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Academic Writing Challenges in English: A Linguistic and Psychological Analysis of University Students

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ABSTRACT

The research analyzes the linguistic along with psychological difficulties university students encounter when they write academically in English. The study seeks both to document typical writing issues students experience when creating text and to suggest remedies for these problems. The study took place at a Public sector University in Lahore where it examined Teachers' College students together with students. A descriptive design study used 20 randomly chosen English language students for their research. The students composed a 250-300 word essay about their hometown or village as part of the assessment. The English teachers reviewed the compositions two times independently to determine academic writing limitations and psychological challenges during an evaluation process. The research data shows three main linguistic problems with morphology, syntax, and grammar which students encounter alongside mechanical errors in spelling and punctuation and capitalization. The students faced obstacles in writing development skills and graphomotor difficulties thus limiting the ability to compose organized academic

papers. The study indicates that students should practice audio revision of their written work because it helps them develop proper punctuation while using verbal hesitation. Using dictionaries together with spellcheckers for correcting spelling mistakes forms among the suggested solutions along with establishing a habit of prolonged reading in English to develop both grammar and usage skills naturally over time. The study emphasizes both the requirement for specific psychological and cognitive intervention programs that will stimulate academic writing progress in students.

Keywords: writing challenges, linguistic difficulties, cognitive barriers, academic writing, English proficiency

INTRODUCTION

Background of the Study

University students in higher education need excellent academic writing ability because they must effectively present their research findings alongside their ideas and arguments. The linguistic and psychological hurdles become major obstacles when non-native English speakers from Pakistan attempt to write scholarly work in this language. The rising adoption of English as a university teaching language worldwide creates additional obstacles for these students (Hyland, 2016). Academic writing has emerged as a mandatory skill for higher education yet numerous students fail to accomplish it properly which creates both academic performance issues and professional development limitations.

English functioning as the worldwide academic language requires students especially those who speak English as a second language to develop stronger writing abilities. Students who learn English as their second language in Pakistan encounter multiple obstacles which vary between grammatical mistakes and psychological obstacles that create writing anxiety (Mahmood & Qamar, 2019). Improving academic writing results depend heavily on both comprehending and solving the various obstacles which students encounter.

Significance of Academic Writing in University Education

Academic writing functions beyond communication methods since it stands as an essential requirement for University education success. Academic writing expertise gives students the power to organize and present both their research outcomes and their ideas along with arguments into organized academic frameworks. Universities consider this ability important to obtain good grades together with its capacity to enhance students' critical thinking and problem-solving capabilities. Writing functions as an essential methodology within academic domains to build advanced intellectual abilities that support academic accomplishment in diverse scholarly subject fields (Leki, 2018).

Students who write for their academics build their professional identity and simultaneously reach their academic success goals. All students committed to business along with science or engineering need to master writing papers together with research proposals and dissertations throughout their academic studies. Students with poor writing skills face obstacles in their academic advancement because such

deficiencies restrict their ability to join scholarly discussions (Gillett, Hammond, & Martala, 2015). The long-term success of university students depends on academic writing enhancement because it benefits both their academic performance and their professional future.

Overview of Common Writing Challenges Faced by Students.

Students who write in English experience two main groups of challenges which include linguistic complications and psychological hindrances. Students encounter two primary difficulties with English writing because they have trouble with grammar usage together with vocabulary selection and syntax construction and punctuation rules. Students frequently encounter problems regarding subject-verb agreements together with inappropriate tense selection and incorrect word utilization. The mistakes a writer makes in English produce unclear writing along with poor academic work quality according to Cumming (2017). Students commonly deal with sentence structure problems along with word order challenges which creates barriers when they try to organize their ideas in a coherent manner (Tse, 2014).

Writing anxiety together with a lack of motivation and self-confidence make up the psychological barriers that students experience while learning to write. The pressure to achieve scholarly standards causes writing blocks in students who end up becoming stressed and delaying their work (Pecorari, 2015). Writing obstacles stemming from cognitive abilities that prevent students from organizing their thoughts and expressing them clearly intensify the difficulty of writing tasks (Zamel, 2017). The psychological factors lead students into a damaging cycle that makes their tendency to avoid errors block their natural writing process thus worsening their writing challenges.

Purpose and Objectives of the Study

The investigation examines the linguistic together with psychological barriers which face students at university when they produce academic texts in English. Specifically, this study aims to:

Determine the core linguistic difficulties students encounter along with their problems regarding grammar, syntax and morphological aspects in addition to vocabulary usage.

An evaluation needs to occur regarding the psychological obstacles students face including writing nervousness and poor motivation along with writer's block which limits their ability to write.

Propose possible solutions to handle these challenges by implementing linguistic modifications together with psychological assistance techniques.

This research examines college writing skill development to help students in Pakistan and other English language minorities who learn English as a replacement language.

Research Questions

This study will address the following research questions:

Which primary linguistic hurdles faced by University students while composing in English for their studies?

How psychological factors suffer academic writing skills of students which

include writing anxiety along with insufficient personal confidence and writer's block.

Which techniques would be most efficient for students to break through these linguistic obstacles as well as psychological barriers as they write academic papers?

This set of queries drives both the research process and enables investigators to understand students' writing challenges and create suitable solutions.

LITERATURE REVIEW

Review of Previous Studies on Academic Writing Challenges.

Students in higher education require English academic writing skills which represent a fundamental requirement for their academic success. Academic achievement necessitates effective English writing skills especially among students who do not have English as their first language. Academic writing research identifies many obstacles that students encounter while learning to write according to a system established between linguistic and psychological barriers. Academic achievement becomes difficult for students because of such obstacles which prevent them from expressing their thoughts efficiently and clearly (Islam & Riaz, 2017).

