



**DIFFICULTIES WITH WORD CHOICE IN ACADEMIC WRITING
AND SOLUTIONS: A RESEARCH ON ENGLISH-MAJORED
STUDENTS AT CAN THO UNIVERSITY, VIETNAM**

**Nguyen Thi Tuong Thuy,
Huynh Pham Thien Anh,
Nguyen Thi Thuy Ngan,
Nguyen To Tuong Vy,
Nguyen Thi Viet Anhⁱ**
School of Foreign Languages,
Can Tho University,
Vietnam

Abstract:

Writing, especially academic writing, is highly valued in foreign language acquisition, particularly for English majors. Nevertheless, using academic terminology might be difficult for students still developing their academic language abilities. The purpose of this research is to understand students' difficulties in selecting appropriate words in academic writing and offer solutions to overcome such difficulties. The participants were 78 English majors (high-quality program, course 45) and three lecturers at the Department of English Language and Culture, School of Foreign Languages, Can Tho University. Questionnaires were used to measure their difficulties in word choice in academic writing and semi-structured interviews were utilized to find solutions. The results show that most participants had a basic knowledge of academic vocabulary, which was demonstrated through their ability to select the appropriate word choice. However, students found it difficult to choose the right words in their academic writing. The reasons are that academic words are not easy to remember and not successfully used in the context of the meaning of the word and do not have an effective method of learning academic vocabulary. Based on the results, several specific approaches have been proposed to help students find the most suitable strategies for learning and using academic vocabulary for their writing.

Keywords: academic writing, word choice, difficulties, solutions

ⁱ Correspondence: email nbhuan@ctu.edu.vn

1. Introduction

Writing is challenging to teach and learn in ESL/EFL. As mentioned by Grami (2010), writing is a difficult skill to master or teach because it is a complex psychological creation that involves "*careful thinking, discipline, and focus*". Furthermore, because academic writing is a tough skill, particularly in a second or foreign language, challenges in academic writing should be taken into account. From the perspective of Fadda (2012), academic writing is linked with thinking or conscious mental processes since it is a consequence of a student's portion that allows him or her to think, experience emotions, and comprehend things. Furthermore, EFL learners in various locations may face a lot of challenges when it comes to academic writing. According to Casanave and Hubbard and Rabab'ah, Asian students are assumed to face problems in academic writing and struggle to become acquainted with English academic writing. Students' vocabulary knowledge and lexical competence are vital for academic language development, and the application of academic vocabulary is an important aspect of academic linguistic ability. Adolescent writers are required to know and utilize academic language successfully as school activities get increasingly complicated throughout middle and high school to be successful school (Nagy & Townsend, 2012). Nevertheless, efficient use of sophisticated, academic terminology might be especially difficult for teenage L2 writers who are still learning the language. To participate in academic discourse, learners must have a large and complicated vocabulary as well as a thorough understanding of the academic register. As a result, both the breadth and depth of students' academic vocabulary are important components that contribute to the quality of their academic writing. Santos (1988) discovered that lexical weakness is a linguistic component that "*impinges directly on content*" (p. 84). Although several factors influence the overall quality of a written text in academic discourse, the common view is that the "*lexicon is a major component in both the development and interpretation of meaningful literature*" (Engber, 1995). This study, therefore, aims to find out about the understanding, cognitive ability, difficulties, and solutions in word choice in academic writing of English majors students (high-quality program, course 45) at the School of Foreign Languages (SFL) in Can Tho University (CTU). This study is designed in an attempt to address the following questions:

- What difficulties do students in the high-quality English course 45 (SFL) have with word choice in writing academic papers?
- How can these students improve their word choice in academic writing?

2. Literature review

2.1 Features of academic writing

Writing is the most challenging of the four skills for students to develop. Writing is difficult to learn because the writer must engage in a process that includes planning, arranging, and editing to communicate meaning in words or phrases. To be understood,

writing involves the capacity to organize and combine information into cohesive and logical paragraphs and phrases. Academic writing is rule-governed with numerous rules in grammar, vocabulary, formal format, and purpose. Therefore, to have a good product in written form, learners must take time to remember these rules to complete writing tasks suited to the appropriate standards.

