INVESTIGATING THE LANGUAGE ISSUES IN ACADEMIC WRITING: A STUDY ON THE RESEARCH SCHOLARS AT VIT UNIVERSITY-VELLORE

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Abstract

Writing skills are regarded as the most fundamental and difficult skill among the four language skills. The present study seeks to investigate the challenges the research scholars at VIT University- Vellore encounter in language skills in research and academic writing. Mastering academic writing depends on academic success and effective writing skills, making it the foremost vital skill in this context. Despite its importance, writing skills are often recognized as the most challenging and significant skill for students and particularly for research scholars. This study explores the obstacles which are experienced by the research scholars and employs a comprehensive questionnaire to identify specific issues related to English language use in research and academic writing. The study adopts quantitative approaches, with the research scholars answering the objective questions. To address the identified language issues, effective remedial strategies and recommendations are provided. The analysis concludes the importance of providing scholars with sufficient academic exercise to improve their academic skills. This paper aims to contribute to the enhancement of academic writing proficiency among research scholars.

Keywords: Academic Writing, Academic Challenges, Academic Writing Difficulties, Research Scholars, EAP.

INTRODUCTION

The investigation was undertaken in response to specific facts and requirements of English technology and education. These encompass the guidance and acquisition of knowledge that occur within the contexts of academic writing. The supervisors provide input on the students' language proficiency, writing deficiencies, expectations for materials, and prerequisites for publishing research theses and articles. The occurrences taking place within the educational environment can have a significant influence on society. The process of teaching and learning is closely linked to the capacity to convey ideas, emotions, and personal encounters through language. Therefore, the rise in demand for academic writing publications may be linked to the process of teaching writing.

Through practical means, the researcher's examination of classroom dynamics and preliminary discussions with select students and supervisors unveiled that students enrolled in an Academic Writing course, namely those in their fifth semester or beyond, encountered difficulties when composing research articles. Several thesis supervisors and professors in the Seminar on Language Teaching recognise students' deficiencies in written expression through their research papers or theses. The source of this information is Fatimah, in the year 2018. The pursuit of learning academic writing is still being done in a traditional manner. The lecturer normally delivers the course material, while the students attentively engage in their Academic Writing assignments

and dutifully submit their completed work. The lecture's presentation and selected parts from the reference book are the main sources of information.

Research is essential for providing university students with significant opportunity to gain knowledge and improve their skills by producing research papers. Researchers have seen the challenges that students face when producing their research papers. These studies demonstrate that overseas students encounter comparable challenges, namely in regards to their understanding of research subjects. The research findings demonstrate the many obstacles faced by the students. Challenges in formulating a thesis arise from a limited comprehension of research paper composition and a scarcity of resources. (Siti Kholija Sitompul & Amira Wahyu Anditasari, 2022)

The comparison between academic writing skills and creative writing underscores the challenge. Writing is an ongoing and imaginative process that involves generating original ideas, organising them effectively, and making several modifications in order to generate an academic piece of writing that is acceptable, meaningful, and successful. Many students frequently encounter difficulties in academic writing, particularly while composing research papers, projects, or assignments, leading to common errors. Yeh (2010) conducted a study that examined the specific problems, obstacles, and demands of graduate students when it comes to completing and reporting their research. Writing is a demanding endeavor that necessitates students to dedicate time refining their abilities in order to be ready for scholarly writing. Scientific writing is employed to convey research discoveries and methodologies. Effective writing requires extensive expertise and a profound comprehension of language, syntax, sentence structure, coherence, and other fundamental components. Postgraduate students may encounter difficulties due to their emphasis on the novelty of research rather than language concerns. (Yeh, 2010)

The achievement of academic success frequently depends on proficient writing; nonetheless, the difficulties that researchers encounter when producing a research article expose the true intricacy involved. Producing a professional research paper, sometimes referred to as academic writing, entails the organization of material, mastery of writing skills, revision, development of a logical thesis, meticulous proofreading, and proper sequencing of the document with appropriate citations and references. The last stage entails the dissemination of the paper. According to (Klimova, 2013), it is important to have a well-organized framework and relevant content when writing scientific papers.