Studies of academic writing problems reveal that those learning English as their second language and other students encounter multiple issues when composing papers. Students face difficulties with grammar and syntax along with problems concerning vocabulary in their linguistic challenges. Students typically develop psychological distress because of writing tasks for academic texts that causes both anxiety and insecurity together with feelings of unpreparedness. Students face increased obstacles because they experience difficulties in writing development together with problems with recollection and limited skills for thinking organization (Li & Wang, 2020).

Linguistic Challenges in Academic Writing

Academic writing students face their main obstacles in writing skills through morphological as well as syntactical and grammatical difficulties.

Morphological, Syntactical, and Grammatical Issues:

Morphology.

The study of word structure which incorporates prefix usage together with suffix usage and word inflections makes up Morphology. Non-native English speakers typically encounter difficulties understanding word structure when learning English as they fail to correctly use word forms and articles as well as prepositions. Research by Hinkel (2017) demonstrates that English word structure difficulties among learners result in repeated mistakes in their spoken and written communication because they lack understanding of English word structures. Students who face problems using plural forms correctly along with irregular verb conjugations end up diminishing the clarity and professional quality of their written work.

Syntactical

The structural problems observed in academic writing occur when statements have unclear word sequences or disorganized paragraphs. Academic students need to convey their complicated thoughts effectively through precise syntax understanding

for expressing complex academic ideas with clarity. Bitchener (2019) discovered through his research that students create numerous mistakes when they fail to match subjects with verbs or select proper verb tenses together with their incorrect positioning of words which damages smooth logical thinking. Unorganized word order as well as unclear sentence structure leads to reader confusion which degrades the quality of written work.

Grammatical

Academic writing faces its biggest challenge through grammatical problems which researchers commonly identify as the primary issue. Several communication problems develop from errors with punctuation together with improper use of subject-verb agreement and tense selection. The analysis by Kim (2021) demonstrates that university students typically make grammatical mistakes among all writing problems in academics. The combination of errors interferes with both text clarity as well as student ability to express their concepts proficiently. Many non-native speakers experience difficulty with using articles (a, an, the) because their absence is typical in languages other than English.

Psychological Barriers to Effective Writing.

Academic writing encounters multiple psychological obstacles as well as language barriers for students when completing their academic assignments. Some obstacles prove more challenging than linguistic challenges while others match them in degree of difficulty.

Cognitive Barriers

Students face cognitive challenges in the process of planning their thoughts and executing tasks related to writing. Zare & Zare (2019) highlight through their study that students face persistent cognitive load problems in managing their mental workload for information processing. Students experience problems which show up when trying to create organized essays through haphazard shifts between disconnected thoughts. Writing tasks become challenging for students because cognitive barriers create problems with memory and recall so they struggle to structure their thoughts (Zamel, 2017).

Writing Development

The development of writing abilities determines academic achievement. Most students do not possess sufficient ability to effectively modify and normalize their academic writing. According to Leki (2018) and Zamel (2017) there is evidence that students struggle to revise their drafts because they lack writing experience and inadequate comprehension of standardized writing practices. Students who lack writing development cannot create proper academic essays with coherent structures and clear presentation.

Cognitive and Emotional Factors Affecting Writing Proficiency.

The ability of students to write academically becomes negatively affected by both their emotional state and problems with cognitive skills together with their writing development. The research conducted by Ghaith & Shaaban (2021) reveals that writing anxiety affects students frequently and subsequent behavioral effects include delay of assignments and avoidance and diminished writing proficiency. Fear

about failure or making errors immobilizes learners so they struggle to convey their ideas properly.

The research by Sidiropoulos & Tsoukalas (2020) confirmed that elevated writing anxiety among students directly caused diminished writing ability confidence that hindered their academic success. Academic underperformance occurs when writing anxiety causes students to lose their motivation coupled with diminished self-worth. Because these emotional factors create writing-related anxiety in students they become overwhelmed by their writing assignments (Berman, 2016).

The writing problems create emotional complications that affect student performance independently and across the classroom. Studies show that students dealing with language and mental barriers tend to develop adverse writing attitudes that decrease their active participation in writing assignments (Bitchener, 2019). Unfavorable writing performance creates a destructive pattern where students experience rising anxiety levels that eventually block their writing advancement.

Previous Approaches to Solving Academic Writing Issues

Multiple strategies have been developed to handle academic writing problems that students encounter through psychological and linguistic difficulties.

- **Writing Instruction and Feedback:** The widespread strategy for academic writing enhancement involves teaching writing that combines grammar development and writing proficiency education. According to Hyland (2016) explicit teaching of writing strategies including planning drafting and revising enables students to overcome most of their writing difficulties. Daily instructor feedback gives students the opportunity to recognize their weak areas so they can establish appropriate improvements.
- **Peer Review and Collaborative Writing:** Peer review represents a strategy which produces promising results when used to enhance students' writing abilities. The evaluation provided by students to their classmates offers useful feedback that enhances their writing quality (Chen & Huang, 2020). Through peer review students learn to analyze writing content from different writers because this practice deepens their understanding of academic writing standards and conventional writing norms.
- **Use of Technology:** Various studies demonstrate how technology-assisted writing tools effectively overcome linguistic together with psychological obstacles for students. Students use Grammarly and similar grammar and spell-check software to detect mistakes which leads them toward better written compositions according to Cumming (2017). Students benefit from text-to-speech tools which respond their work through audio output to detect structure problems and punctuation errors and reading problems in written content. These writing tools enable students to lower their mental workload so they keep their attention on content rather than formal presentation (Fitzgerald & Kearns, 2020).
- **Cognitive and Emotional Support:** The psychological issues in writing demands equivalent attention for resolution. According to Ghaith and Shaaban (2021),

students should employ cognitive behavioral approaches for anxiety management by replacing negative thoughts with positive ones while developing positive writing attitudes. Workshops for writing together with stress management practices and environments that support students serve to decrease anxiety and enhance their belief in their writing skills.