2.2 Academic writing classification

Although there are myriad types of academic writing namely descriptive, analytical, persuasive, and critical essays, the main kind of academic writing targeted in this research is the essay, which is the most popular in universities. Also, essays are easy to gather in large numbers from a variety of writers (from the first to fourth academic year) in the university environment. Therefore, the more data this research receives, the more accurate the result is. Academic writing is not easy work because it requires learners to follow myriad rules. There are some common errors in academic English writing in terms of grammatical-lexical errors, first language interference and writing organization, syntactic errors, lexical errors, semantic errors, and the use of words and structures. In addition, collocation is one of the most common faults that frequently happens in learners' writing.

2.3 Difficulties with word choice

It is well-acknowledged that vocabulary plays a crucial role in ESL writing. In Laufer and Nation's research (1995), a learner's vocabulary size may be seen in their effective language usage, such as writing. As reported by Nation (2001), L2 learners' academic written writing may receive higher scores if their academic vocabulary grows. Similarly, teachers' assessments of the work of non-native speaker students reveal that lexical mistakes are the most significant issue (Santos, 1988). Therefore, increasing academic vocabulary should help writers become better writers. In agreement with Zhou (2009), the main issue with my vocabulary is descriptive terms. Word choice was another difficulty for students (19% of comments on vocabulary improvement were made in this area). They admitted having trouble deciding which term to use in a certain situation. Additionally, students struggled to identify and rectify these mistakes without the help of professors or native English speakers.

The use of language aspects or abilities in writing, such as punctuation, spelling, grammar, vocabulary, and other areas, is the fundamental factor that makes writing difficult. Pratiwi (2016) says that the pupils' struggles with writing in English may be caused by a lack of ideas, written tasks, and written vocabulary. Sulasti (2003) confirms that students' main issues with writing are how to write, what to write, a lack of vocabulary terms, and poor structure. A study by Zhou (2009) also found that the pupils' most difficult part was language use and vocabulary and there were still fundamental problems in their creation in terms of language use, such as organization, tense, quantity, word order/of fragments, deletion, and meaning that was unclear or concealed. In terms

of vocabulary, the pupils' writings continue to have a limited range of words, frequent errors in word choice, and meaning confusion. Al-Khasawneh and Maher (2010) express that the participants in their survey stated that their biggest issues include grammatical mistakes, poor vocabulary selection, irregular verbs, and inaccurate punctuation and spelling. A student might make the mistake of failing to use the right words, spell words correctly, use proper semantics, or even choose the right form of the term.

In a study by Kao (2020), L2 writing teachers were less likely to offer direct feedback for word choice mistakes in the online writing platform, and numerous errors were mislabeled as word choice faults. This might be because writing teachers are constantly confronted with many forms of errors produced by poorly planned writing activities and do not have enough time to investigate what specific types of errors have occurred. Norris (2014) conducts research and shows that overusing synonyms in academic writing will make readers feel uncomfortable and confused. Using synonyms out of context affects the article's tone, accuracy, and message. It signifies that writing involves the capacity to organize and combine information into cohesive and logical paragraphs and sentences to be intelligible.

2.4 Methods to help students with word choice

A study by Pratiwi (2016) indicates students' challenges in writing English related to language use. It indicates that students needed to increase their capacity to select the language relevant to their writing topic. Students struggled with their vocabulary; thus, they should practice writing in English to improve their vocabulary. Students should pay close attention to the tense, vocabulary, and punctuation. Brun-Mercer and Zimmerman (2015) find that encouraging students to use a learner's dictionary ensures that a term is acceptable for the target genre. One of the dictionaries that list academic terms and indicate the register (formal/slang/technical, etc.) is the Oxford Advanced Learners Dictionary.

According to Basma (2013), the issue of learning writing skills gets more and more attention in university education programs. Because writing is such an important skill to prepare students for their future careers, students must communicate ideas and information. A study conducted by Basma (2013) showed the significance of word choice in academic writing and recommended a strategy for teaching students to increase their vocabulary and their capacity to select words relevant to their writing.

