



MOHAMED KHIDER UNIVERSITY OF BISKRA  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
ISILC LABORATORY - POLICA Research Unit



## **ACADEMIC WRITING IN HUMAN AND SOCIAL SCIENCES**

### **PREDICAMENTS AND PROSPECTS**

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## *Conference Abstract*

### **Academic Writing in ESP Context: Challenges and Suggestions**

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#### **Abstract**

One of the main challenges of the Algerian educational policy is to equip researchers with language competencies to perform different communicative acts. Therefore, English was introduced in PhD programmes to fulfil students' needs. However, it was noticed that after ESP training researchers still find difficulties to publish their papers in English, a case in point mechanical engineering doctoral students at the faculty of science and technology (The University of Ain- Temouchent). This paper will present the results of an exploration of the nature of these difficulties and identify the type of syllabus that would best help improve their academic writing performance. Thus, a needs identification and analysis of doctoral students' academic writing difficulties was conducted. Two research instruments were used in this study namely the questionnaire and the interview. Questionnaires were mailed to doctoral students and subject specialist teachers whereas the interview was conducted with six CFD (Comité de Formation Doctorale) members. The data gathered from the research instruments was analyzed quantitatively and qualitatively. The results revealed that the nature of academic writing difficulties is both linguistic and strategic. Furthermore, a task-based syllabus was found to be appropriate to help improve their academic writing skills. Based on doctoral students' academic writing needs, a task-based course was suggested to help them overcome such difficulties and improve their academic writing performance.

**Keywords:** academic writing, doctoral students, ESP, mechanical engineering, task-based syllabus