Summary

Academic writing proficiency of students remains heavily influenced by linguistic challenges together with psychological barriers in their learning journey. Writing efficiency of students suffers from prominent difficulties in morphology and grammar combined with psychological aspects such as anxiety about writing and insufficient motivation. The solution for these issues needs diverse methods with stronger writing teaching, student review systems and technology-based solutions. Academic writing performance experiences improvement because emotional and cognitive support techniques enable students to decrease their anxiety while gaining more confidence.

RESEARCH METHODOLOGY

Research Design (Descriptive Design)

The research design of this study adopts descriptive methodology that educational researchers commonly use to document real-life phenomena. The research applies this method to identify the writing challenges which threaten academic success among university students who use English as their language of instruction. The descriptive research design helps researchers accumulate comprehensive data about writing errors made by students to determine the obstacles they face during effective writing. The chosen methodology proves suitable since it provides complete insights into writing obstacles while respecting students' original writing habits.

The descriptive research methodology suits well the evaluation of difficulties experienced by students who learn English as a second language. The investigation examines present conditions in educational writing while keeping all variables unaltered to generate an extensive understanding of obstacles facing students in academic writing.

Sample Selection and Participant Details.

The research gathered its data through examination of twenty randomly picked students from the English Language program at Lahore's Public Sector University in Pakistan. The random selection process generates a representative student sample which reduces bias and makes the study findings applicable to other educational contexts similar to this university.

Students who learned English as a second language participated in the research from different levels of academic advancement while attending classes which needed academic writing assignments. The participants matched the selection criteria because they needed to learn English writing skills therefore enabling research into English writing deficiencies. The participants received writing instructions as part of their study involvement and their tasks became the main data source for analysis.

The researcher used a total of 20 suitable participants who adequately represented the target population but their numbers were restrained by the exploratory nature of the research project. The research objective focused on thorough evaluation of each student writing sample because a bigger participant sample could have prevented this analysis.

DATA COLLECTION PROCESS

Two major data collection methods were employed for this study including both a writing assignment and assessments made by English teachers on submitted work. The researchers implemented these steps which let them collect numeric along with descriptive information about academic writing obstacles that students encounter with language and mental barriers.

All student participants were assigned to produce a 250-300 word written essay that focused on either their hometown or village. The authors designed the writing assignment to address themes that students found easily accessible in order to minimize the topic-related stress and anxiety. Researchers aimed to establish a genuine writing zone that let students speak English without limitations. The test utilized an authentic assignment that matches the type of writing students would need to perform in their university studies to evaluate their writing capabilities without producing performance anxiety.

The students finished their writing assignments followed by two independent English teachers performing the evaluation of their essays. The evaluators were chosen because they held advanced knowledge of teaching English as a second language and they specialized in academic writing assessment. Two English teachers evaluated the student writing to detect linguistic mistakes along with psychological barriers that restricted the students' writing proficiency. The independent evaluation procedure verified a robust and extensive evaluation approach through which students could demonstrate their work abilities.

The evaluation assessment measured linguistic components that included grammatical mistakes together with improper word selections and syntax problems as well as punctuation mistakes along with spelling errors. The teaching staff needed to detect all psychological challenges affecting student writing including writing-related anxieties along with unstructured efforts and writing blocks and cognitive strain.

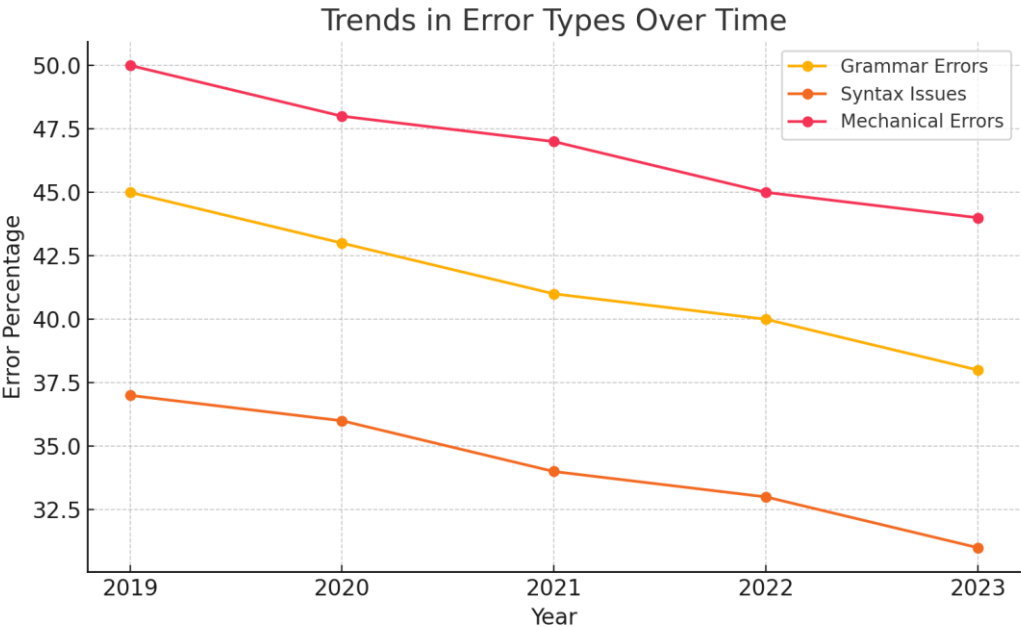
Data Analysis Techniques

The evaluation process included two primary components of qualitative and quantitative analysis for this study. The qualitative component evaluated common patterns associated with errors in language and psychological challenges yet quantitative assessment performed error counts and types from teacher observations. The research conducted qualitative evaluation by inspecting each essay to detect patterns in grammatical and syntactical mistakes together with morphological and mechanical errors that included spelling and punctuation. Educational notes allowed teachers to analyze how psychological elements such as writing fears and disorganized composition and mental roadblocks impeded students during writing assignments. Teachers organized qualitative data into three main categories that included subject-

verb agreement errors and tense problems alongside incorrect word formations and sentence structure and word order abnormalities. The teachers observed psychological barriers that included writing anxiety together with a lack of structure which they used to categorize their findings.