3. Methodology

3.1 Design

The present study used a mixed-method design to investigate students' difficulties when choosing words and offer solutions to help students at Can Tho University know how to choose words better when writing academically. The research process for this study focuses on quantitative and qualitative data collection.

3.2 Participants

The data was gathered at SFL, CTU in the Mekong Delta, Vietnam. The participants were 78 English major students (a high-quality program course 45) at SFL, CTU who have taken a writing academic course. Three teacher participants who have taught academic writing get involved in interviews to find out about the challenge and offer solutions to help students overcome challenges of word choice in academic writing.

3.3 Instruments

3.3.1 Questionnaires

The 25-item questionnaire consisted of five main sections: participants' background, participants' perceptions of word choice, participants' evaluation of difficulties in word choice when academic writing, participants' chosen words, and participants' solutions to choosing the right word for academic writing. Additionally, a set of multiple-choice questions were added to the survey to gauge students' word choice issues and investigate solutions that could be accessible. The questionnaire was used to collect data from English majors in SFL at CTU.

3.3.2 Semi-structured interviews

Three teachers were invited for the semi-structured interviews to share more in-depth ideas of the challenges and solutions in word choice in academic writing. Interviews were conducted and recorded. Before the interviews, the researchers explained the reason and purpose and asked for permission from the participants to record the interviews. After that, the teachers were asked five questions in an interview to help researchers understand more about the difficulties that they face in teaching academic writing to their students and solutions to help students overcome these difficulties. As mentioned earlier, the results of the interviews with the teachers were more accurate in describing the difficulties that students faced when writing academic writing solutions. This understanding would aid students in identifying these problems and developing learning strategies to achieve better academic writing.

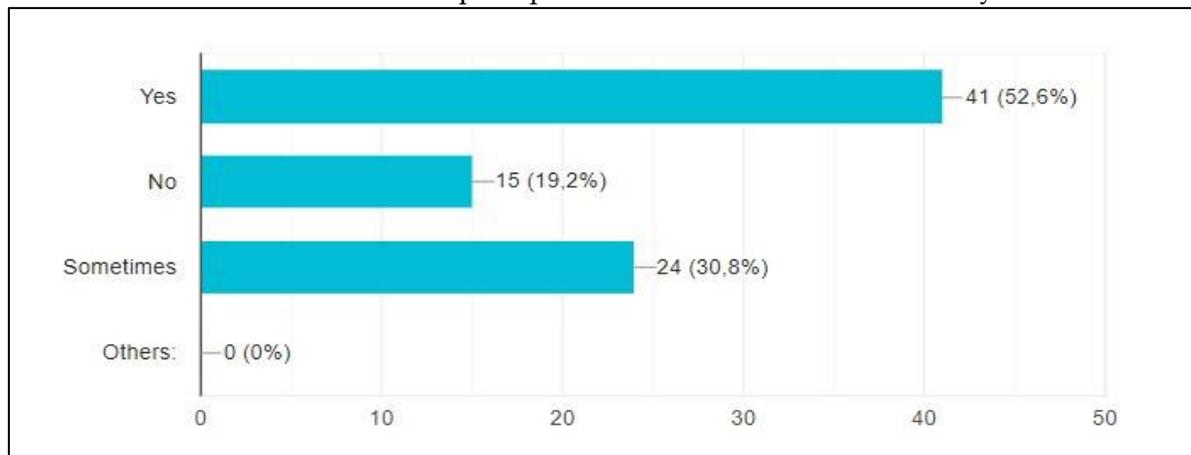
4. Findings

4.1 Findings from the questionnaires

4.1.1 Student's perceptions of word choice

According to Chart 1, many students believed that their vocabulary was not adequate for academic writing (52.6%). This may be due to several factors, such as a lack of exposure to academic vocabulary or a lack of confidence in using more complex words. Other students (30.8%) respond "sometimes", while the remainder (19.2%) indicate that they had enough knowledge to use appropriate vocabulary in academic writing.