While many studies have examined thesis writing for research scholars, they primarily focused on general language difficulties in research and academic writing, rather than exploring the specific intricacies and difficulties of specific academic writing situations. Furthermore, the majority of study has concentrated on the challenges faced by both undergraduate and postgraduate students. Only a limited number of studies have examined the difficulties encountered by research researchers when writing their thesis, particularly the linguistic issues they faced throughout the research and academic writing process. Each stage of this process is extensively described. Hence, it is imperative to scrutinize the linguistic concerns linked to research and academic writing. The present study is focused on a survey that was done to identify language-related challenges in the context of research and academic writing among research researchers.

Academic Writing

Academic writing is the result of thought and a manifestation of reasoning. This implies that your writing reflects your level of intellectual ability. Additionally, it shows that you are prepared to delve into more complex ideas by articulating views grounded on in-depth synthesis, analysis, and review of numerous sources. According to Taylor (2009), writing activities consider the reader, the writer, the topic, and the common language form. In academic writing, it is necessary for a writer to present justifications that strengthen the concepts being communicated. The author presents the information using precise and comprehensible language that is suitable for the academic community. Academic writing requires commitment and patience to learn how to develop your writing through drafting, crafting, and redirecting which is a necessary component of the evolutionary process of any academic piece of writing that takes dedication and practice. (McMillan & Weyers, 2014)

Writing activities in an academic context require accurate deliberation of the writer's role, the subject matter, the audience, and the conventional language forms used in scholarly communication (Taylor, 2009). In academic writing, the writer needs to provide a substantiated explanation to support the presented ideas. This is done using clear and appropriate language that meets the standard of the academic community.

When engaging in the academic writing context, several key elements must be taken into consideration. The structure of academic writing is characterized by a formal tone and objective style, often focusing the complex and abstract language. The team "Academic Writing" encompasses the drafting of the written content to accommodate the academic requirements or to fulfill tasks undertaken by supervisors and researchers for a purpose such as publications and conferences within the academic environment. (Kurniati & Fithriani, 2022)

According to (Murray and Christison, 2019), there are five essential competencies that students must develop in academic writing. Firstly, students need a high level of organizational competence to ensure their ideas are presented clearly and coherently. Secondly, precision in writing is crucial, requiring careful use of technical terms to counter misunderstandings. Thirdly, students must have control over grammar to effectively communicate their information. Fourthly, an extensive knowledge of the discipline-specific vocabulary is necessary. Lastly, the students should be able to integrate these competencies to create a writing style that is appropriate for the contracted audience and context.

Writing errors, particularly among second language learners, can stem from various factors. (Myles, 2002) identifies social and cognitive factors as primary sources of these errors. Social factors include negative attitudes towards the English language, limited progress in language acquisition, significant social and psychological barriers between learners and the target language culture, and a lack of motivation to learn.

Cognitive factors, distinct from social influences, also contribute to writing errors. These include the acquisition of research vocabulary and stylistic conventions, and the writing process itself, which involves the construction, transformation, and execution of ideas (Myles, 2002). Students must also consider how to express their ideas in writing while simultaneously applying their knowledge of discourse, audience expectations, sociolinguistics rules, and the influence of their first language (L1)

Within the English Education Department, the Academic Writing course is an indispensable subject offered in the fifth semester. The goal is for students to develop the competency to write research papers in English.

Exquisitely, Academic Writing presented a particular challenge for students whose first language was not English. For the participants in this present study, the research scholars experience language issues in research and academic context, not only because their previous studies had been conducted in their native language, but also due to the higher standards for writing quality, vocabulary, and punctuation usage.

The main challenges the international students faced in writing in English included grammar and vocabulary, use of style guides, organization and flow of information, critical thinking, understanding plagiarism, and assignment completion. these challenges regarding grammar, vocabulary, and styles of writing students struggle to write academic work.

Needs Analysis

(Brown, 2016) describes needs analysis as the systematic collection and examination of all pertinent information required to address learner's needs. According to (Murray & Christison, 2019) return to this essential question and call attention to emerging trends and challenges affecting the contemporary classroom. Addressing new skills and strategies that EFL teachers require to meet the needs of their shifting student populations who are impacted by changing demographics, digital environments, and globalization, this book, which is grounded in current research, offers a strong emphasis on practical applications for classroom teaching. (Murray & Christison, 2019), needs analysis involves the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of students within the context of the particular institutions involved in the learning situation.