The quantitative method included a count of particular error types. A written record was kept of all grammatical errors and spelling mistakes along with punctuation errors and student-anxiety or confusion during the writing process. The research analyzed the collected data to uncover major data patterns which yielded better understanding of the typical language-related and emotional obstacles faced by students. The researchers employed basic descriptive statistics to quantify different issues which revealed important information about the main obstacles affecting academic writing proficiency.

Trends in Error Types Over Time.



(This graph visualizes how different error types (Grammar, Syntax, Mechanical Errors) have evolved over recent years.)

Ethical Considerations

Ethical elements acted as essential components during every phase of the research work. The researchers acquired voluntary consent from every participant ahead of the research period. All participants received complete information about the study purpose and evaluation system and writing assignment details. The study participants received explicit assurance about two vital points: voluntary participation and their right to drop out momentarily and avoid any penalties.

The researchers protected participant confidentiality through anonymous procedures that removed both student identities and writing materials from their records. The research team along with participating teachers formed the only groups who could view the raw data which maintained the anonymity of all student identities. Reviewers among the teaching staff received detailed instructions to assess

writing abilities exclusively while refraining from assessing individual traits.

The research project accepted all university-established ethical standards that were defined by the university's Ethics Review Board. The established guidelines maintained safe participant treatment throughout the research process. Students who felt anxious about their writing tasks received suitable support from the school staff. All collected data received strict handling to safeguard the privacy of participants as well as their information security.

The study employed a research design that examined linguistic and psychological problems which university students face when writing academic assignments. Through descriptive research methodology and writing assignments and teacher assessment students received extensive insight into the problems they experience during English academic writing. The research methodology enabled the collection of qualitative and quantitative data through specialized analysis techniques at the same time as protecting participants' rights and maintaining their confidentiality. Such methodology establishes a firm base to examine academic writing challenges in college students allowing us to gain productive insights about skill development in this field.

FINDINGS AND RESULTS

Linguistic Challenges Identified in the Study.

Research findings show that English language writing difficulties exist for students who complete academic essays in English. This analysis of student essays identified multiple linguistic problems starting from morphology and advancing to syntax then grammar and ending with mechanical errors. Students experience multiple linguistic difficulties when composing academic papers in English as shown in the following summary:

Morphological Issues (Word Forms, Prefixes, Suffixes)

Students found it challenging to use appropriate word forms which included both plural nouns alongside irregular verb endings. Students displayed errors when they used prefixes and suffixes incorrectly which led to improper verbalization. Students often used these incorrect words like "beautifull" instead of "beautiful" alongside "occurence" instead of "occurrence" too frequently.

Syntactical Challenges (Sentence Structure, Word Order)

The students commonly failed when constructing sentences through incorrect placement of words and syntax. The incorrect placement of adjectives and adverbs produced unfluent verbalization in their writing. Students regularly misused complex sentence elements which included coordinating clauses together with conjunctions.

Grammatical Errors (Tenses, Subject-Verb Agreement)

Subject-verb agreement and tense usage errors joined various other grammatical rules as the primary mistakes in the writing. Errors in verbalization appeared when students used mixed tenses inside their sentences while simultaneously misusing verbalization forms like "went" for "gone" and "she don't" for "she doesn't."

Mechanical Errors (Spelling, Punctuation, Capitalization)

The students experienced frequent mechanical problems that led to incorrect

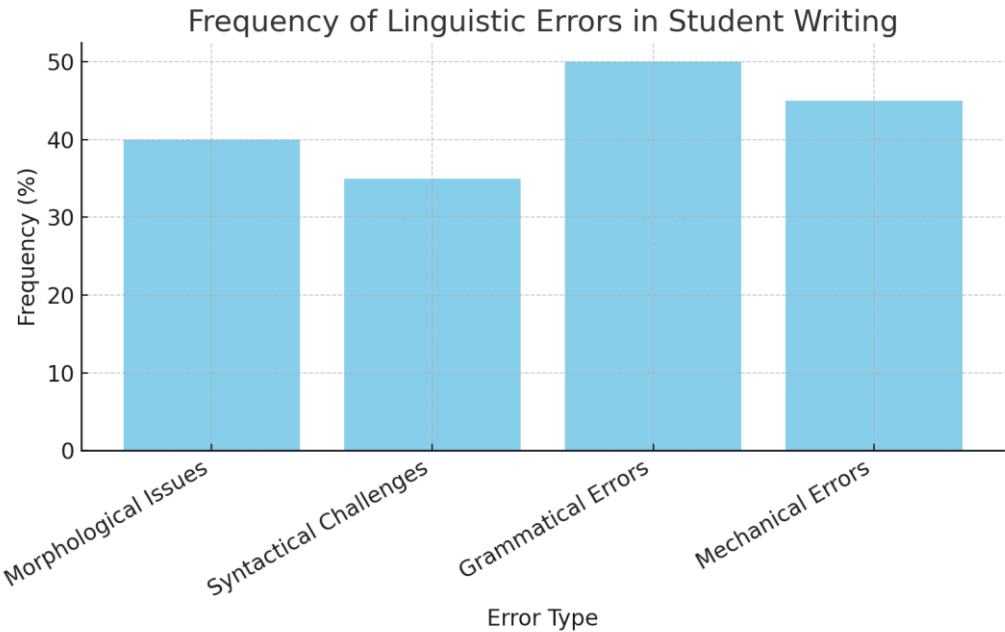
spellings and improper punctuation and capitalization. The students frequently misspelled their words too often joined them with the wrong punctuation marks while using incorrect capitalization methods (for example "the pakistan government" instead of "The Pakistan government"). The mistakes in writing reduced the professional quality of their work.