Chart 1: Students' perceptions of their academic vocabulary



Regarding a more detailed look at Chart 2, over 70% of the academic words can be difficult for students to use, as they may be unfamiliar with the words or they may not be sure how to use them in a sentence. Approximately 25.6% of the students responded "sometimes" and only 3.8% of the respondents believe it is not difficult for them to choose the proper phrases in academic writing.

Chart 2: Students' perception of difficulties when using academic words

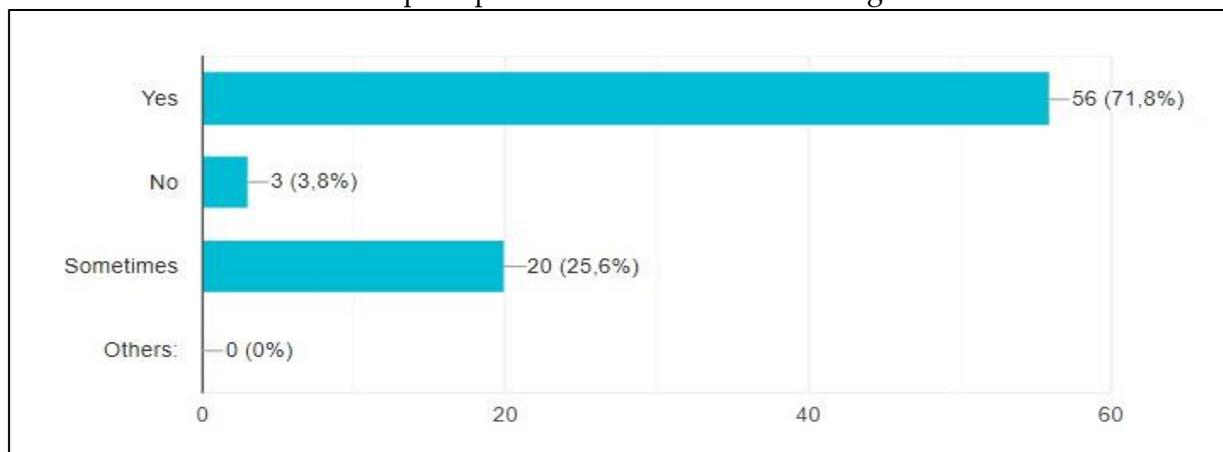


Table 1: Challenges when choosing academic words for writing

Items	Percentage (%)
I find it difficult to choose the right words to use in writing	61.5
I have trouble understanding the meaning of certain academic words	65.4
I use clichéd words	11.5
I repeat using the same academic words in one writing paper	41.0
Others	1.3

According to Table 1, the following are the challenges in selecting academic terms for writing. 65.4% of students responded, "I have trouble understanding the meaning of certain academic words". Several words may have different meanings in different academic disciplines, so it is essential to choose a word that is appropriate for the given context. Furthermore, 61.5% of students stated that it could be challenging to find the right word to express a concept or idea. Some academic words may be more complex or specialized than others, so it is essential to consider the audience for the writing and choose words that they will be able to understand. The problem "I repeat using the same academic words in one writing paper" accounts for 41% of the total. One of the challenges of academic writing is finding ways to use words with similar meanings without being repetitive or boring. This can be especially difficult when students are discussing complex concepts or ideas. In comparison, others (11.5%) pointed out that using clichéd words and phrases can be a real challenge in an academic context. This is because academic writing should be clear, concise, and free of any unnecessary embellishments. Complemented words and phrases can often be considered redundant and can make an academic text appear complex and challenging to read. 1.3% of students claimed that it was because of other factors such as mood, level of vocabulary, and habit of using words.

Table 2: Resources helpful for the right academic words

Items	Percentage (%)
A dictionary	73.1
A thesaurus	35.9
Online resources	73.1
Others	2.6

The sources students use to find the right academic words are depicted in Table 2. "Online resources" is the principal source that over 70% of students used to choose appropriate academic lexemes. 73.1% and 35.9% of students learned academic writing through "A dictionary" and "A thesaurus" respectively. A dictionary would provide them with the definition of words, which was essential in understanding a text. A thesaurus was also useful for students, as it would help them find synonyms for words. This helped expand their vocabulary and make their writing more sophisticated. Finally, 2.6% learned from other sources such as academic word lists, and academic collocation lists.