(Murray & Christison, 2019) indicates that needs analysis should answer questions such as: What are students already knowledgeable about and capable of doing? What do they need to learn and be able to do? Furthermore, they emphasize the importance of gathering data regarding students' identities, experiences, and learning goals for the subjects being taught (Murray and Christison, 2019).

According to Hutchinson and Waters (1987), needs analysis encompassed both target needs and learning needs. Target needs address what students require in specific situations, including necessities, wants, and weaknesses, while learning needs focus on what students need to effectively learn. This involves understanding why students need academic writing, what they desire from the class, and the difficulties they face with academic writing.

Academic writing can be broken down into four components, as highlighted by (Bailey, 2003): the writing process, accuracy, essential of writing, and the use of examples. These components address issues such as whether students struggle with basic writing knowledge, reading, and note-taking for research writing, and following writing stages like planning, organizing, and composing research work. It also examines if students can recognize and use different types of written texts, research styles, visual information, and if there are grammatical challenges in academic writing.

Regarding learning needs, (Tomlinson, 2012) states that students' needs include personal needs, learning needs, and future professional needs. Given the current demands of learning English, utilizing technology is crucial. Information and

communication technology can significantly enhance academic writing. (Ybarra and Green, 2003) suggest that technology facilities verbal interaction, vocabulary development, and improves reading and writing skills. (Mills, 2022), indicates that technology like computers helps develop complex skills needed in the global era and supports student-centered learning.

(Tomlinson, 2012) conducted a qualitative study on the challenges students face in research writing. The study revealed that ESL learners still significant instructor support to complete research writing task, clear instructions, and individual guidance during the learning process. Technology, with its various features, can aid teachers and lecturers in developing materials. (Dudeney et al., 2008) describe a range of technologies for teaching English, including word processors, websites, e-mail, online reference tools, technology- based materials, and e-learning. Choosing the right technology can greatly enhance the delivery of teaching materials, making it easier for the students to achieve learning objectives.

English for Academic Purposes

English for Academic Purposes, or EAP, refers to the language training focused on academic or professional development. It is noteworthy that people frequently acquire this language intending to use it in professional contexts after learning it for use in an educational setting. (Hutchinson & Waters, 1987)

LITERATURE REVIEW

Research scholars often struggle with mastering academic writing, particularly in areas such as jargon, linguistic accuracy, and content selection. Numerous studies specifically on academic writing skills highlight issues related to knowledge, word choice, and coherence, often emerging from inadequate training. The most challenging aspect for judges evaluating academic writing is the organization of the work, especially concerning the subject.

According to (Xiao and Chen, 2015) three main areas where academic writing presents difficulties are 1. Content 2. Organizing and 3. Use of language. Specifically, problems appear when selecting the most significant obstacle. (Ramzan et al. 2023) outline five common problems in academic writing: coherence, lexical choices, subject-verb agreement, pronoun-antecedent agreement, and punctuation.

The complexity of academic writing is analyzed in terms of language usage, mechanical aspects of writing, and organization of content. (Nenotek et al.,2022). Moreover, research indicates that non-native English speakers typically invest two to three times more time- compared to native learners in developing critical reading skills for academic purposes (Gea-Valor et al., 2014). Examination of peer feedback underscores the importance of addressing language usage and grammatical errors in form-based comments. The primary organizing principles of these reflections are lexical resources, grammatical accuracy, and the development of meaning through peer feedback. (Yu and Lius, 2021)

Fundamental elements of academic writing as a formal writing technique involve pre-writing organization of ideas, structuring sections, editing and revising, crafting appropriate conclusions, through proofreading, and adherence to citation and referencing guidelines. (Klimova Frydrychora Blanka, 2013)

Despite the challenges associated with writing, academic work requires specific components such as precise language, correct vocabulary, clear elucidation, and cohesive sections. A significant hurdle students face when attempting to write confidently for academic purposes is their lack of language proficiency (Gea-Valor et al., 2014), which highlights common difficulties including grammar, punctuation, spelling, and coherence. Confidence issues arise when students attempt to write their papers in English without receiving adequate instruction in fundamental academic writing techniques.

As per (Khadawardi, 2022), insufficient practice time and lack of linguistic and rhetorical understanding are primary contributors to the negative perception of academic writing. These factors significantly impact how L2 learners perceive the challenges which are associated with academic writing. Students are required to not only choose words and grammatical structures but also to select, summarize, paraphrase, conclude, and argue (AlMarwani, 2020). However, students often struggle to construct coherent paragraphs and sentences with proper grammar, contrasting potential problem areas such as parts of speech, tenses, punctuation, coherence, discourse markers, and structuring academic essays and paragraphs coherently. Vocabulary acquisition is identified as the primary concern, followed by grammar correctness and the ability to use appropriate syntax to convey ideas. Furthermore, students struggle with citing sources properly and paragraphing.