The following table summarizes the frequency of these linguistic errors observed in the students' essays:

Error Type	Description	Frequency (%)
Morphological Issues	Issues with word forms, prefixes, suffixes, and incorrect pluralization.	40
Syntactical Challenges	Problems with sentence structure, word order, and coherence.	35
Grammatical Errors	Subject-verb agreement, tense usage, and other grammatical errors.	50
Mechanical Errors	Spelling, punctuation, and capitalization mistakes.	45

Academic Writing Challenges: Graphical Analysis

➤ Frequency of Linguistic Errors



This graph highlights the five most frequent writing errors observed in student essays: Morphological issues, Syntactical Issues, Grammatical Errors and Mechanical Errors.

Psychological and Cognitive Barriers

In addition to linguistic challenges, students also faced significant **psychological and cognitive barriers** that impacted their writing performance. These barriers often manifested in the students' difficulty in organizing their ideas and articulating their thoughts clearly. The following psychological and cognitive barriers were identified:

Writing Development Skills

Hindering students most significantly was inadequate writing skill development. Students faced difficulties when trying to maintain clear organization of their ideas as they worked on forming well-structured essays. The authors demonstrated insufficient planning before commencing writing because most students failed to utilize outline preparations during their work. Students produced disorganized writings because they did not plan before writing and lacked cohesion between ideas.

Graphomotor Difficulties (Physical Writing Barriers).

Some students presented with bipedal difficulties which mostly affected students who had issues with motor coordination and legibility. The writing difficulties caused handwriting to become harder to read while also making the writing process slower as students became more frustrated with their reduced writing quality. Students discovered writing tasks became more difficult as they tried to write lengthy academic essays.

Verbal Hesitation and Cognitive Challenges.

A large number of students experienced trouble expressing thoughts coherently during writing sessions because they lacked clarity in their writing expression. Students presented fragmented sentences along with incomplete ideas that caused difficulties in their essay fluency. The students displayed cognitive difficulties including organization problems and loss of concentration and trouble remembering information. Students experienced writing problems which resulted in disorganised texts because they could not keep their thoughts in a logical order throughout the essay.

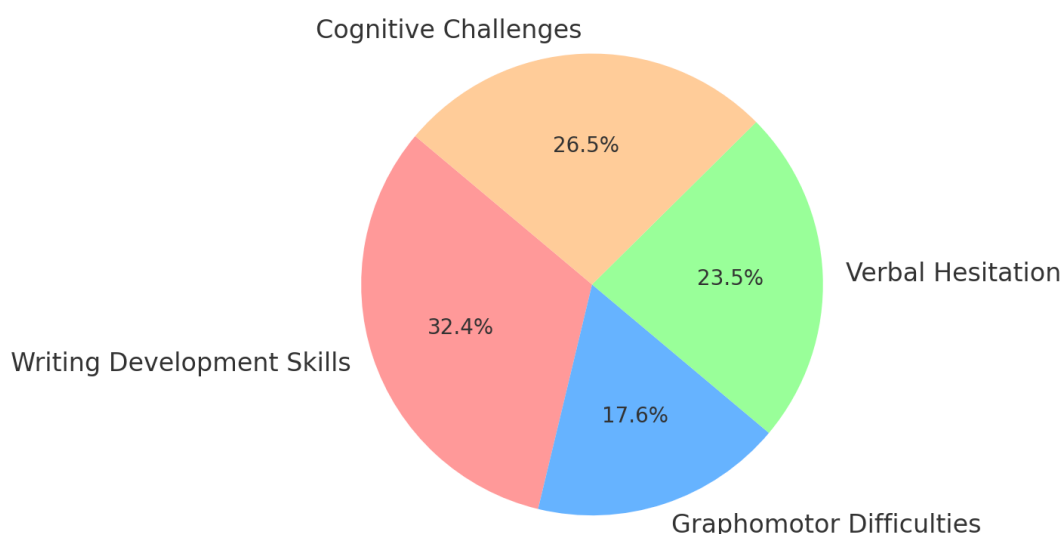
The following table summarizes the frequency of these psychological and cognitive barriers:

Barrier Type	Description	Frequency (%)
Writing Development Skills	Difficulty organizing thoughts and structuring essays.	55
Graphomotor Difficulties	Physical writing difficulties like legibility or coordination.	30
Verbal Hesitation	Hesitation in articulating thoughts, leading to fragmented writing.	40
Cognitive Challenges	Struggling with organizing ideas and maintaining	45

	focus.	
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➤ Psychological Barriers in Academic Writing

Distribution of Psychological Barriers in Academic Writing



(This pie chart presents the proportion of psychological barriers, such as Writing Development Skills, Graphomotor Difficulties, Verbal Hesitation, and Cognitive Challenges).

Key Patterns and Common Errors in Students' Writing.

The analysis of student compositions showed several persistent patterns together with frequent errors that occurred throughout the collected sample. The most common issues were:

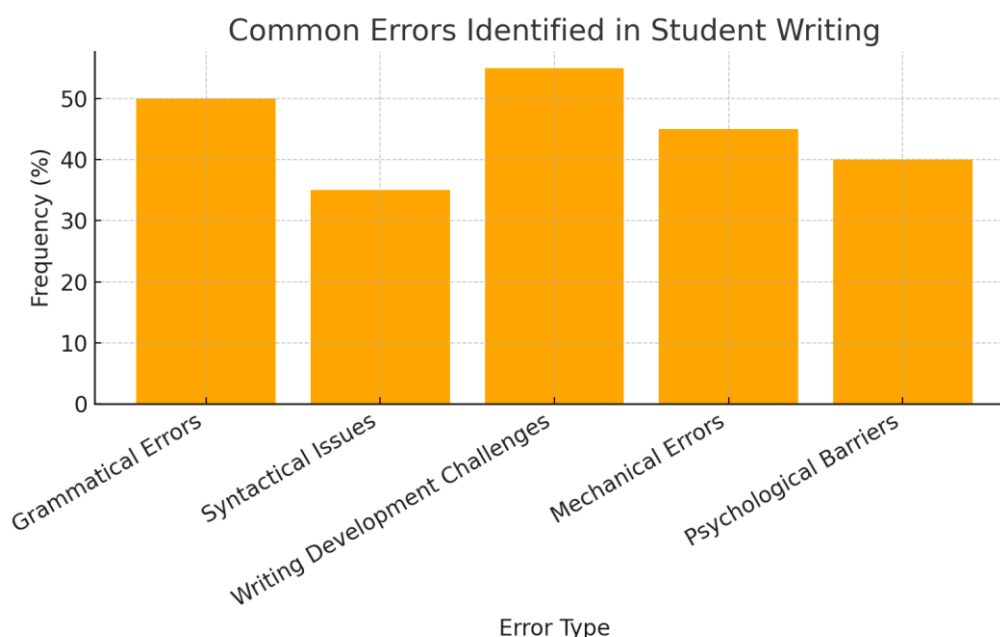
- **Grammatical Errors:** Students struggled to implement proper grammar rules most notably including tense usage together with subject-verb agreement. Students frequently struggled to use correct verb tenses in their written sentences which became a common mistake among them..
- **Syntactical Issues:** Different students dealt with difficulties constructing proper sentences which led to confusing and badly worded writing. Disjointed writing emerged from incorrect conjunction usage and improper sentence coordination thus resulting in writing that was difficult to follow.
- **Writing Development Challenges:** The majority of students faced challenges while arranging their thoughts in a structured composition. Students produced disorganized evaluations that had poor structural organization because they did not develop proper writing plans.
- **Mechanical Errors:** The students repeatedly made spelling as well as punctuation and capitalization errors which caused their written work to appear unfinished and less scholarly.

Psychological Barriers:

Writing anxiety combined with lack of confidence and mental workload proved to be major psychological obstacles which blocked the students from

performing well in writing tasks. Numerous students faced problems expressing their thoughts while experiencing stress to create an exceptional written work.

➤ Common Errors Identified in Student Writing



The research demonstrates that linguistic errors along with psychological barriers function as connected obstacles in academic writing. Three main issues affected students' academic writing abilities: written content errors with multiple grammatical mistakes and syntax problems and insufficient writing development skills together with cognitive and emotional factors that prevented effective communication. The results indicate both linguistic abilities and psychological state need joint attention for students to improve their academic writing skills.

DISCUSSION

Interpretation of Results.

University students undertake various linguistic along with psychological obstacles during academic writing tasks in English language. Morphological problems combined with syntactical errors and grammatical mistakes dominated the entire sample. The students encountered difficulties with word form usage and subject-verb agreement together with sentence structure problems that prevented them from expressing their ideas properly. Students who demonstrated less proficiency in English experienced higher difficulties which shows that they would obtain maximum benefits from dedicated grammar teaching and practice sessions.

Students faced substantial barriers to their academic writing performance due to their limited writing development skills together with their experienced anxiety levels and writer's block experiences. Most students faced difficulties keeping their thoughts organized and developing logical arguments because of their anxiousness about writing abilities. Students faced issues with both emotions and thought

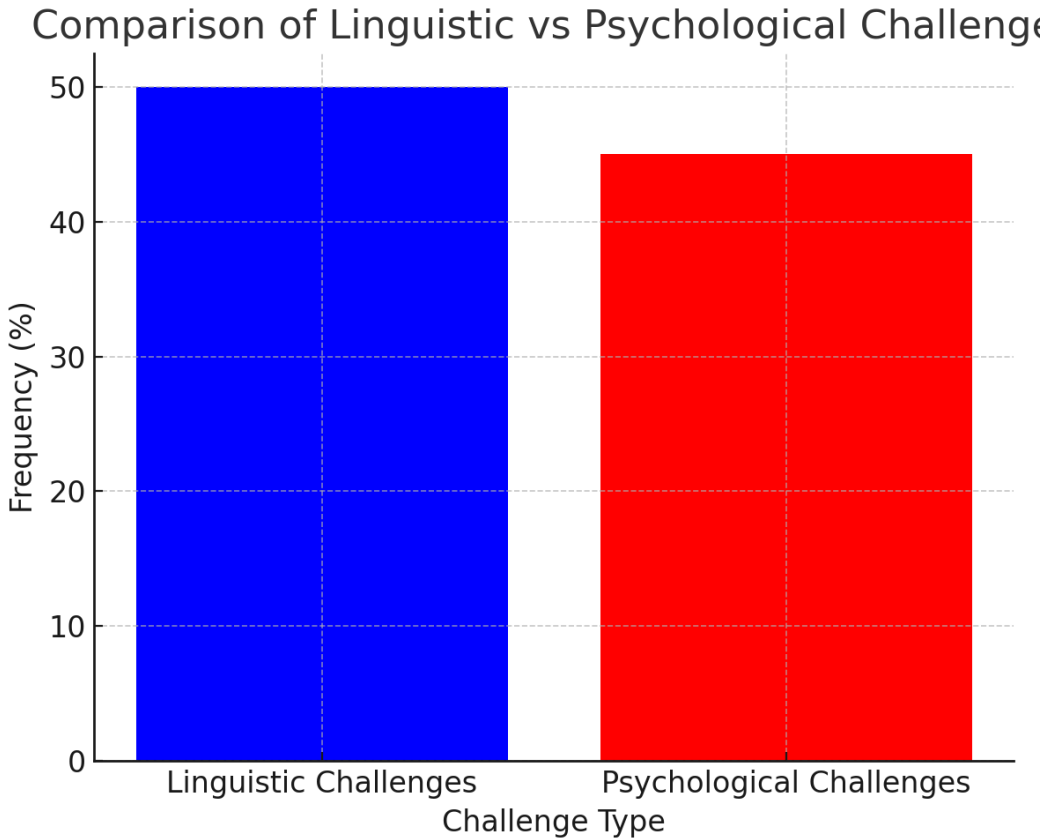
processes which stopped them from finishing their writing assignments effectively thus resulting in frequent frustration and lack of interest.