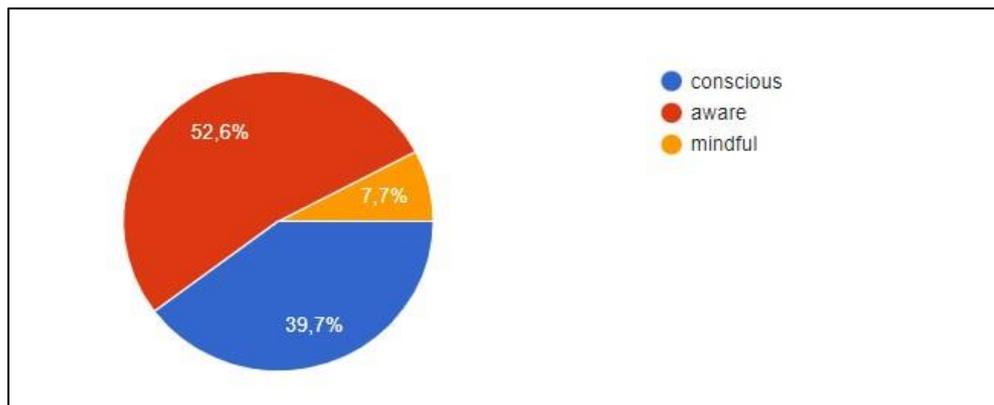
4.1.2 Students' difficulties with word choice

The purpose of this study was to analyze the attitudes of English learners. Students find it hard to choose words that are both accurate and relevant to their writing paper. The right strategy to help select the right words can be challenging to find. There are several reasons why academic writing can be complicated for students. The language can be complex and jargon-filled, making it hard to understand the meaning of the words.

Additionally, academic writing often requires the use of specific, technical words

that can be thorny to use in one's writing. Editing academic writing can be difficult because of the need to ensure accuracy and precision. Finally, choosing the right words to use in a paper can be challenging, as academic writing often requires a balance between accuracy and relevance. Therefore, we surveyed a few small multiple-choice questions to show the challenge of the use of words following the academic style.

Chart 3: The answer to the sentence “He wasn’t that he had hurt her feelings”



The most approximate lexeme is "conscious" and "aware" when it comes to academic writing. Nearly 40% of students choose the right word “conscious”. About more than 50% of students gave the wrong answers because they misperceived their understanding of a word and its use was not the same. Besides, in most of the other questions, more students choose the right academic words. It shows that students had also tried very hard to improve their vocabulary as well as their ability to use academic words.

Table 3: The best word that learners use when referring to a student’s motivation for academic success

Items	Percentage (%)
Determination	51.3
Ambition	39.7
Drive	15.4
Perseverance	28.2
Others	0

Chart 3 shows the answers about the best word that learners use when referring to a student’s motivation for academic success like “ambition” (39.7%), “drive” (15.4%), and “perseverance” (28.2%). However, the best word to use when referring to a student's motivation for academic success is "determination." As explained by the dictionary, this word implies that the student is willing to put in the hard work and effort necessary to achieve their goals.

Table 4: The best word that learners use when referring to a student's academic achievements

Items	Percentage (%)
Outstanding	52.6
Impressive	28.2
Remarkable	44.9
Exceptional	17.9
Others	1.3

“What is the best word to use when referring to a student's academic achievements?”

There is no definitive answer to this question, as it depends on the context and the particular student's achievements. However, some words that could be used to refer to a student's academic achievements include "outstanding", "remarkable", "impressive", and "exceptional". The percentage of participants choosing "outstanding" reaches the highest with 52.6% of the total participants. Additionally, "remarkable" comes in second with 44.9% of participants. Besides, students still choose "impressive" (28.2%), "exceptional" (17.9%), and 1.3% of participants choose other words to refer to a student's academic achievements respectively.