Students as per (Anderson & Cuesta- Medina, 2019), struggle with the rhetorical aspects of academic writing due to the lack of experience. An analysis of the data revealed various issues among participants, including grammar, paragraph organization, sentence structure, spelling, essay structure, academic jargon, and technical abilities.

Writing problems in English encompass grammar, spelling, punctuation, capitalization, disorganization, illogical sequences, and poor organization. (Fajariah, 2019) emphasized common punctuation errors such as redundant usage of apostrophes, irrelevant quotation marks, missing commas, improper quotation mark placement, and incorrect use of semicolons and colons. Vocabulary and grammatical issues were noted as significant challenges by (Al Mahmud & Afzal Ur Rahmanu, 2023), with linguistic problems like improper use of articles, prepositions, verb tenses, adverbs, and sentence structures posing difficulties for the students when writing essays, paragraphs, assignments, and sentences. (Alharbi, 2019) emphasized issues with articles, prepositions, and irregular verbs, and highlighted grammar problems including pronoun usage, subject-verb agreement, and sentence structure.

Following (Anisa & Widayanti, 2019), challenges with the grammar and vocabulary section among the students impact the articulation of concepts in academic writing and the structure of sentences. These difficulties encompass writing mechanics of writing such as spelling and punctuation. Similarly, (AlMarwani, 2020) indicates that spelling, grammar, and vocabulary issues impede students' ability to convey ideas clearly in writing. Challenges that include employing grammatical structures, paraphrasing, and summarizing findings, as highlighted by (Al_Zubaidi, 2012). Postgraduate students face significant responsibilities in compiling, organizing, and linking academic writing elements. The majority of respondents find teaching writing skills challenging, with language proficiency being a major hurdle for most students. (Iermolenko et al., 2021)

(AlHarbi, 2019) focuses on sentence and paragraph construction, writing mechanics, and style. Both before and after the survey, many students struggled with spelling, grammar, punctuation, and writing mechanics, with issues such as sentence structure 46% and subject-verb agreement 42% being prominent. Moreover, there are prevalent spelling and punctuation mistakes, including problems with capitalization 26%, punctuation 33%, and spelling 33%.

According to (Habibi et al., 2017), writing is the most challenging skill to master due to deficiencies in vocabulary, ideas, and confidence among participants, underscoring the significant role of grammar in academic writing. Students often exhibit grammatical errors, inaccuracies, punctuation issues, spelling problems, and poor lexical choices in their argumentative writing, indicating a lack of control over argumentative writing structures.

Research by (Aldabbus & Almansouri, 2022) identifies common errors in sentence structure, vocabulary, and idea expression among students, along with struggle in selecting appropriate academic vocabulary and encountering grammatical and punctuation problems. These challenges are linked to difficulties in accurately summarizing and paraphrasing text.

(Flores & Lopez, 2019) highlights noticeable shortcomings in writing produced by L2 learners, particularly in summarizing and paraphrasing. The research questionnaire evaluates language proficiency, sentence structure, clear idea expression, and reported writing difficulties. Students' uncertainty and limited availability of writing-related classes contribute to these issues.

Evaluating students' opinions on academic writing challenges, (Bolsunovskaya & Rymanova, 2020) covers various aspects including lexical resources, grammar, organization, spelling, punctuation, vocabulary, and word formation. The findings underscore insufficiency in writing-related coursework, variation in students' educational and cultural backgrounds, and the demands of academic writing parallel to language proficiency.

Purpose of the Study

The present study seeks to explore whether academic researchers experience challenges with English language proficiency in the realm of academic writing and research. The analysis delves into the specific characteristics and types of language difficulties encountered by these researchers.

Objective of the Study

The primary aim of the present study is to identify and understand the linguistic obstacles encountered by the researchers when engaging in academic writing. This implies that the responses gathered from the survey will likely be utilized by the researchers to conclude the linguistic hurdles faced by this group of academics in their scholarly writing and research endeavors.

