been criticized for its emphasis on capitalizes on oral communication at the expense of writing skills.

As such, the schooling system spawns inexpert writers who pursue their education at university with numerous writing difficulties. Relying on Al-Hammadi and Sidek (2014) and Muthanna (2016), school graduates who choose to join a university TEFL confront writing difficulties that impinge on their overall performance. If the writing problems are not treated at the pre-college stage and/or during college, the problems exacerbate at the postgraduate level wherein writing is even more crucial for numerous written activities including exams, projects, thesis, and dissertations. It signals urgency of taking action to help learners overcome such difficulties. Thus, the following logistics are deemed necessary to hone students' writing abilities.

Recommended Interventions

Based on the foregoing discussion of the AW nature, problems and causes in both ESL and EFL contexts, the following remedial interventions are deemed necessary to hone students' writing abilities:

Enhancing Reading for Writing & Referencing

In academic writing, taking information from other sources is expected. Reading others' writing such as journal articles helps learners to be adept at referencing, in-text citation, making arguments, and synthesizing and analyzing others' ideas (Harvey, 2003). Learners should be trained on how to cite references and be warned that failing to do so cause what is known in academia *plagiarism*; it defames writers' reputation and destroys their career. Learners should be familiar with different written genres. To enhance this familiarity, they should (a) avoid the cut-paste materials available on the Internet and (b) hand in written assignments regularly for peer review and feedback from teachers. Taking texts from other sources including the websites without acknowledgement does not instill the essence of writing in them. It rather gives way to plagiarism and thus should be discouraged.

Revamping the Writing Syllabus

It is important to revise the writing syllabus and imbibe writing in its broad sense including prewriting, brainstorming, and post-writing strategies. Writing teachers may accommodate composition in digital environments (e.g. portfolios, posts, blogging) to correspond effectively to the contemporary writing assessments (Elliot & Klobucar, 2013). Weigle (2013) asserted that "writing teachers ... need to find ways to balance the need to provide opportunities to learn and practice new language structures with opportunities to improve written fluency without getting bogged down in grammatical concerns" (p. 39). Updating the syllabus should take in alternative assessments (Moqbil & Al-kadi, 2020), not only tests that, more often than not, jeopardize fear and threats. Similarly, the paper calls for automated writing evaluation (AWE) and advancing research on this growing area to establish more pedagogical implications for automated writing and evaluation.

Multimodal Writing Skills

Given the complexities of the modern era, there should be a move beyond the alphabetic literacy skills to multimodalities. Adopting new approaches of writing through technology and multimodality, the study suggests a new approach that views writing not only as pieces of prose but also images, audios, videos, voice messaging, still and moving photos (animation). Multimodality goes beyond the printed words and blends words with sound and images. The study recommends instituting this new genre of composition in the syllabus of writing for it develops multi-literacies and encourages a full range of senses. Teaching materials should embody these rudiments to make writing classes more engaging and motivating.

Establishing a Writing Center

Given the significance of writing in the current era, there should be a shift from writing across the curriculum (WAC) program to (writing center) to propagate the integration of writing, rather than an ad on task throughout the curriculum. Writing centers have been a growing trend in the worldwide arenas. Owing to erroneous writing practices across the curriculum, initiating a writing center would support writing needs in terms of providing writing courses and assistance to learners and university staff to improve their writing abilities. This aligns with Weigle's (2013) assertion that "students learning to write in their second language need more of everything: they need more examples of written texts to learn from, more practice writing, more opportunities to develop effective writing strategies, more familiarity with genres, more practice with vocabulary and grammar, and more feedback" (p. 39).

Conclusion

The present paper contributes to a reconstruction of the current writing syllabus nested in the university programs and school curriculum. It articulated common writing issues that notoriously preclude undergraduates from composing well-written texts. These problems are aggravated by unsystematic syllabus that is not based on students' needs. Showing that the writing repertoire in light of the given contexts is limited and has to improve, this paper unfolds the causes and suggests an overall approach to writing skill development. In addition to revising the current syllabus of writing, there is a need for specialized teachers or teachers with a special interest in teaching writing.

Disclosure Statement:

We (the authors of this paper) hereby declare that research ethics and citing principles have been considered in all the stages of this paper. We take full responsibility for the content of the paper in case of dispute.

conflict of interest:

We have no conflict of interest to declare.