Table 5: The strategies to overcome the difficulties with word choice

Items	Percentage (%)
Do not abbreviate in academic writing	25.6
Avoid using personal language or conversational expression	60.3
Do not use slang or avoid using idioms in academic English writing	42.3
Learn more to improve vocabulary and grammar	61.5
Refer to good writing of other students to help students learn good word usage or good structure	38.5
Students need to master academic style, including how to use formal words instead of using vocabulary in informal communication	51.3
Others	0

It can be seen that students are always looking for ways to improve their vocabulary, including expanding more words and understanding how to use them, accounting for 61.5%. On the other hand, the phrase "avoid the use of personal language" up to 60.3%, of academic writing personal language, refers to the use of first-person pronouns (I, we, I, we) me, etc.) and second-person pronouns (you, yours, yours, etc.). This is because academic writing is often objective and formal in tone, and using personal language can make your writing sound informal and biased. In addition, strategies are also used such as using formal words (51.3%), do not use slang or avoid using idioms (42.3%), referring to good writing (38.5%), and do not abbreviate (25.6%).

Table 6: The solutions for students to improve academic writings

Items	Percentage (%)
More practice	73.1
Feedback from others	52.6
A better understanding of the expectations	60.3
More time to revise	48.7
Clearer guidelines	34.6
Others	0

The data show that students felt confused in academic writing. Students may have difficulty identifying the main points in a text, structuring an argument, or using evidence to support their claims. These challenges can make academic writing a challenge for students. Therefore, some solutions that can help students learn academic writing more effectively include more practice, using dictionaries, reading a lot of newspapers, and learning from other people's experiences. Through the data obtained from table 6, the results can be found about the learners' solution in choosing academic words to use 73.1% of learners is more practice. Besides, feedback from others (52.6%), a better understanding of the expectations (60.3%), more time to revise (48.7%), and clearer guidelines (34.6%).

4.2 Findings from the interviews

4.2.1 The difficulties with word choice in academic writings

Teachers agreed that the most difficult issue for pupils in acquiring academic writing is word choice. The teacher's responses demonstrate this. The first teacher said, *"The difficulties students often face in academic writing are choosing vocabulary and using grammatical structures"*. Moreover, the teacher considers *"The difficulty when teaching academic writing to students is that students are afraid to write, they may be very good at reading techniques but they do not often write and if they do, they will write in free writing format, but they do not know it yet. What is the writing form?"*.

While the second teacher said, *"When students learn academic writing, they often use common language and vocabulary. When writing academically, students tend to have a word without realizing whether the word is academic or non-academic"*. This was also supported by teacher two *"The difficulty for students is that they are not aware of what is an academic word and what is a normal word"*. Among the challenges, the misuse of English words or phrases was the strongest difficulty.

This was demonstrated by the third teacher,

"Students often shy away from writing skills because they are not used to writing and there are 3 common difficulties that students often face. Firstly, for strange topics, students are often confused because they do not have enough ideas to develop. The second problem is the use of grammar. Finally, the most serious problem falls in word choice."

The reason for the students choosing the wrong word was not higher-level vocabulary and using google to translate word by word. As reported by the teacher,

“Students often choose the wrong words when writing academically. Firstly, it is because academic vocabulary is at a higher level than what students learned before, and secondly, they translate word by word. They just think in Vietnamese, then switch to that system in English.”

The second teacher said that challenges related to choosing the wrong word were not finding a suitable vocabulary for academic writing. As the second teacher replied,

“Students choose the wrong words when writing academically because they do not know which words are academic and are non-academic words. For example, students use the word “examining” which is a word in the common word form, but students do not know that if they write an academic paper, they should use the verb “analyze”, which is more academic because students don’t know, they use it wrong.”

Regarding choosing the wrong words, teacher 3 reported that,

“Students choose the wrong word when they write academically because they are not used to writing academically, don’t have a lot of writing practice, and don’t know how to use collocation correctly, so they often get into word choice errors.”

