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Conference Abstract

Integrated Writing Tasks: Students' psychological barriers

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Abstract

Higher education students require critical and active integrated academic writing skills. This mainly incorporates the ability to produce written pieces for assessment purposes based on discussing different sources of knowledge, reading and/or listening to target related-content texts, lectures, or audios. This communicative nature of the integrated academic writing tasks unlike the rigid ones which entail knowledge recalling urges students to be active writers performing a thorough analysis of the information from multiple pre-writing discussions of numerous sources. Although these integrated language skills tasks are respectively used in formative assessment, they posit challenges for teachers designing a test that has a multifaceted construct. Students also face a variety of challenges while being tested in integrated academic writing due to the complex procedures included in the writing process in general. Psychological issues could be one of the most prevailing constraints for students to achieve good results in an integrated academic writing task. This study for the sake of encouraging active writing communicative skills aims to explore the salient psychological barriers to university EFL students while performing an integrated academic writing test and seek to provide appropriate recommendations for students and teachers as well.

Key words: Academic writing, Assessment of writing, Integrated language skills tasks, Psychological challenges