Funding: None

References

- Ahmed, A. (2010). Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspectives. *Literacy Information and Computer Education Journal (LICEJ)*, 1(4),
- Al-Hammadi, F., & Sidek, H. (2014). Academic writing in the Yemeni EFL context: History, challenges, and future research. Paper ID: ICLLCE 22014-82, pp. 167–174.
- Al Badi, I. (2015). Academic writing difficulties of ESL learners. A proceeding of the 2015 WEI international academic conference, Barcelona, Spain.
- Alharbi, M. A. (2019). EFL university students' voice on challenges and solution in learning academic writing. *Indonesian Journal of Applied Linguistics*, 8(3), 576-587. <https://doi.org/10.17509/ijal.v8i3.15276>
- Ajmal, A. (2015). Process-genre approach to teaching writing university foundation course students in Pakistan. In *The European Conference on Language Learning 2015* (pp. 351-356). The International Academic Forum.
- Anh, D.T. (2019). EFL student's writing skills: Challenges and remedies. *IOSR Journal of Research & Method in Education*, 9(6), 74-84. DOI: 10.9790/7388-0906017484
- Alabere, R. & Shapii, A (2019). The effects of process-genre approach on academic writing. *Journal of English Education Society*, 4(2). DOI:10.21070/jees.v4i2.2598
- Akhata, R., Hassan, H. & Saidalvi, A. (2020). The effects of ESL student's attitude on academic writing apprehensions and academic writing challenges. *International Journal of Psychosocial Rehabilitation*, 24(5),
- Ariyanti, A. & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 158.
- Arteaga Lara, H. M. (2017). Using the process-genre approach to improve fourth-grade EFL learners' paragraph writing. *Latin American Journal of Content & Language Integrated Learning*, 10(2), 217–244. <http://doi.org/10.5294/laclil.2017.10.2.3>
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 45(2), 153–160. <http://doi.org/10.1093/elt/54.2.153>
- Bauman, M. G. (2007). *Ideas and details: A guide to college writing* (6th ed). Thomson Wordsworth.
- Crene, P. & Lea, M. R. (2008). *Writing at university: A guide for students*. Berkshire: Open University Press.
- Elliot, N. & Klobucar, A. (2013). Automated essay evaluation and the teaching of writing. In M.D. Shermis & J. Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 16-35). New York & London: Routledge.
- Eliwarti, & Maarof, N. (2017). The effect of process-genre approach on EFL students' writing performance. *Applied Science and Technology*, 1(1), 47–52. <https://www.estech.org/index.php/IJSAT/article/view/9>
- Furneaux, C. (1995). The challenges of teaching academic writing. BBC English: Teachers' supplement. EAP
- Ghalib, T. (2018). EFL writing assessment and evaluation rubrics in Yemen. In A. Ahmed & H. Abouabdelkader (Eds.), *Assessing EFL writing in the 21st century Arab World: Revealing the unknown* (pp. 261-284). Palgrave Macmillan.
- Haider, G. (2012). An insight into difficulties faced by Pakistani student writers: implications for teaching of writing. *Journal of Educational and Social Research*, 2(3), 17-27.
- Harmer, J. (2004). *How to teach writing*. London: Longman.
- Harvey, M. (2003). *The nuts and bolts of college writing*. Indianapolis/Cambridge: Hackett Publishing Company, Inc.
- Javadi-Safa, A. (2018). A Brief overview of key issues in second language writing teaching and research. *International Journal of Education & Literacy Studies*, 6(2), 15-25. <http://dx.doi.org/10.7575/aiac.ijels.v.6n.2p.15>