4.2.2 The solutions to overcome the difficulties

In terms of solutions, teachers have come up with different workarounds. However, teachers generally mentioned improving word choice in the academic writing of students, improving writing methods, and improving the awareness of the importance of word choice in academic writing. Regarding the teacher's interview, it was found that teachers said there were problems with word choice when students write an academic paper. This was confirmed by the first teacher,

“To help students improve their vocabulary, the first thing I can do is to provide them with sources, for example, I have a book called Vocabulary for IELTS, a good source for them to learn. academic vocabulary in a certain field”.

“Teachers will suggest to students’ popular websites that provide high-level, academic vocabulary such as 200 Common Words, 2000 Common Words, etc.”

When asked about solutions, teachers give some way to overcome the challenges, the second teacher had three strategies,

“Teachers should provide a list of the most common academic vocabulary so that students can review and apply that list to their writing”.

And, for students,

“Students should read as many scholarly articles as possible, pay attention to how often the writer uses words, and then draw their own experiences.”

Besides, the first teacher suggested,

“While reading scholarly articles, students should take notes of academic words.”

Another teacher recommended,

“Teachers must provide students with many exercises, such as multiple-choice exercises, which will help students remember academic words more easily”.

Similarly, the third teacher suggested,

“Students need to re-learn academic writing skills. When writing essays, students need to look at the collocation dictionary and check the words to see if the words are appropriate for the context, they are writing in.”

5. Discussion

The purpose of this study is to explore the difficulties and solutions of English-majored students about appropriate word choice in academic writing. The findings suggest that, while students can identify the appropriate word choice for their scholarly writing and recognize its basic features, they do not fully understand it. Students showed a varying degree of difficulty with the questions that affected their ability to choose the appropriate academic word in the easy-to-difficult section of the questionnaire. This demonstrates that academic writing may be difficult for students to grasp, utilize, revise, and recall. These findings suggest that students did not always understand the register of a phrase and struggled to use academic language efficiently and appropriately.

Ferris and Roberts (2001) classified mistakes as curable or untreatable, claiming that word choice errors were untreatable due to the lack of consultation norms. Truscott (2001), on the other hand, classified mistakes from low correctability to high correctability, suggesting that some word choice errors may be discreetly examined and so corrected. It is clear from this that academics' perspectives on the correctability of word choice errors are complex and nuanced. It has been stated that students' awareness is

required for the acquisition of linguistic information including lexis or word choice (Huang et., 2012).

According to Kao and Reynolds (2020), writing teachers utilize indirect feedback more often than direct feedback for students' word choice mistakes. Writing professors frequently ask students to utilize different terms without providing any explanations or examples to test different sorts of indirect feedback. Writing teachers may also view word choice problems as a minor hindrance to their students' writing and anticipate that learners will be able to self-correct without assistance. Reynolds (2016) discovered that students hated self-editing and self-correcting verb-noun alignments, indicating unfavorable views regarding the writing teacher's proposal that they remedy difficulties. It is essential that writing professors explicitly explain to students why developing self-editing and reference abilities is crucial - this guarantees that the correct words are chosen so that their intended meanings are understood.

Future research should look into how students learn to recognize and use academic writing, and whether there is a relationship between the quality of word choice and essay writing. Though many issues remain about lexical choices when writing and the appropriate way to research the process, qualitative investigations explaining learner perspectives tend to have useful implications for instructors and provide insights into the use of words in making the classroom more effective. Additionally, writing teachers should provide direct feedback in conjunction with meta-linguistic feedback that explains the sort of word choice problem that has been targeted for feedback and repair.

6. Conclusion

Word choice is one of the most encountered aspects of academic writing. Evidence shows that students who could not determine whether a word is academic or non-academic did not know how to choose the right word in the context. Besides that, students used a Google translate machine to search the unknown vocabulary.

In terms of solutions to overcome these challenges such as practicing writing, reading lots of academic articles, and taking notes to improve academic vocabulary was considered effective solution.

The findings from this study show the difficulties and give some solutions for English-majored students, School of Foreign Languages, Can Tho University regarding word choice in academic writing. Such challenges reported by the students while learning academic writing as well as suggestions generated from the faculty were found to become useful resources to help students improve their writing skills.