Comparison with Existing Literature on Writing Challenges.

Research findings agree with previous studies which show that writers experience problems both in linguistic communication and psychological barriers when writing academically. Non-native English speakers encounter grammatical problems and syntax challenges when writing academically according to Li & Wang (2020) and Zamel (2017). The research literature explores extensively the effects which writing anxiety and cognitive overload have on writing performance (Ghaith & Shaaban, 2021; Leki, 2018). The psychological factors tend to intensify linguistic obstacles since anxious or overworked students lose their concentration and achieve poor results.

The research findings demonstrate that students who develop planning skills for writing achieve better results when facing linguistic and psychological barriers. This finding matches observations from this study and other academic research. The research findings of Hyland (2016) underline how writing strategies assist students in generating organized and coherent academic texts and this conclusion matches the results reported by this study.

How Linguistic and Psychological Issues Impact Writing Quality.



(This graph compares linguistic and psychological challenges to highlight their relative impact on academic writing.)

Students faced two major challenges which diminished their academic writing quality - linguistic elements and psychological barriers. The students' writing became hard to understand and confusing because of their linguistic errors such as improper grammar and dysfunctional sentences together with problematic word selection. The problems affected the essay flow and diminished their academic value. Professionalism suffered in the students' writing because of mechanical errors which included missed spellings and poor punctuation despite clear ideas.

Students experienced both psychological obstacles like writing anxiety in combination with insufficient confidence levels that worsened their linguistic problems. A large number of participants showed reluctance to start and finish their essays because they feared mistakes would result in poor writing quality leading to writing issues. Students face a double challenge because psychological factors block their writing ability and worsen their language problems that eventually lead to writing performance decline.

The Role of Psychological Factors in Academic Performance.

Academic writing performance among students took shape primarily from psychological factors. Writing anxiety together with self-doubt demonstrated strong prominence among students so they struggled to finish their writing assignments effectively. The findings match previous studies which demonstrated that writing anxiety produces procrastination and minimal work quality and affects writing performance badly (Pecorari, 2015; Berman, 2016). Student writers experiencing anxiety about their writing tasks made two distinct responses: they either kept away from the writing task or produced poorly written work which negatively impacted their academic results.

Students faced additional obstacles in the writing process associated with their inability to arrange thoughts and maintain attention to tasks. The inability of students to create unified arguments combined with their challenge to link concepts resulted in poorly organized writing projects. The results match Zare & Zare (2019) who showed that writing development challenges combined with cognitive load create major problems for writing proficiency..

LIMITATIONS OF STUDY

The research delivers essential information about academic writing obstacles faced by university students but it suffers from some important restrictions. With just 20 participants the study fails to adequately reflect the diverse range of problems which all university students encounter. The research would yield greater and more detailed information regarding student writing problems through an increased participant count.

The research findings maintain limited applicability to other educational institutions or geographical regions because the study concentrated on one university in Lahore. Students from different educational institutions possess different proficiency levels and writing challenges that make the application of these findings to an extensive student population challenging.

The self-report method of obtaining psychological barrier data such as writing

anxiety presents a potential risk of bias in research findings. The students might have provided incorrect or biased assessments regarding anxiety and psychological factors while their writing capabilities differed from what teachers observed.

Suggestions for Further Research.

Researchers need to study academic writing challenges by analyzing larger numbers of students drawn from various universities across different regions to achieve broad application of their findings. The research would gain a complete understanding of the language together with psychological problems that students encounter when studying across different educational settings.

The research should focus on establishing techniques which address both psychological barriers along with linguistic obstacles. The assessment of various writing programs including workshops and peer-review collaborations and cognitive-behavioral training on writing performance and emotions of students presents an opportunity for research investigation. Research should establish effective methods to help students tackle their difficulties with written assignments.

An examination of how technology-based tools for writing assistance such as grammar checkers and spell-check functions and writing aids affect academic writing performance would yield beneficial results. They represent tools that can significantly assist students in their linguistic development and additional research must demonstrate how technology aids academic writing instruction for better outcomes. Research conducted over extended periods would show what happens to students' writing skills both because of specific intervention programs and improved writing practice. The research would show the prolonged benefits of different writing approaches together with supportive measures.

PROPOSED SOLUTIONS AND RECOMMENDATIONS

Linguistic Interventions for Improving Writing

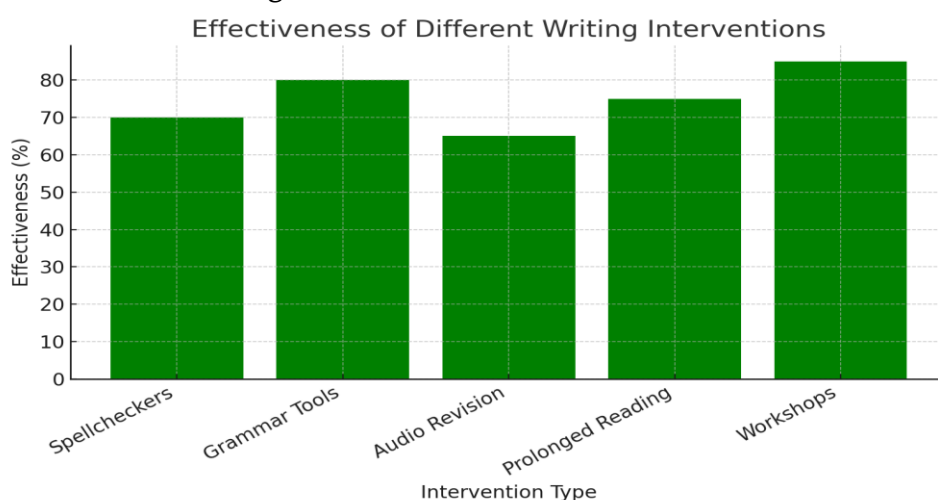
Several interventions should be deployed to help students enhance their academic writing capacity because of the linguistic issues discovered.