Overall, the study endeavors to furnish valuable insights that could inform interventions or support mechanisms aimed at addressing these challenges, particularly focusing on the specific language-related issues within the research and academic writing experiences of scholars at VIT-Vellore.

Language Issues in Features of Academic Writing for the Scholars

Academic research writing, often known as scholarly research writing, is frequently distinguished by distinct limitations and characteristics. Academic writing must be composed using a formal language to effectively communicate the established features and intended meaning in accordance with the attributes of academic research. It should be well-organized, supported by evidence, and maintain a formal tone. Academic writing adheres to the specific vocabulary used in scholarly writing.The language used in scholarly writing exhibits distinct characteristics that differentiate it from everyday communication. These specific rules and conventions controlling academic writing have resulted in common traits found in the language of scholarly study. The differences in language usage in academic research writing among various cultural and national traditions present challenges when using scholarly language in cross-cultural contexts. This situation has practical implications in terms of socio-linguistic and ethnographic translation. Examining the function of peer reviewers in the acceptance or rejection of manuscripts has revealed that issues related to language use and style are commonly identified as the main reasons for articles being deemed below the necessary quality for publication (Awagu, 2021).

Research Scholars

Research scholars write and rewrite academic articles for publication, however they also experience difficulties and challenges in terms of language issues. When the article comes to a rejection on account of language issues, scholars may experience difficulties in publishing their research work. Scholars experiencing difficulties in publishing needs, reference section, citations, finding out a research problem but the majority of the research scholars face difficulties in encountering the interference of the structural construction or the interference of the native language for a non-native speaker writing in a second language (Awagu, 2021).

RESEARCH METHODOLOGY

The study used both quantitative research and qualitative research to examine the language issues in research and academic writing context among the research scholars. The research focuses on ongoing projects at VIT University in Vellore, encompassing researchers from diverse fields. Employing a descriptive research design, data collection is carried out through surveys. The primary objective is to gain insights into how the targeted researchers utilize the English language in their academic and research pursuits. Surveys are distributed via Google Forms, allowing for the collection of extensive information from a broad spectrum of participants. To gain insights into the linguistic obstacles faced by the researchers at VIT University-Vellore, respondents are drawn from various academic disciplines.

Instruments

The questionnaire aims to ascertain, before study implantation, whether researchers encounter any language-related difficulties in their academic writing endeavors.

The survey is categorized based on three language problem areas: Grammar, Punctuation, and Vocabulary. This facilitates the collection of quantitative and qualitative data. The questionnaire is framed with 22 close-ended questions and 1 open-ended question.

A three-point Likert scale is employed, ranging from 1. Agree, 2. Disagree, and 3. Sometimes. Each statement in the questionnaire undergoes basic statistical analysis using mean and percentage calculations. Statistical data processing engaging the SPSS statistics program focuses on evaluating the responses.

Research Instruments and Data Gathering Technique

The purpose of the thoughtfully designed questionnaire is to investigate the obstacles and problems that academic writers have when addressing linguistic concerns in their work. The purpose of the questionnaire is to identify particular constructs associated with the writers' difficulties.

1. Recognizing Writing Difficulties

The purpose of the questionnaire is to learn about the difficulties that research researchers have when they are writing. This could involve problems with language, organization, consistency, or other elements of academic writing.

2. Examining Challenges with Academic Writing

The purpose of the questions is to identify particular challenges that researchers have while they are composing articles, assignments, or other types of academic writing. This includes problems with content organization, paper presentation, and following writing guidelines.

3. Determining the Skills Required for Academic Writing

Finding the academic writing abilities that experts feel are essential for success in their research projects is the goal. These could include abilities to write well, use language and grammar structures appropriately, or combine knowledge.

4. Classifying Language Challenges

The three sections of the questionnaire—Grammar, Vocabulary, and Punctuation—are designed to comprehensively evaluate language challenges. This makes it possible to comprehend the unique linguistic difficulties that the study academics face on a more complex level.

5. Incorporating a Descriptive Type Question

Including a descriptive type of question allows participants to express their thoughts in more detail. This open-ended question can offer valuable insights that may not be captured by closed-ended questions.

Analyzing the responses, considering not only the frequency of certain issues but also the depth of insights provided in the descriptive responses. This combination helps gain a comprehensive understanding of the language- related challenges encountered by research scholars and guide potential interventions or improvements in academic writing support.