- Jalongo, R.J. & Saracho, O., N. (2016). Writing for publication transitions and tools that support scholars' success. Switzerland: Springer.
- Karadeniz, A. (2017). Cohesion and coherence in written texts of students of Faculty of Education. *Journal of Education and Training Studies*, 5(2), 93-99.
- Kirmizi, Ö. & Aydın, E. (2019). A qualitative analysis of writing problems of low achieving advanced learners in Turkey. *Curr Res Educ*, 5(1), 34-54.
- Leeuwen, T. (2011). Multimodality. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 668-682). London, New York: Routledge.
- Mauranen, A. Pérez-Llantada, C. & Swales, J. (2010). Academic Englishes: A standardized knowledge? In A. Kirkpatrick (Ed.), *The Routledge hand book of World Englishes* (pp. 634-652). New York: Routledge
- Moqbil, M. & Al-kadi, A. (2020). Alternative assessment in English departments at Yemeni universities: attitudes and practices of faculty members. *Humanities and Educational sciences Journal*, 5(12), 535-564.
- Mubarak, Z. (2013). An analysis of students' ability in building cohesion and coherence in argumentative essays written by the fourth year students of English. *Journal English Language Teaching (ELT)*, 1(3), 23-35.
- Muthanna, A. (2016). Teaching and learning EFL writing at Yemeni universities: A review of current practices. In A. Ahmed & H. Abouabdelkader (Eds.), *Teaching EFL writing in the 21st century Arab World: Realities and challenges* (pp. 221-244). Palgrave Macmillan. Doi 10.1057/978-1-137-46726-3_9
- Palmeri, J. (2007). *Multimodality and composition studies: 1960-present* (PhD dissertation). The Ohio State University.
- Peng, H. (2018). Supervisors' views of the generic difficulties in thesis/dissertation writing of Chinese EFL research students. *The Asian Journal of Applied Linguistics*, 5, 1, 93-103
- Saputra, H., & Marzulina, L. (2015). Teaching writing by using process genre approach to the eighth grade students of SMP Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 2(1), 1-12.
<http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/592>
- Shermis, M. & Hamner, B. (2013). Contrasting state-of-the-art automated scoring of essays. In M.D. Shermis & J. Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 313-347). New York & London: Routledge.
- Thornbury, S. (2011). Language teaching methodology. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 185-199). London, New York: Routledge.
- Weigle, S. (2013). English as a second language writing and automated essay evaluation. In M.D. Shermis & J. Burstein (Eds.), *Handbook of automated essay evaluation: Current applications and new directions* (pp. 36-54). New York & London: Routledge.
- Wilson, J., & Roscoe, R. (2020). Automated writing evaluation and feedback: Multiple metrics of efficacy. *Journal of Educational Computing Research*, 58(1) 87-125. DOI: 10.1177/0735633119830764
- Zhang, Z., & Hyland, K. (2018). Student engagement with teacher and automated feedback on L2 writing. *Assessing Writing*, 36(1), 90-102.
<https://doi.org/10.1016/j.asw.2018.02.004>
- Zawilski, B. (2011). *Integrating multimodal composition techniques in first-year writing courses: Theory and praxis* (MA Thesis). James Madison University. Available on <https://commons.lib.jmu.edu/master201019/376>
- Zenebe, B. B. (2017). Learning writing with new perspective-variations in students' Perceptions and past instructional practices: An activity theory oriented case study. *Internet Journal Language, Culture and Society*, 43, 24-34.

Authors

Dr. Mona Mohammed Abdulkhalek is an assistant professor of Linguistics and Phonetics at the Centre for Languages & Translation, Ibb University, Ibb, Yemen. She has completed her Ph.D. from the English and Foreign Languages University in Linguistics and Phonetics. She also obtained a Postgraduate Diploma in Translation (Arabic- English) from Osmania University, India. Dr. Mona was a JRF & SRF Fellowship Awardee under the University Grant Commission scheme during her Ph.D. research program in India. She is a co-author of a published paper titled *Word Accent in Yemeni English*. She is presently working on many more papers. She has participated in various national and international seminars in India and Yemen. She presented research papers and talks at international conferences in India, including English Language Teacher Educator Conference sponsored by the British Council and the EFL University in Hyderabad, India, for three consecutive years, 2012-to and 2014. Dr. Mona's research interests include phonetics and spoken English intelligibility, World Englishes, and second language pronunciation.

Dr. Mohammed Ali Al-Khulaidi is currently an Assistant Professor of Linguistics, Phonetics and Translation in the faculty of Applied and Educational Sciences, Ibb University, Yemen. Besides, he is a member of Translators without Borders (TWB) and a visiting faculty at Taiz University and the University of Science & Technology (UST) Taiz – Yemen. Dr. Mohammed received his MA and Ph.D. in Linguistics & Phonetics from the EFL University, India. Furthermore, he obtained a Postgraduate Diploma in Translation (Arabic- English), OU, India. For the past two decades, he has been actively doing quality translation and interpretation tasks (Arabic – English) both locally and internationally. Dr. Mohammed is the author of *Word Stress in Yemeni English: A Phonetic Study*, published in Germany in 2016. Currently, he is co-authoring several papers on forensic linguistics, translation and acoustic phonetics. He has participated in various forums and symposiums on language education, linguistics, phonetics and translation. He also presented various academic and research-based papers at several national and international conferences. His research interests include, but are not limited to, second language pronunciation, second language acquisition, phonetics, spoken English, forensic linguistics, acoustic phonetics, applied linguistics and translation.