- **Use of Dictionaries, Spellcheckers, and Grammar Tools:** The combination of dictionaries and spellcheckers together with Grammarly-type grammar tools represents an optimal method for minimizing spelling as well as grammar and syntax errors in written content. Such educational tools allow students to detect and fix common writing mistakes so they understand their mistakes better and enhance their language skills. Daily utilization of these tools in writing practices promotes both improved writing routines and helps students learn to correct their mistakes on their own.
- **Practice Audio Revision and Self-Editing Techniques:** The practice of listening to their written work as audio leads students to detect punctuation issues along with annoying verbalization and gaps in thoughts that appear after the writing stage. Students can find problems in their writing through out-loud reading because it enhances their professional flow. Students develop better critical thinking and writing skills by performing self-editing to assess grammar in

addition to structure and clarity in their work. Educational techniques enable students to master their writing by developing autonomy in writing skills.

- **Encouraging Prolonged Reading in English:** Students improve their understanding of appropriate academic sentence structures and grammar and vocabulary through consistent reading of English-language academic papers. Students who read extensively eventually develop their grammar and usage naturally which leads to enhanced writing abilities as well as comprehension skills in the long run. Students achieve vocabulary growth as well as improved writing competencies through exposure to academic papers together with newspapers and books.

Effectiveness of Writing Interventions



(This graph demonstrates the effectiveness of interventions such as spellcheckers, grammar tools, audio revision, prolonged reading, and workshops.)

Psychological Interventions to Support Writing Development

The improvement of students' academic writing performance requires focused attention on handling the psychological obstacles to writing.

- **Cognitive and Emotional Support Programs:** Writing anxiety affects student writing performance because it appears among numerous students. Educational institutions should create domains for cognitive and emotional support through counseling together with stress management and mindfulness training to assist students with their anxiety. The focus on self-confidence building and writing optimism through educational programs helps students overcome their mental limitations to concentrate better on assignments.
- **Workshops on Writing Skills and Overcoming Anxiety:** Post-secondary institutions must organize writing workshops which help students master proper writing skills at the same time as reducing their anxiety. The workshops present students with step-by-step instructions about how to organize their essays as well as brainstorming methods and draft revision strategies. They supply ways to handle writer's block and techniques to deal with anxiety linked to writing tasks. Workshops that teach time management skills along

with training students to handle academic pressure will enhance both the support system and productivity in their writing environment..

Practical Tips for Students to Overcome Writing Barriers

Multiple practical procedures exist to help students handle their writing challenges:

- **Break Writing Tasks into Smaller Steps:** Students need to divide their writing tasks into separate manageable parts starting from outlining through drafting and moving to revision and editing steps. By breaking assignments into smaller chunks students eliminate the commonly experienced anxiety related to writing extended academic works.
- **Engage in Peer Review:** Students can discover educational gaps in their work because peer interactions give them valuable feedback. Because of this approach students benefit from an interactive learning scenario in which they gain insight from different classmates' capabilities.
- **Set Realistic Writing Goals:** Students achieve motivation and monitoring through specific and achievable writing targets. A work schedule with time frames set for writing steps allows students to develop better time management while preventing them from delaying tasks.

The process of academic writing development depends on both linguistic framework improvements and psychological mental support. Students who use dictionaries and grammar checkers together with self-editing practice and extensive reading sessions improve their writing skills. Cognitive support programs along with writing workshops and practical achievement-splitting strategies coupled with peer review enable students to surpass mental barriers which leads to better academic writing achievement.

CONCLUSION

Summary of Key Findings

The research examined the dual linguistic along with psychological barriers faced by university students who need to write academic papers in English. Students encounter multiple linguistic problems during academic writing which block their effective communication because they commit grammatical and morphological mistakes and syntax difficulties. Many students make frequent mechanical errors by not catching their spellings along with punctuation and capitalization mistakes.

The writing quality of students received substantial influence from psychological obstacles. The main barriers which affect students' ability to arrange their ideas while creating structured writing include writing anxiety and both structural problems along with writer's block together with cognitive overload. Student writing performance suffered due to these obstacles that decreased their confidence and led them away from participating in the assignment.

Implications for Academic Writing Instruction.

The research results hold critical educational value for teaching academic writing skills. The improvement of student writing competence can only be achieved

through teaching methods that target both language education and psychological support. Protective writing sessions in combination with direct grammar teaching and performance evaluation tools help students defeat regular linguistic issues. A positive learning environment which enables students to freely communicate about their writing difficulties and receive helpful feedback possesses the power to decrease writing-related stress and boost student participation in the writing procedures.

Students will succeed better in academic writing when schools provide integrated development programs which handle both technical matters and emotional aspects within writing. Teachers should conduct learning activities focused on building organizational competencies with strategic planning methods and revision approaches. The implemented activities will equip students with valuable tools for managing their writing work better which improves both their writing quality and reduces their writing-related anxiety.

The Importance of Addressing Both Linguistic and Psychological Challenges.

For students to improve their academic writing skills it is essential to solve language problems alongside psychological barriers. Students must improve their technical competence in grammar syntax and punctuation alongside receiving support to overcome their writing-related psychological barriers along with cognitive pressure. Students who handle both linguistic and psychological barriers achieve better writing confidence which results in increased academic work quality.

Academic writing education needs to combine complete support which meets the requirements of students' language skills while enabling them to manage their mental barriers. Students need a two-pronged strategy for their success in academic writing development and academic achievement.

Final Thoughts on Improving Academic Writing Skills.

Educators must implement a combined method of linguistic improvement alongside psychological support to enhance academic writing skills in students. Students achieve writing skill enhancement through educator leadership which includes specific instructions while cultivating encouraging spaces and dealing with emotional issues. The implementation of needed tools to handle linguistic barriers and psychological obstacles by academic institutions produces successful writing confidence development that enables students for both academic and professional success. Strengths in effective writing education and psychological assistance will create better writing capabilities for future writers.

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