Study Population

The research involves fifty research scholars pursuing their first year in diverse groups and a random convenience sampling is used. Research scholars from VIT University in Vellore are participating in this study from various fields such as Sociology, Chemical Engineering, Mechanical Engineering, Commerce, Physics, Social Sciences, Machine Learning, Information Technology, Psychology, English, Agronomy, and Mathematics.

Research Design

A descriptive study is the description given to the research design. The goal of descriptive research is to accurately describe a circumstance, occurrence, or group of people without changing any of the factors. In this instance, the researcher's goal is to describe and comprehend the linguistic challenges that research academics encounter while writing academically rather than attempting to prove a cause-and-effect relationship.

Data Analysis

In the present study, all the responses from the research scholars were analyzed quantitatively by converting the responses into numerical values subject to the statistical analysis. Each close-ended statement of the questionnaire we responded to is analyzed with an overall mean and percentage. One open-ended questionnaire is represented verbatim.

According to the survey results, research scholars face three main obstacles while writing academic publications. Writing coherent academic essays is a challenge for participants, however only three categories are selected for this study.

FINDINGS AND DISCUSSION

General language issues in Academic Writing

The research article (Fatima, 2018) indicates that the respondents showed a general proficiency in writing conclusions, writing references, argumentative writing, and introductions. The students anticipate and require materials to enhance their proficiency in several aspects of academic writing, including expository writing, analysis of their own work, utilisation of direct and indirect quotations, evaluation of essay structure and outlining, descriptive writing, and the process of drafting. These are the specific issues that students commonly face when writing in general.

Specific Language issues for the Research Scholars in Academic Writing

When it comes to language skills, the participants identified writing cohesive paragraphs, summarizing, paraphrasing, using acceptable lexical phrases, and employing academic language and terminology as the most difficult aspects of writing. (Kalpana Ranganathan and Sankarakumar Sankara Pandian, 2023). Nevertheless, experts assert that the most significant obstacles in academic proficiency pertain to the tasks of evaluating and analyzing material, composing introductory sections, and discovering gaps in study. The results indicate that international postgraduate students who come from universities where English is not the primary language of instruction would benefit from receiving assistance in English for Academic Purposes (EAP), critical thinking abilities, and language-related skills in order to develop the ability to independently engage in writing tasks. Similarly, (Shahsavar and Kourepaz 2020) investigated the challenges faced by postgraduate students while composing the literature review segment of their thesis. Their research utilised a mixed-method approach to examine 40 master's theses that had been completed. The findings indicated that the majority of students, including those with proficient abilities, required support in the areas of synthesizing, critiquing, or explaining literature in their writing. Their main focus was on summarizing the findings and interpretations of other researchers.

Language Difficulty in Grammar

Table 1 Every graduate student must possess proficient academic writing skills to reach their desired level of academic accomplishment. However, grammatical errors present the biggest challenge for graduate students while writing. The majority of students found it difficult to write sentences and paragraphs utilizing appropriate syntax, as evidenced by the observed mean value of 2.5 (Sarwar et al., 2022).

Table 1: Shows how scholars experience language difficulty in Grammar

S.no	Items	Agree	Disagree	Sometimes	Mean
1.	Difficulty in framing appropriate sentences.	38%	20%	42%	1.82
2.	To use active voice and passive voice sentences.	44%	28%	28%	1.84
3.	Using appropriate prepositions.	36%	22%	42%	1.86
4.	To write a sentence using verb forms.	30%	36%	34%	2.06
5.	Article usage when framing a sentence.	32%	34%	34%	2.02
6.	Difficulty in using model verbs.	36%	18%	46%	1.82
	Overall mean			**1.903**	

From, Table 1 the results indicate that producing a research article or a passage requires careful attention to grammar. Shows that 38% of participants agreed that there is difficulty in framing appropriate sentences, had trouble creating sentences in the grammar section of the questionnaire, 44% of the participants experience that using active and passive voice is difficult, using appropriate propositions were difficult for 36%, participants of 30% feels that using verb forms is difficult, 36% of the research scholars feel that using article in sentences is challenging, 36% difficulty in using model verbs. Thus, the results, showed from the overall mean 2.13 shows that students experience that grammar is the section where the research scholars feel more difficult.

