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The Hindrances Encountered by Ph.D EFL Students in Writing and Publishing Their Articles: The case of EFL Ph.D students of Abdelhamid Ibn Badis University

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Writing is the process of delivering meaningful ideas that must be arranged logically and systematically, it is not only putting thoughts from mind to paper, but also generating meaning and making ideas clear. Besides, writing academically is both thinking and productive processes. Therefore, the academic writing is often considered as a challenging task to achieve, mainly for doctoral students who are required to publish academic papers before their graduation. However, they suffer from the fear of rejection due to the encountered writing obstacles that decrease their chances. To this end, the purpose of this investigation is to shed light on the obstacles that EFL doctoral students face while writing their research articles that can be the main causes which prevent them from producing well-structured compositions. To do that, the study was conducted with 14 EFL Ph.D students from Mostaganem University with the implementation of mixed method research using students' interview and questionnaire. Final results showed that publishing a research paper is regarded as a challenging learning mission and a stressful experience for most Ph.D students although they have a strong desire to conduct researches and improve themselves academically, hence, most EFL doctoral students make efforts to achieve their main academic goal; yet, they don't employ useful writing strategies (writing as a product) because they only seek to complete this crucial academic phase, therefore, they write under pressure and their papers are rejected. To this end, EFL doctoral students have to focus on the process of writing that involves five organized steps (prewriting, drafting, revising, proofreading and publishing), rather than writing as a product which focuses only on the final version.

Key words: academic writing, doctoral students, EFL context, article publication