Acknowledgements

This research would not have been possible without the cooperation of several people. First, we would like to express our deep gratitude to 78 participants for their willingness to complete the questionnaire and to three teachers volunteering to participate in the

interviews. Second, we are grateful to many teachers of English, Department of English Language and Culture, School of Foreign Languages, Can Tho University for their support. Last but not least, we are indebted to our family and friends, who always stood by our side throughout our learning journey. Their encouragement and support inspired us to complete this research.

Acknowledgement

This study is funded in part by Can Tho University, Code: THS2022-37.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Nguyen Thi Tuong Thuy is a student at Can Tho University, Vietnam. Her research interests include methodologies and writing.

Huynh Pham Thien Anh is a student at Can Tho University, Vietnam. Her research interests include speaking and grammar.

Nguyen Thi Thuy Ngan is a student at Can Tho University, Vietnam. Her research interests include literature and writing.

Nguyen To Tuong Vy is a student at Can Tho University, Vietnam. Her research interests include literature, writing, and cultural studies.

Nguyen Thi Viet Anh is a senior lecturer, School of Foreign Languages, Can Tho University, Vietnam. Her research interests include methodologies, language skills, and semantics.

References

- Al Fadda, H. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3),123-130.
- Al-Khasawneh, F., & Maher, S. (2010). Writing for academic purposes: Problems faced by Arab postgraduate students of the College of Business, UUM. *ESP World*, 9, 1-23.
- Basma, I. A. A. (2013). The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students. *Arab World English Journal*. 4(3), 213-225
- Brun-Mercer, N., & Zimmerman, C. B. (2015). Fostering academic vocabulary use in writing. *The CATESOL Journal*, 27, 131-148.
- Danglli, L., & Abazaj, G. (2014). Lexical cohesion, word choice and synonymy in academic writing. *Mediterranean Journal of Social Sciences*, 5 (14), 628-632.
- Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing*, 4, 139–155.

- Fadda, H. A. (2012). Difficulties in academic writing: From the perspective of King Saud university postgraduate students. *English Language Teaching*, 5, 123-130.
- Ferris, D., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing*, 10(3), 161–184.
- Grami, G. M. A. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum: A comparative study in a Saudi context* Newcastle University School of Education.
- Huang, P. Y., Wible, D., & Chou, C. T. (2012). EFL learners' mental processing of multi-word units. *English Teaching and Learning*, 36(1), 129–16.
- Kao, C.-W., & Reynolds, B. L. (2020). High school writing teacher feedback on word choice errors. *Language Learning and Technology*, 24(3), 19–29.
- Laufer, B., & Nation, P. (1995). Vocabulary size and use: Lexical richness in L2 written production. *Applied Linguistics*, 16, 307–322.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47, 91–108.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Norris, C. B. (2014). *Academic writing in English*. University of Helsinki
- Pratiwi, K. D. (2016). Students' difficulties in writing English (A Study at The Third Semester Students of English education program at university of Bengkulu academic year 2011-2012). *Linguists: Journal of Linguistics and Language Teaching* 3(1), 1-13.
- Ratnawati, R., Faridah, D., Anam, S., Retnaningdyah, P. (2018). Exploring academic writing needs of Indonesian EFL undergraduate students. *Arab World English Journal*, 9(4), 420-432.
- Reynolds, B. L. (2016). Action research: Applying a bilingual parallel corpus collocational concordancer to Taiwanese medical school EFL academic writing. *RELC Journal: A Journal of Language Teaching and Research*, 47(2), 213–227.
- Santos, T. (1988). Professors' reactions to the academic writing of nonnative-speaking students. *TESOL Quarterly*, 22, 69–90.
- Subekti, A. S. (2018). Error analysis in complex sentences written by Indonesian students from the English Education Department. *Studies in English Language and Education*, 5(2), 185– 203.
- Truscott, J. (2001). Selecting errors for selective error correction. *Concentric: Studies in English Literature and Linguistics*, 27(2), 93–108.
- Zhou, A. A. (2009). What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes. *Language Awareness*, 18(1), 31–46.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of English Language Teaching shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).