Language Difficulty in Punctuation

Table 2 shows that although punctuation issue is one of the most crucial components of written English, it is also the one that is given the least attention in terms of language skills. The study examines how well one can use punctuation in descriptive writing, and it was classified as total punctuation emerges. 44.4% of exclamations. Colon 89%, Apostrophe 62.3%, Hyphen 64.8%, Full stop 67.4%, and Comma 28%. It has been noted that when kids write, they have trouble applying punctuation in the right spot. (Ginting Fibre Yun, 2018)

Table 2: Language difficulty in Punctuation

S.no	Items	Agree	Disagree	Sometimes	Mean
1.	To use punctuation in academic writing.	44%	30%	26%	1.86
2.	The difficulty is using both full stops and commas.	24%	52%	24%	2.28
3.	Awareness of using apostrophes.	28%	40%	32%	2.12
4.	To write a sentence with capitalization.	24%	48%	28%	2.24
5.	Using exclamations and hyphens appropriately.	30%	36%	34%	2.06
6.	To use semicolons and full stops in a sentence.	18%	40%	42%	2.22
	Overall mean			**2.13**	

From, Table 2 the results demonstrate that a further aspect of punctuation challenges the scholars agreed that 44% of participants acknowledge feeling unconfident while using punctuation marks. Scholars accepted that 24% of the participants feel that they have difficulty in using both commas and full stops. Furthermore, 28% of respondents found it difficult to position apostrophes correctly, and 30% of the research scholars agreed that they found hyphens and exclamation marks difficult to use. 24% of the respondents feel that using capitalization in the sentence is difficult, minimum of 18% of the respondents feel that using semicolons and full stops in a sentence is difficult and with the overall mean value 2.13. Thus, the poll highlights the ongoing difficulty research academics have when it comes to punctuation.

Language Difficulty in Vocabulary

Table 3 shows that academic words and phrases are often used to explain, characterize, and defend scientific activity. It can be used in a variety of contexts by experts and writers across a wide range of disciplines. (Ayman Ankawi, 2022). Academic vocabulary plays an important part in academic achievement, and studies have shown a strong correlation between academic success and the capability to read and understand a huge amount of written literature. Students found academic writing difficult, from the results it is observed that a lack of knowledge about the distinction between academic and non-academic vocabulary is noted. (Nenotek et al., 2022)

Table 3: Language difficulty in Vocabulary

S.no	Items	Agree	Disagree	Sometimes	Mean
1.	To use correct spelling in paragraph writing.	16%	54%	30%	2.38
2.	Prefix and Suffix usage in academic writing.	22%	42%	36%	2.2
3.	Acronyms usage while writing a paragraph.	34%	22%	44%	1.88
4.	Choosing appropriate words while drafting an article.	52%	10%	38%	1.58
5.	To use a sentence using jargon.	52%	10%	38%	1.58
6.	Use appropriate abbreviations.	30%	34%	36%	2.04
7.	Practicing relevant idioms and phrases.	44%	8%	48%	1.64
8.	Using acronyms is challenging.	32%	20%	48%	1.88
9.	To use synonyms.	26%	30%	44%	2.04
10.	Challenging while framing a question.	24%	40%	36%	2.16
	Overall mean			**2.096**	

Table 3 it is studied from the results that the concluding part of the difficulty highlighted in the results pertains to the construction of suitable vocabulary in academic writing. A total of 16% of participants agreed that there is a difficulty in using correct spelling in the sentence, 22% of the participants express difficulty in using prefix and suffix in academic context, 34% of the respondents were registered that using acronyms is difficult, 52% of the participants feel that using appropriate words in the sentences is difficult while drafting the article, using jargons in writing a sentence is challenging for about 52% of the scholar, 44% of the scholars feel that practicing idioms and phrases is difficult for them when writing the academic paper, 30% of the respondents agreed that using appropriate abbreviations is difficult, 32% of the research scholars feel that using acronyms is challenging, 26% participants have agreed that using synonyms is difficult for them while writing.

Furthermore, 24% of the research scholars have registered that framing the questions is challenging while writing a research paper. The overall mean value of the scholars in the difficulties of vocabulary is 2.09. Therefore, the research results indicate that

research scholars encounter difficulties in various aspects of academic writing, as revealed through the survey responses.

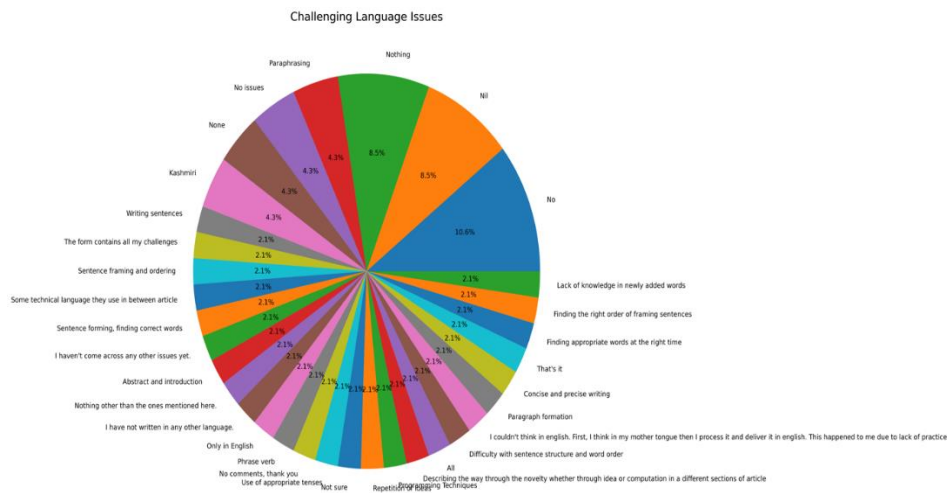**Figure 1: Other Language issues that are challenging for the Research Scholars**

Figure 1 In the response to a question about the other language issues that research scholars feel challenging in terms of research and in academic writing context. As in the Figure 1, from the pie chart it shows that few participants have mentioned using articles is difficult for them, many have mentioned writing sentences is difficult, many individuals have registered that sentence forming, finding correct words and other sections of language issues in research and in academic writing context.

In response to the final 23rd open-ended question, the research scholars have registered various language difficulties they experience in language issues in terms of academic writing. The above Figure 1 responses reveals that most issues were related to Grammar, Vocabulary and Punctuation. Some of the responses are presented in verbatim below:

- Paragraph formation.

- Difficulty in sentence structure.

- Challenges in using appropriate tenses.

- Sentence framing and finding the right words.

- Challenges in using Jargons.

- Difficulty in word order.

Although, the difficulties reported in this present study are not unique among the research scholars, but they have considered the above mentioned as their language difficulty issues and also challenging for them in the research and academic writing context. In relevant to this study (Demir & Al-Kadi, 2023) contend that hard science writers, in some ways, think differently from writers of soft sciences such as literature, linguistics, and social studies, which is according to the authors, because in humanities, authors take part in knowledge construction and thus integrate their voices into take a robust idea, unlike science writers who take a robust stance on their empirical results and deal with numeric more than words.

CONCLUSION

The present research study is evaluated by a quantitative survey organized through Google Forms to find out the language difficulty issues in research and academic writing context among the research scholars. The findings of this research paper showed that scholars experiencing language difficulties in all three aspects of grammar, punctuation, and vocabulary.

The survey research conducted among the research scholars from VIT University-Vellore showed particularly in each category of grammar, punctuation, and vocabulary. The overall mean from Table 1 Grammar the overall mean is 1.903, Table 2 Punctuation the overall mean is 2.13 and from Table 3 Vocabulary the overall mean is 2.09. Thus, the research scholar experiences language difficulties majorly in these above-mentioned categories of mechanics of writing and they have language issues in research and in academic writing context. It is important to note, however, that the study has limitations, such as a small number of participants about 50 research scholars and confined to VIT University- Vellore being selected and analyzed exclusively for language issues in research and academic writing purposes. While the research successfully identifies the problem and assesses the difficulty level of academic writing, with recommendations and suggestions. Future research studies are recommended to involve a larger number of participants and to concentrate on a more comprehensive analysis of academic writing.

Recommendations and Suggestions

Supervisors and the scholars must focus more on the techniques and appropriate methodologies and acceptable methodology that applies and make scholars understand the problem clearly. Scaffolding the seminar attendees through a workshop focused on addressing the academic's' linguistic problems through the writing process through the mechanism of writing process (Villanueva, 2018).

- Scholars visiting the library.

- Metting the experts and clarifying the doubt regarding the language issues and academic writing.

- Attending workshops and training programs on language issues and academic writing.

- A committee meeting the experts that will assist research scholars in resolving their linguistic problems.

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